

DECEMBER 2019

 STUDENT INVESTMENT ACCOUNT

GUIDANCE FOR ELIGIBLE APPLICANTS

A COMPREHENSIVE RESOURCE.

The purpose of this document is to provide comprehensive guidance for Oregon school districts and eligible charter schools to complete the planning process and prepare to submit an application for Student Investment Account funds. Several of the sections have also been published as stand alone documents in the case that sharing or using them in more digestible segments is preferred.



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DECEMBER 2019

⊕ A STARTING POINT

PULLING THE PIECES TOGETHER

A COLLECTION OF ESSENTIAL
INFORMATION TO SUPPORT
SIA PLANNING.

The purpose of this document is to provide comprehensive guidance for Oregon school districts and eligible charter schools to complete the planning process and prepare to submit an application for Student Investment Account funds.

Section One: Pulling the Pieces Together

Purpose of this Document

The purpose of this document is to provide comprehensive guidance for Oregon school districts and eligible charter schools to complete the planning process and prepare to submit an application for Student Investment Account (SIA) funds. Several sections of this guidance have been published as stand-alone documents in the case that sharing or using them in more digestible segments is preferred.

Please closely read this document and refer to it throughout your planning and application process over the next six months. This document is necessarily extensive and is designed to bring clarity and transparency to the application process. It is both user-friendly and detailed and should be helpful in answering questions for applicants and their communities as they navigate Oregon's most impactful education investment in three decades.

Instructions for Submission

Eligible applicants must submit a complete application during the application window of March 2 - April 15, 2020. The only two ways an applicant can lose access to their non-competitive grant allocation is by 1) failing to submit an application by April 15, 2020 or by 2) not engaging and completing work to meet application requirements that need attention following ODE's review.

Applicants can expect to submit via a web-based tool. More information on the application portal is expected in February 2020. ODE will provide support to on-time applicants until they meet requirements, as long as applicants are productively engaged and responsive.

Essential information to include throughout your application

As you express the work and planning you've done, please be specific about the roles and ways you've engaged students, staff and families with attention to detail in terms of race, gender, ethnicity, socio-economic status and the focal student groups that are named within the Student Investment Account legislation in the Student Success Act (see the [ODE Engagement Toolkit](#) for Guidance).

Application Development and Support

All applicants have access to technical assistance for SIA planning and grant application development. Pre-reviews and peer-reviews prior to application submission utilizing ESD support and ODE staff is encouraged.

Timeline and Important Dates

These suggested activities and corresponding dates act as a guide to help your district or eligible charter school stay on track to submit your application during the application window.

Suggested Activity	Dates
Review the comprehensive guidance to learn about the component parts of the SIA Application.	December 2019
Continue and complete planning processes while drafting each part of the SIA application.	January 2020
Negotiate agreements with any charter schools invited to participate in the district's SIA application.	
Provide an opportunity for public review and comments on your plan, budget and application.	February 2020
Obtain school board approval of grant application and agreements with charter schools if applicable. ¹	February - April 2020
Prepare application for submission.	March 2020
Submit complete application to ODE during application window.	March 2 - April 15, 2020

Step-by-Step Guide to Meet All Requirements

Here are 13 steps to guide applicants through the strategic planning requirements for SIA funds set out in [HB 3427](#). This section is a resource for districts and eligible charter schools applying independently to use in self-directed processes. You are welcome to adapt or improve upon what is offered here.

¹ Applicants are required to obtain school board approval of their grant application prior to submitting to ODE. While the grant application will include draft longitudinal performance growth targets, they are for review only.

Steps 1- 5: Collecting, Considering and Reporting on Community Input

The Student Success Act (SSA) requires all eligible applicants for SIA funding to engage all staff and particularly students of color; students with disabilities; emerging bilingual students; and students navigating poverty, homelessness, and foster care; and other students who have historically experienced disparities in our schools and the families of students within these focal groups. The steps that follow are designed to support an applicants' process to consider the input received by the broader community.

Step One

Engagement Summary. Describe who has been engaged. How have and are community member voices being represented or engaged directly? Assess your overall community engagement efforts, both strengths and challenges. During this initial step, revisit your needs assessment and district continuous improvement plan (CIP) to use the input and priorities identified within them to inform your SIA plan.

For Quick Reference: View the [SIA Application Preview's section on community engagement and input](#) for what you'll be required to submit.

Step Two

Review Your Input. Review the input you've collected and identify the words, phrases, ideas and suggestions that come up consistently. Identify patterns, trends and outliers. Note where your community identified strengths, challenges, and gaps. Ensure the voices of required engagement groups are emphasized in this review.

Step Three

Cluster Your Input. Organize your input to attend to and examine the connections with the priorities outlined in law. Identify input related or connected to meeting students' mental and behavioral health needs. Identify input related or connected to reducing disparities and increasing academic achievement.

Step Four

Check Your Assumptions. Determine what additional input, educational expertise, research and equity review you might need in order to be confident that the data and themes identified are accurate and representative of the community you serve.

Share back to your community, focal students and families and staff with a summary or consolidation of the input. This could identify "areas of agreement" and "areas of dissonance" or prioritization

models to help show needs or places where there is tension that would benefit from continued engagement over the next year or 18 months.

Step Five

SIA Planning. Use the themes and input generated from community input to inform your district's or charter school's SIA priorities and planning, starting with strategies and leading into activities and investments.

For Quick Reference: View the [SIA Application Preview in Section Two](#) for what you'll be required to submit.

Steps 6 - 8: Examining Disaggregated Data

You may have applied a similar process during your needs assessment process as a part of the development of your CIP. The purpose of steps 6-9 is not to simply duplicate that work, but to build off that work with attention to the focal population which the SIA calls out, along with the intent of these funds -- to reduce academic disparities and close achievement gaps and improve mental and behavioral health supports for students.

The bottom line: Don't repeat process for process sake; aim to move through similar steps for planning for SIA funds in a way that takes the purpose of the law and focal student populations into consideration throughout the process. If you have taken these steps, do not repeat them.

Step Six

Identify Disaggregated Data Sources. Select data sources you will review to understand and identify gaps in academic achievement and the focal student groups. Identify data sources you will review to understand more about student mental and behavioral health.

Examples of data sources for academic achievement may include: ninth-grade on-track; third-grade reading; graduation (on-time and 5th year completion); chronic absenteeism; and local data sources you select. Examples of data sources for mental and behavioral health may include: culture and climate data; disproportionate discipline (behavioral referrals, suspensions, expulsions); early learning metrics; social emotional learning measures, self-regulation measures, Essential Skills, etc.

For Quick Reference: [View the SIA Application Preview's section on data sources.](#)

Step Seven

Convene an Inclusive Group to Review Data. If you don't already have a process for data review, establish an inclusive team to review and make meaning of the data. This could be a district team or you could consider including families and students from focal populations, teachers, community-based organizations, service providers, administrators and school board members. Ensure a member of your team has data literacy expertise and intimately understands the data sources to assist with facilitation of this process. For very small districts (less than 10 students) this could be a whole school conversation, not focused directly on student data but considering any patterns over time and how the school assesses student learning.

Step Eight

Examine Data. Determine where gaps or challenges for focal student populations exist. Identify where the data reveal successes and strengths for focal student populations. Assemble other data sources needed to complete the picture of student experiences in your district or eligible charter school.

Steps 9 - 13: Developing Your SIA Plan and Applying an Equity Lens or Tool

Your SIA plan must be for three years (2020-2023) and will name the strategies, activities and actions you believe will cause changes to occur and meet the two primary purposes of the SIA fund. Next year you will have the opportunity to update your plan for the upcoming four year time period (2021 – 2024). The steps below provide an initial starting point for how you might go about developing your plan.

Step Nine

Consider the Recommendations of the Quality Education Commission. Review the recommendations in prior reports to inform your decision-making. The [QEC reports](#) speak to emerging and best practices while naming essential areas of focus for continuous district and school improvement.

Step Ten

Clarify Outcomes. Specify what your district or charter school is prioritizing and hopes will happen for the focal student groups. Through your proposed investments, what changes do you hope will occur over the next three years by executing your SIA plan?

Consider working with this definition for **outcomes**: Changes in the behavior, relationships, activities or actions of the people, groups and organizations with whom a program or the district works directly.² You'll revisit this thinking in the development of longitudinal performance growth targets and a customized evaluation framework for your application.

Step Eleven

Develop Strategies. Identify strategies to support your district or charter school in generating the changes you would like to see. Here's strategy questions that can be helpful in your planning process:

- What will be done to produce an immediate output?
- What will be done to build capacity? What infrastructure is needed to succeed over time?
- How will sustained support, guidance or mentoring be provided? By whom?
- What will or needs to be done to change the physical or policy environment?
- How will you use media or publications to promote your work?
- What networks and relationships will be established or used for this to work?
- What strategies or practices do we need to add?
- What strategies or practices do we need to give up (those that have produced no results or require too much effort or too many resources relative to the results obtained)?

Step Twelve

Funding SIA Plan Activities. Define priorities to focus on for the next three years. Name the specific activities and investments you think will advance your strategies and priorities.

Step Thirteen

Apply an Equity Lens or Tool. Carefully think about the strategies and activities proposed and how they will impact the focal student populations. Apply an equity tool or lens to think deeply about unintended impacts on these groups and which needs may still be unaddressed. [The Oregon Department of Education Equity Lens](#) can be used or adapted if you don't have your own tool or policy for examining policy and planning decisions. [This guide from Race Forward is also a useful starting point.](#)

For Quick Reference: [View the SIA Application Preview's section on your equity lens.](#)

² Taken from "Outcome Harvesting" by Ricardo Wilson-Grau and Heather Britt and published by the Ford Foundation, May 2012. Located online at http://www.outcomemapping.ca/download/wilsongrau_en_Outome%20Harvesting%20Brief_revised%20Nov%202013.pdf

Essential Notes on Allowable Uses

As you work to “pull the pieces together” in order to move through the process to apply for SIA funds, ODE recommends each applicant review the following notes on allowable uses for SIA funds.

Very small districts are supported to apply for SIA Funds in Consortia

We hope that every school district in Oregon will participate in the Student Investment Account and benefit from the Student Success Act. For very small districts, those who meet the qualifications of ‘floor funding’ (at or below 50 ADMw) and where they see benefit in partnering with neighboring districts, ODE will allow for applying in consortia for SIA funds. If a consortia will reach a number higher than 100 ADMw in total, a request to apply in consortia must be received and approved by ODE’s Office of Education Innovation and Improvement prior to application. Applications from a consortia still must be approved by each partnering school district’s board and meet all other application requirements.

Entering in Consortia

Districts who meet the requirements to receive ‘floor funding’ are supported to join in consortia with districts that are within a shared ESD service area.

Investments in Early Literacy and Social Emotional Learning

SIA funds can be utilized to make investment in early learning. There is a significant body of research on interventions and supports to improve early literacy outcomes. This evidence suggests that there are strong benefits to supporting children’s early literacy development as early as possible, before a child arrives at school.

The evidence also suggests that lasting, positive effects on children’s early literacy skills only occur when the interventions, or models, used are of sufficient quality and implemented with fidelity to support children’s outcomes and to have lasting effects. The research also points to the importance of alignment of early literacy approaches across the pre-k to 3rd grade continuum, and underscores the importance of supporting emerging bilingual students’ early literacy development in their home language in addition to English.

Models that include families as partners in early literacy, like Kids in Transition to School (KITS) and Juntos Aprendemos, have proven to boost children's language and literacy skills, including in their home language.

Models that support children in the weeks or months prior to the start of kindergarten - like KITS, Ready Set Go or district-run kindergarten readiness programs – can boost children's ability to transition to school and learn literacy skills.

Questions regarding how SIA funds can be used for specific investments in preschool programs remain and are being considered by ODE, the Early Learning Division (ELD), the Governor's Office, and K-12 and community partners. Flexibility will be offered in the first year with encouragement that districts consider all ELD recommendations regarding effective investments and how to approach quality standards. What isn't clear at this time are any state planning or budget requirements regarding how SIA funds must be developed towards meeting shared quality learning aims and standards statewide. More information will be released as available.

Evidence-Based Strategies for Class-Size Reduction

Class Size Reduction (CSR) refers to the practice of decreasing the student-teacher ratio as a way to increase the number of individualized student-teacher interactions in order to improve student learning. Numerous studies have been conducted on the effects of class size reduction, and while district and school leaders may question the cost-effectiveness of this strategy compared to other strategies they may employ, there is demonstrable evidence that CSR has a measurable impact on academic and non-cognitive outcomes for students, and in particular for historically underserved students when implemented well.

- Class Size Matters, a non-profit clearinghouse for information on smaller class size, articulated the following benefits of smaller classes in its 2016 publication Summary of [Class Size Reduction Research](#).
- Large reductions in class size in grades k-3 (class size of 15 or less) had academic impacts evidenced four years later [\(Tennessee Study of Class Size - STAR\)](#).
- Four years of small class size in grades K-3 improved odds for graduating from high school by about 80% [\(Finn et al 2005\)](#).
- Students of color and those navigating poverty receive especially large benefits from reduced class sizes in terms of test scores, school engagement and dropout rates [\(Achilles 2012\)](#); [\(Wilson 2002\)](#).
- Positive effects of class size reduction are twice as large for students of color and those navigating poverty [\(Mathis 2016\)](#).

- Smaller class sizes significantly increase the probability of a student attending college, earning a diploma and earning a STEM degree ([Dynarski et al 2013](#)).

The majority of the research on class size reduction has been conducted in the early grades, particularly k-3. However, there exist a few controlled studies, including longitudinal studies, showing gains in student outcomes for smaller classes up through the eighth grade. In one example, (Mathis 2016) CSR at the intermediate grades are described to have shown gains in:

- Persistence and self-esteem
- Engagement
- Lower drop-out rates
- A possible correlation to performance on NAEP assessments

It is important to note that CSR, in and of itself, is not a silver bullet. Districts that choose to explore CSR must continue to provide professional development to support teacher efficacy, including ensuring that teachers are prepared to use techniques that are particularly suited to small class environments.

Mental and Behavioral Health

At the heart of the SIA, ([detailed in Section 13 of the Act](#)) is the purpose of the grant funds, to:

1. **Meet students' mental or behavioral health needs; and**
2. Increase academic achievement for students, including reducing academic disparities for the focal student populations.

The Oregon Health Authority (OHA) defines mental health as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Behavioral health is a general term used to refer to both mental health and substance use. Learn more [here](#).

ODE and OHA anticipate jointly releasing a collection of potential investments and optional local metrics focused on supporting and addressing mental and behavioral health for SIA applicant consideration in January 2020.

DECEMBER 2019

 **SIA APPLICATION PREVIEW**

PREPARE & PLAN FOR APPLICATION SUBMISSION

A COMPLETE LOOK AT HOW
YOU WILL APPLY FOR
STUDENT INVESTMENT
ACCOUNT FUNDS.

This preview of the SIA application is created for informational purposes only. It shares the content of what applicants will be asked to submit through an application portal. Please only use as a tool to plan or prep.



Section Two: SIA Grant Application Preview

Part One: General Information

This preview of the SIA application is created for information purposes only. It shares the content of what applicants will be asked to submit through an application portal. It may be revised slightly for clarity, logistical, use-ability, or formatting purposes. It is provided here only as a tool to plan and prepare.

Applicant

School District or Eligible Charter School Name:

Institution ID:

Webpage (where SIA Plan will be posted):

Contact Person

First Name:

Last Name:

Email:

Phone Number:

Part Two: Narrative

Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months this may also be used by your district to quickly explain your investments to community, local legislators, media, and other partners. Please write 3-6 paragraphs and provide the following information:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your 3 year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Make Your Words Count

Word limits are intended to support clarity and brevity in your application.
We appreciate your efforts to distill information.

Part Three: Community Engagement and Input

Overview of Community Engagement

Describe your approach to community engagement. (250 words or less). Ensure your response includes:

- Who you engaged
- Frequency / occurrence
- How you ensured engagement of staff and each of the focal student groups and their families
- Key information you collected
- Who you partnered with in the engagement efforts

Self-Assessment of Community Engagement

Please share a self-assessment about the quality and nature of your engagement of focal students, families and the staff more broadly. If the goal is meaningful, authentic and ongoing community engagement, where are you at in that process? What barriers, if any, were experienced and how might you anticipate and resolve these issues in future engagement? (500 words or less)

What relationships and/or partnerships will you cultivate to improve future engagement?
(150 words or less)

What resources would enhance your engagement efforts? How can ODE support your continuous improvement? (150 words or less)

Who was Engaged?

Select all of the community members / groups you engaged for this process:

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals

- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Community leaders
- Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other _____

Evidence of Engagement

Upload top five artifacts of engagement.

Artifacts may include, though are not limited to: survey data, meeting minutes, synthesized/summarized reports of input collected, evidence of how input was collected, communications and engagement plans and processes for outreach. Artifacts may be in the form of documents, pictures, videos, etc.

Tell us why you selected the artifacts you did. How do they show evidence of engaging focal student populations, their families and the community? (250 words)

Strategies and Activities for Engaging Focal Student Populations and their Families

Describe the **strategies** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the strategies were used. (500 words).

Strategies and Activities

Strategies inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.

Activities are much more concrete and are oriented to smaller steps or shorter time frames within the arc of a given strategy or set of strategies. Activities generally have specific resource allocations and might also be called *initiatives, tactics, investments or work plans*.

Strategies may include, though are not limited to: leveraging partner organizations and existing networks; approaching focal student populations and their families first; designing a communications and engagement plan for your district or charter school to implement.

Describe the **activities** (at least two) that you executed to engage each of the focal student groups and their families present within your district and community. Your response should include why the activities were used. (500 words)

Activities may include, though not limited to: social media, websites, webinars, personalized emails, surveys, in-person forums, focus groups, community gathering, school board meeting, use of community based organization, coffee chat, newsletter, local media, roundtable discussion.

Strategies and Activities for Engaging Staff

Describe the **strategies** (at least two) that you executed to engage staff. Your response should include why the strategies were used. (500 words) *Please note: your strategies for staff may be the same or different for the focal engagement with student populations and their families.*

Describe the **activities** (at least two) that you employed to engage staff. Your response should include why the strategies were used. (500 words) *Please note: your activities for staff may be the same or different for the focal engagement with student populations and their families.*

Collecting and Using Input

Describe and distill what you learned from your community and staff. Ensure your response includes:

- What you learned or are actively learning
- How you applied the input to inform your planning

(250-500 words)

Part Four: Data Analysis

Data Sources

Describe the data sources used and how the data informs equity-based decision-making.
(150 words or less)

Part Five: SIA Plan

Your SIA plan must be for three years. It names the strategies, activities and actions that you believe will cause changes to occur and meet the two primary purposes of the SIA fund. It also reflects the choices you've made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. In this section, you'll be required to upload and share how you applied an equity lens or tool in your engagement, planning and decision-making.

We are not setting a firm limit on plan page size or word count for the SIA Plan. We suggest your written plan be between five and 20 pages. Along with your written plan, you'll be asked to complete and submit an [SIA Integrated Planning Tool](#) (optional, see below) and **SIA Budget** (template to be released in January 2020).

Key Elements of Your SIA Plan: Outcomes, Strategies, Activities and Priorities

The SIA Plan itself includes the following elements and the suggested questions are offered as a guide to support your planning:

- **Outcomes** are the changes you're trying to cause.
- **Strategies** inform long-term goals, have a theory of action or impact, and consider resources, context, people and timelines.
- **Activities** are much more concrete and are oriented to smaller steps or shorter-time frames within the arc of a given strategy or set of strategy. Activities generally have specific resource allocations and might also be called "initiatives," "tactics," "investments" or "work plans."
- **Priorities** identify an order or level of focus for different strategies and activities. Where a district or school might have several desired strategies and activities to advance those strategies, priorities signal what will be focused on amidst time and resource availability.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan? Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

- What means (strategies) will be used to create change in your district or eligible charter school?
- What spending priorities have you decided to focus on for the next three years?
- What evidence or theory of action have you considered that indicates this strategy will bring about the changes you are targeting?

Activities

Your SIA plan outlines specific actions, activities and investments. For purposes of efficiency and review this will be considered your budget narrative.

- What activities and investments are you planning to make to advance your priorities?
- What are the focused ways you plan to utilize the SIA investment (and possibly other braided funds) to reach your identified outcomes?

- Who is responsible for implementing the activities and investments? What are the timelines for changes in strategy?
- What is your model for continuous evaluation of the return on investment or impact of this investment?
- How are the resource allocations in your budget reflective of the changes your planning is intended to cause?

Support for Tiered Planning

“Tiered Planning” refers to an eligible applicant’s approach to proactively anticipate and consider modifications to SIA Plan activities and expenditures as a result of workforce shortages or other scenarios where initial plans and priorities may require adjustment. **ODE will accept tiered plans that accommodate for these variables by adjusting the strategies and activities and expenditures.**

Priorities

In order to support tiered planning for SIA funds, please share what you think we need to understand about your priorities for the first three years. Consider the following questions:

- Where do you expect to put most of your focus, resources, and energy in the first year?
- Using “High/Medium/Low” or “A/B/C” please provide a narrative description of your priorities over the first three years.
- In what ways might your priorities shift within a given year based on resource availability (including human resources or skilled consultant supports you are planning for)?

SIA Integrated Planning Tool

ODE has developed an optional [SIA Integrated Planning Tool](#) as a resource for districts that supports alignment with the information required within the SIA plan. Alternate tools or approaches are allowed in addition the narrative information called for in the application.

Budget

Upload a completed SIA Budget Template. ODE will release an SIA budget template in late January 2020.

Equity Lens or Tool

Upload the [equity lens](#) or tool you used to inform and/or clarify your plan.

Describe how you used the uploaded equity lens or tool. (250 words or less)

Draft Longitudinal Performance Growth Targets – FOR PREVIEW ONLY

For a complete preview of the SIA application, we are including this section where we will ask SIA applicants to provide their **DRAFT** Longitudinal Performance Growth Targets and the ODE [Worksheet](#) outlined later in [“Developing a Common and Customized Monitoring and Evaluation Framework.”](#)

While asked for at the time of submission, ODE will not, in accordance with [HB 3427](#), consider the growth targets and documentation provided in this section as part of its review and determination if application requirements have been met.

Co-development and agreement on a monitoring and evaluation framework for each SIA applicant, including the Longitudinal Performance Growth Targets, will take place once an applicant has been determined to meet all requirements.

For this reason, **ODE does not recommend school board approval of the longitudinal performance growth targets or any other evaluative criteria until a corresponding grant agreement is co-developed and approved by the applicant and ODE after submission and approval of the SIA Application.** [Please see section four in this document for more information.](#)

Part Six: Use of Funds

Allowable Uses

Which of the following [allowable use categories](#) is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Meeting Students Mental and Behavioral Health Needs

Identify which allowable use(s) will be designated to meet student mental and behavioral needs.

- Increasing instructional time
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to: (500 words or less)

- Meet students' mental and health needs; and

- Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Addressing the Needs and Impact on Focal Student Groups

The act supports “targeted universalism.” This means that all students can benefit while focus can be given to target or focal student groups.

Describe the potential academic impact for all students **and the focal student groups** based on your plan to use funds. (500 words or less)

What barriers, risks, or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you’ve drafted or otherwise experience the supports or changes you hope your plan causes? (250 words)

Focal Student Groups

Focal student groups are students: of color; with disabilities; who are emerging bilinguals’; or those navigating poverty, experiencing homelessness, or in foster care.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website.

Part Eight: Public Charter Schools (if applicable)

Do you sponsor a public charter school(s)?

- Yes
- No

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

- Yes
- No

Did any public charter school(s) you invited to participate in your SIA plan decline to participate?

- Yes
- No

Collaboration

Describe the process you took to collaborate with public charter(s) schools in doing community engagement. (150 words or less)

Agreement(s)

If applicable, upload charter school SIA specific agreement(s). Upload multiple if relevant.

Applicant Assurances

By checking the boxes below, the school district or charter school assures: *(check each box)*

- Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used).
- Disaggregated data by focal student group was examined during the SIA planning process.
- [The recommendations from the Quality Education Commission](#) (QEC) were reviewed and considered.
- The district's SIA plan is aligned to its CIP. [Not required for eligible charter schools]
- Agreement to provide requested reports and information to the Oregon Department of Education.

DECEMBER 2019

⊕ **EVALUATION AND REVIEW PROCESS**

HOW APPLICATIONS WILL BE EVALUATED

A GUIDE FOR
UNDERSTANDING ODE'S
PROCESS FOR APPLICATION
EVALUATION AND REVIEW.

Three steps make up the SIA application review process and will be utilized to ensure the application meets the requirements outlined in Section 10 of the law, informed by the values and principles shared in this document.

Section Three: Application Evaluation and Review Process

Values and Principles Informing Evaluation and Review Process

Meeting the vision and fulfilling the promise of the Student Success Act (SSA) and the Student Investment Account (SIA) requires significant partnership, attention, and commitment from each community, district and the Oregon Department of Education (ODE). Oregon education leaders have been listening to the hopes, concerns and calls for accountability from many different voices and perspectives. New funding and investments that come from the Student Success Act will make a difference in relation to our state's capacity and will take responsibility to grow "internal accountability"³ for what happens with each and every child and community. ODE has identified five principles that will guide our approach to reviewing SIA applications and co-development of the longitudinal performance growth targets for each eligible applicant.

- 1. Keep it as simple as possible.** The SIA is complex. In seeking to support nuance and honor different community needs and contexts, the legislature put forward detailed expectations for districts and ODE. Within that framework, ODE aims to keep what it asks of districts and other eligible applicants to document and communicate as simple and tied to the language of the act as possible.
- 2. Offer the right amount of challenge and support.**⁴ Student development theory offers a helpful framework for thinking about how to approach engagement between ODE and applicants. ODE's constant challenge and priority will be to balance offering steady and useful support to applicants while being clear about the role ODE plays to monitor, evaluate and intervene where called to do so.
- 3. Treat "complying with application requirements" like educators treat student work.** As a student applies effort in coursework but needs time to revise, re-engage with materials or be supported with an accommodation, educators step in to provide needed supports. While the relationship between ODE and SIA applicants is not entirely the same, this principle will inform our review process. SIA applicants will either meet the requirements put forward in the

³ Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

⁴ "Sanford's Challenge & Support Theory." *Imjoeboe*, 28 Apr. 2011, c.

legislation or they won't. If they don't, the standard doesn't change but ODE can mobilize and partner to support the applicant in meeting application requirements as long as the effort is mutual.

- 4. Grow shared responsibility and public confidence.** According to research from the Pew Charitable Trust, more than 80 percent of Americans believe we can and must improve confidence and trust in each other and in public institutions.⁵ In Oregon we must work together to build trust and confidence across communities in a reimagined educational system that centers well-being, equity and excellence for each and every child. How we collectively implement the SSA and SIA is essential to the outcomes we seek. New ideas and approaches to building shared ownership and growing public confidence will be pursued so that we can ensure patience, sustained investment, and trust as we implement the SSA over the decades to come.
- 5. Lay groundwork to increase alignment between state and federal investments and initiatives.** As we design and launch the SIA, ODE will identify ways to merge or link process steps, effectively pruning and prioritizing what is asked of districts and identifying opportunities to braid funding sources, while decreasing the impact and workload from more than 80 distinct statewide educational investments.

Not Meeting Requirements

ODE will work with each applicant until the application is complete and meets all requirements. **The only way an applicant would lose the opportunity to access non-competitive SIA funds is if an application is not submitted by April 15, 2020 or if the applicant doesn't engage and complete work to meet application requirements that need attention after initial review.**

⁵ Rainie, Lee, et al. "Americans' Trust in Government, Each Other, Leaders." Pew Research Center for the People and the Press, 22 July 2019, www.people-press.org/2019/07/22/trust-and-distrust-in-america/.

What Makes a Complete SIA Application?

SIA Applications consist of:

- Responses to the application form (general information, executive summary, community engagement and input, data analysis and equity tool or lens);
- A completed [SIA Integrated Planning Tool](#) (applicants may use ODE's provided tool or an alternate that meets the requirements);
- Identification of the use of funds and how plan priorities will meet the purposes of the law and address the needs of focal student populations; and
- A completed budget.

**Longitudinal Performance Growth Targets are not formally part of the application and will not be reviewed in determining if application requirements are met. ODE is asking applicants to share their drafted Longitudinal Performance Growth Targets so that when an application is determined as meeting requirements, ODE and the applicant can move quickly into the "co-development" and approval of the Longitudinal Performance Growth Targets.*

Evaluation Criteria

All applicants will be expected to meet the requirements outlined in law. For this first year of evaluating SIA applications, a simple and standard review tool will be used by ODE to determine if an applicant meets the following requirements:

1. Planning Process and Community Engagement
2. SIA Plan and Budget
3. Public Review and Board Approval

Evaluation Tool

ODE staff reviewers will use the tool below to evaluate each SIA application.

1. Planning Process and Community Engagement

Requirement	Meets Requirements	Does Not Meet Requirements
1.1 Engagement efforts were inclusive of staff; students of color; students with disabilities; emerging bilingual students; students navigating poverty; homelessness and foster care; and the focal student groups' families.		
1.2 The planning process takes into account input from the engagement process.		
1.3 A minimum two strategies and two activities were described and five artifacts were provided as evidence of community engagement.		
1.4 Review of disaggregated data by focal student groups were used to inform equity-based decisions.		
1.5 Considers the <u>recommendations from the Quality Education Commission</u> .		
1.6 The CIP needs assessment informs or was considered in SIA planning.		

2. Three-Year Plan

Requirement	Meets Requirements	Does Not Meet Requirements
2.1 Identifies which of the allowable uses will be designated to meet student mental and behavioral needs.		
2.2 Includes an informed description of how the allowed uses will be used to meet students' mental and behavioral health needs; increase academic achievement for		

students; and reduce academic disparities for the focal student groups.		
2.3 An analysis of the potential academic impact for all students and focal student groups is included in the use of funds.		
2.4 Includes and applies an <u>equity lens</u> or tool to examine the impact on focal student populations.		
2.5 Activities and investments are sufficiently described (budget narrative) and outline uses of funds that align with the plans provided.		

3. Public Review and Board Approval

Requirement	Meets Requirements	Does Not Meet Requirements
3.1 SIA Plan is available on district or eligible charter school webpage and main office.		
3.2 Oral presentation of the SIA Plan to the governing body of the grant recipient at an open meeting was completed by an administrator.		
3.3 Opportunity for public comment was provided.		
3.4 Evidence of approval by the school board or governing body of the SIA Plan, Application, Budget, and any agreements with charter schools covered in a district's application.		

Review Process

Three steps make up the SIA application review process and will be utilized to ensure the application meets the requirements outlined in Section 10 of the law, informed by the values and principles outlined above.



STEP ONE: ODE Staff Evaluation and Assessment

The initial step for application review will be completed by ODE staff reviewers, who will be trained to review and evaluate plans according to the evaluation criteria and overall SIA guidance. Attention will be given to teaming ODE reviewers who bring a diversity of lived and professional experience.

Purpose: The purpose of this review is to conduct a *comprehensive evaluation* of the application to ensure 1) application completion; 2) legal sufficiency; and 3) clearly defined use of funds that meet the intent of the law.

Method: Reviewers are expected to review the information submitted by the applicant and make an assessment using the evaluation criteria. Reviewers will have access to applicant's disaggregated data and CIP submissions. Reviewers will reach agreement on one of four assessments:

- A. Application Complies with Requirements
- B. Application Will Comply with Requirements with Small Changes
- C. Application Needs Additional Review to Make a Compliance Determination
- D. Application Needs Significant Changes to Comply with Requirements

Reviewers will develop and complete a distillation of their findings to present to a Quality Assurance and Learning Panel. This will include a summary of the application, location and demographic information of the applicant, description of community engagement, planned uses for SIA funds and

the sharing of the reviewers' assessment regarding if the applicant complied with the requirements set forth in HB 3427.

STEP TWO: Facilitated Quality Assurance and Learning Panel

Organisation for Economic Co-operation and Development's (OECD) Learning Framework for 2030⁶ identifies the importance of the mobilization of knowledge to support educational systems change. In plain language, this is about learning within and across schools, districts and communities. This step is also designed to meet our value to **grow shared responsibility and public confidence** in the SSA and our public schools.

The basic concept is to bring together panels of people to review and affirm the work of *ODE staff* while increasing learning about the work being done in districts, charter schools and communities across the state of Oregon.

Given that this is a new approach for ODE, please review the following details closely.

Purpose: The purpose of the Quality Assurance and Learning Panel is to:

1. Support public understanding and grow confidence in the implementation of the SIA;
2. Create conditions conducive for learning across districts and communities; and
3. Support ODE's review efforts with a quality check.

Panel Design, Composition and Process: As applications are submitted within the submission window of March 2 - April 15 2020, ODE will facilitate panels that will convene each week for approximately six weeks. Each panel will have the capacity to review –eight to 12 ODE assessments on a given day.

⁶ *Organisation for Economic Co-Operation and Development*, [www.oecd.org/education/2030/E2030%20Position%20Paper%20\(05.04.2018\).pdf](http://www.oecd.org/education/2030/E2030%20Position%20Paper%20(05.04.2018).pdf).

A Quality Assurance and Learning Panel will ideally be composed of:

- Practicing or retired educators;
- students;
- Community partners;
- Family members and/or advocates representing/serving parents and families;
- Representatives from philanthropy or business;
- School board members and elected representatives;
- School and district administrators - including ESD leaders.

Panelists will engage with ODE staff when reviewing applications that are outside of their experience and region and no conflicts of interest will be permitted.⁷ While the make-up of each panel may be unique, the process will follow a consistent and uniform protocol.

Panelists will receive a video orientation and meet for an orientation session on the day of their service.

Panel sessions will follow a consistent protocol facilitated by ODE staff. ODE will document their learning throughout the process to improve future planning and review cycles.

The session will begin with the ODE staff reviewers completing a seven-minute summary and distillation of the application along with naming their assessment:

- A. Application Complies with Requirements
- B. Application Will Comply with Requirements with Small Changes
- C. Application Needs Additional Review to Make a Compliance Determination
- D. Application Needs Significant Changes to Comply with Requirements

Sample Agenda

Quality Assurance and Learning Review Panel

Orientation

ODE Staff Summary and Assessment

- Summary of application (name, location, demographics)
- Summary of SIA Plan
- Description of community engagement
- Assessment

Protocol for Questions

Process for Decision-Making to Affirm

ODE Assessment

⁷ ODE will document and confirm that panelists don't consider ODE assessments for any applicants based on conflicts of interest, including being in the same region of the state or prior experience.

Panelists will be facilitated through a protocol to ask clarifying questions, questions that have brief factual answers and then probing questions.

Panelists will then be asked to move through a sequence for decision-making supported by the facilitator.



The first vote will use a participatory decision making structure called "Fist to Five."

The question panelists are asked is, "Do you affirm the assessment made by the ODE Staff reviewers?"

Panelists will then communicate their answer to the question with a show of hands using the following guide.

Fingers	Perspective
5 = Moving Forward	<i>"I think the ODE reviewers' assessment is very accurate."</i>
4 = Solid Support	<i>"I have confidence in the ODE reviewers' assessment."</i>
3 = Comfortable Enough	<i>"I'm not in total agreement with the assessment but I feel comfortable enough and can support the assessment without further discussion."</i>
2 = Minimal Support	<i>"I am moderately comfortable with the assessment as it has been offered, but would like to discuss some minor issues."</i>
1 = Strong Reservations	<i>"I have strong reservations about the assessment and want to discuss certain issues."</i>
Fist = Strongest of Concerns	<i>"I have the strongest of concerns and need to talk more about the assessment. This application and the ODE assessment needs additional review."</i>

Quick Decision: If the panel is all 3's, 4's and 5's the review is complete and the assessment of the ODE reviewers is advanced.

If any panelists hold up a 2 or below, they have the opportunity to briefly name their insights or concerns to the group. Those with a fist have time to share why they believe the direction contradicts

a core value or aim of the legislation. While brief, this time for the sharing of concerns offers a powerful practice of hearing concerns and needs that might otherwise be missed in moving directly to a majority vote.

2nd and Final Round: An “official” majority vote is then taken by a show of hands or voice vote with the results standing, recorded and announced. If the panel affirms the ODE reviewers’ assessment by either Quick Decision or 2nd and Final Round, the process moves ahead.

In the case that the panel does not affirm the assessment offered by ODE reviewers, the application is forwarded into the third step for additional review. **The panel is not determining whether or not an application meets the requirements. The panel is either affirming or challenging the assessment made by ODE Staff and spurring additional review processes for that given application.**

STEP THREE: Additional ODE Review

A diverse team of senior ODE leadership will meet and provide additional review for any applications that are advanced to this step. This team will meet with the initial ODE staff reviewers and consider notes from the Quality Assurance and Learning Panel. Applicants and their supporting ESDs may be consulted or engaged with additional questions in this process. The team will make a final assessment which will be reviewed and signed off on by the Assistant Superintendent for the Office of Education Innovation and Improvement.

DECEMBER 2019

⊕ LONGITUDINAL PERFORMANCE GROWTH TARGETS

CREATE A COMMON & CUSTOMIZED FRAMEWORK

HOW TO DESIGN YOUR MONITORING AND EVALUATION SYSTEM.

The following information and guidance is set out by the Oregon Department of Education (ode) to assist applicants with their initial development of longitudinal performance growth targets, progress markers and optional local metrics.

Section Four: Longitudinal Performance Growth Targets

Orientation to ODE's Approach

The practices and approaches being invested in by the Student Investment Account are intended to be an important part of overall district and system improvement efforts. The longitudinal performance growth targets required by the [Student Success Act](#) can provide a picture of key points of student progress and growth. They don't, however, show every aspect of student growth or cohort growth, nor are they intended to. It is important to acknowledge that several of the ways SIA funds can be used do not and will not directly or immediately correspond to changes in the common metrics established in the Act (Section 12) for ODE to monitor performance.

This guidance on setting longitudinal performance growth targets is extensive. It is both conceptual and technical. It will be helpful for districts to review the information closely. Our hope is to avoid accountability pitfalls experienced in No Child Left Behind, Race to the Top, education compacts, and other education initiatives over the last few decades. Previous accountability measures sometimes centered more on ideals than achievable outcome improvement, served to narrow the curriculum, shamed and blamed schools supporting underserved students, over promised or oversimplified outcomes, were distilled in media reports as mostly about rankings and did not balance aspirational and realistic targets.

Instead, ODE is applying the following values in setting out guidance in this area:

- 1. Monitoring and evaluation is central to *learning*.** Supporting the development and use of measures that are authentic, ambitious *and* realistic, and consider student and system growth over time is essential to support system learning and successful SIA implementation.
- 2. Context matters.** Oregon has several districts with more than 10,000 students. It has almost as many *districts* with fewer than 10 students. Approaches to the development and monitoring of longitudinal performance growth targets must be flexible, responsive and adaptive.
- 3. Center the two core purposes of the SIA - to improve student health and well-being and achieve equity-based outcomes in student learning.** Provide support and name challenges to advance this work with integrity.

- 4. **Progress is not linear and all measures of progress are not created equal.** We have the opportunity to develop and grow an approach to monitoring and evaluating systems for district learning and performance.

A Common and Customized Framework

Common Metrics

Section 12 of the Student Success Act provides the statutory requirements for longitudinal performance growth targets.

“Common metrics” were identified in the legislation to help districts, eligible charter schools and the state measure the success of the activities funded by the SIA. These metrics are:

- 1. **Four-year Graduation** -- The percentage of students earning a regular or modified diploma by the end of the summer following their first four years in high school.
- 2. **Five-year Completion** -- The percentage of students earning a regular, modified, extended or adult high school diploma, or a GED within five years of entering high school.
- 3. **Third Grade Reading** -- The percentage of students proficient on statewide English language arts (ELA) assessments in 3rd grade.
- 4. **Ninth Grade On Track** -- The percentage of students earning at least one-quarter of their graduation credits by the end of the summer following their 9th grade year.
- 5. **Regular Attenders** -- The percentage of students attending more than 90 percent of their enrolled school days.

Each of these common metrics are research-based indicators of the effectiveness and health of our educational system.

Additionally, these metrics are influenced by what systems and schools do to target improvement. These metrics can be slow-moving, lagging measures that can be difficult to explicitly link to or be solely reflective of the allowable investments within the SIA.

What's Required

The law states that ODE shall collaborate with eligible applicants in the development of applicable longitudinal performance growth targets and that these targets must:

- Be based on data available for longitudinal analysis; and
- Use overall rates for districts and gaps in disaggregated rates.
- Include the common metrics and any locally defined metrics included in an applicant's plan.

It is important that SIA applicants and ODE co-develop and build a framework for monitoring and evaluation that supports variance in needs and investment and reflects system improvement and growth over time.

Applicants are expected to be comprehensive in developing longitudinal performance growth targets for each of the common metrics.

Longitudinal Performance Growth Targets to be Submitted with your Application

ODE will review all applications for SIA funds that comply with the application requirements of Section 10 of the Student Success Act. **Longitudinal Performance Growth Targets are *not* formally part of the application and will *not* be reviewed in determining if application requirements are met.** ODE is asking that districts share their drafted Longitudinal Performance Growth Targets so that when an application is determined as meeting requirements, both parties can move quickly into the “co-development” phase of work to set longitudinal performance growth targets.

Longitudinal performance growth targets must apply to **the applicant as a whole and to the following student groups, which have historically experienced academic disparities** (as defined by [House Bill 3427](#)):

- Students eligible for Free or Reduced Prices school meals
- Students with disabilities
- English learners
- American Indian/Alaska Natives
- Black/African Americans
- Hispanic/Latinos

- Native Hawaiian/Pacific Islanders
- Homeless students
- Students who are foster children⁸

Additional Focal Student Groups

The State Board of Education may also define additional student groups to which targets must apply, but has not yet added additional groups. Applicants may also choose to identify additional student groups to which targets apply. We refer to the student groups above as “focal groups” or (when referring to a single one of these groups) as a “focal group.”

What You'll Develop and Submit

Each applicant and ODE will co-develop 5-year targets, baseline and stretch targets for each of the common metrics (4-year graduation, 5-year completion, 3rd grade reading, 9th grade on track, and regular attendance) and gap closing targets for each of the five common metrics.

- Start with the end in mind: where do you want to be in five years? (**this is your 5-year target**)
- How will you get there? (**these are your baseline and stretch targets**)
- How will you begin to close gaps for the focal student groups? (**these are your gap closing targets**)

Check out the [simplified worksheet](#) ODE created to support your initial efforts.

When a Grant Recipient Does Not Meet Performance Growth Targets

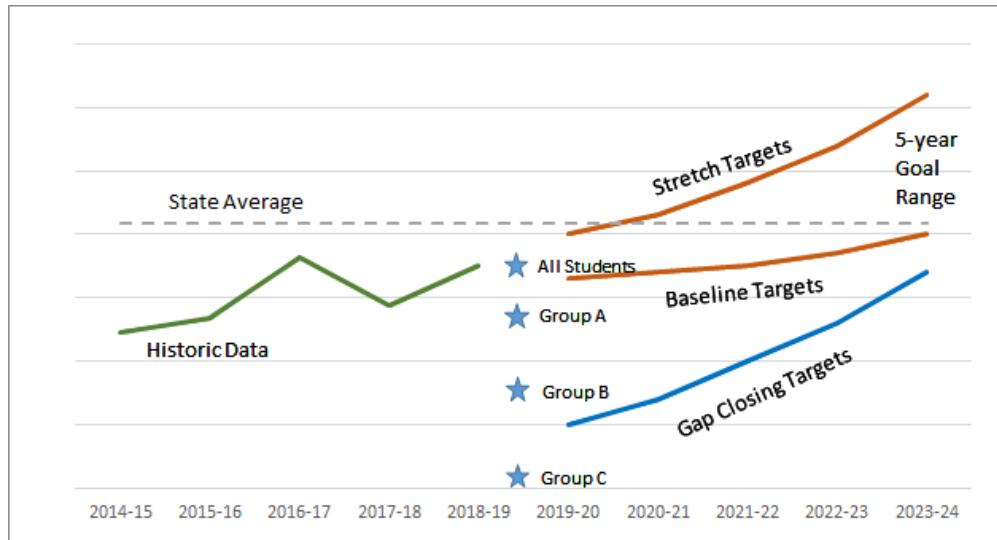
ODE may provide extra supports to districts that do not meet growth targets. However, the law acknowledges that an applicant’s progress toward targets may be sporadic, or subject to unexpected changes in circumstances. To that end, a grant recipient may submit an explanation for the reasons why the growth targets were not met; and ODE may:

- Take into consideration the explanation submitted by the grant recipient;
- Require the grant recipient to enter into a coaching program; and/or
- Direct the expenditure of SIA funds.

⁸ Data for this student group is not yet available for all indicators.

A Visual to Inform Our Work Ahead

The graph below shows baseline and stretch targets for the “all students” over five years along with a single gap closing target.



Progress Markers

For each of the five common metrics, ODE is introducing the use of “**progress markers**” - sets of indicators that identify the kinds of changes we would expect and like to see in policies, practices and approaches over the next three years that we think would lead to applicants reaching their longitudinal performance growth targets.

Progress Markers

Progress markers⁹ offer a set of potential milestones that grant recipients and ODE can look for and map to show progress towards the longer-term changes that would be reflected in the common metrics.

Progress markers illuminate the depth and complexity of changes that advance overtime. Moving from early and expected changes, towards likely changes; and extending all the way toward profound changes desired based on the efforts of SIA applicants.

⁹ Earl, S., Carden, F., & Smutylo, T. (2001). *Outcome mapping: building learning and reflection into development programs*. Ottawa: IDRC.

The theoretical underpinnings of progress marker development for ODE is informed by [Outcome Mapping](#) - an approach to planning, monitoring and evaluation that puts people at the center, defines outcomes as changes in behavior, and helps measure contribution to complex change processes.

Applicants may Customize with Optional Local Metrics and Progress Markers

Districts and eligible charter schools are encouraged to put forward additional progress markers toward the common metrics based on the framework provided.

Applicants may also elect and are encouraged to put forward optional local metrics (in addition to the five common metrics) that may more accurately align to the particular strategies, activities and investments outlined in their SIA grant application and plan.

For example, where a district might be prioritizing investments in reading proficiency, they are welcomed and encouraged to consider a range of optional metrics in addition to the 3rd Grade Reading Common Metric. A district could add their own formative and interim assessment strategies and data along with assessments of Cognitive Academic Language Proficiency that might show measures of literacy in languages other than English or show a fuller student learning profile that they want to customize and use as part of their overall monitoring and evaluation framework.

Based on our understanding of legislative intent, ODE is purposefully being very open on local metrics in the first year of implementation. SIA applicants have the opportunity to consider a broad array of approaches. That stated, applicants are encouraged to carefully consider the impact of applying any selected metric in an accountability framework – some measures are best used in support of learning between an educator, student and family. Considering the purpose of a metric and its intended application, the impacts on equity and the metric's validity and reliability is recommended. Districts might also consider where any optional metrics fits within its own assessment system.

Attending to Oregon's Smallest Districts

ODE recognizes the importance of local context and the need for a differentiated approach for very small districts, especially those within the “floor” of SIA grant allocations with a student body of fewer than 50 students. **For applicants that meet this criteria, ODE will focus solely on the local metrics and the progress markers. While ODE will monitor changes to the required five common metrics, Oregon's smallest districts will not be required to provide any projections or forecasts of these measures.** Technical assistance will also be available through ODE and regional ESDs to support your work.

Taken together, we believe these tools and approaches provide for a common and customized monitoring and evaluation framework for each SIA grant recipient and ODE to use throughout SIA implementation.

A Foundational Year

At the start of the 2020-2021 school year, grant recipients will implement their SIA plans (which extend over three years) and begin monitoring progress toward meeting their longitudinal performance growth targets. **The first year of implementation is a foundational year.** It is unique in that grant recipients are required by law to re-visit each aspect of SIA planning in engaging with focal students, families, staff and community to set four-year plans (which will extend from 2021-2024) with a two-year implementation window. This “repeat” process is both a challenge and a significant opportunity.

One of the opportunities ODE has identified is using the first year of longitudinal performance growth target setting as a “foundational year” in utilizing the conceptual framework described above and the detailed technical guidance that follows. While the monitoring process and target setting is real and substantial for the first year, ODE will allow SIA applicants to adjust their five-year projections, progress markers and optional local metrics in the application and co-development process we will move through in the spring and summer of 2021.

Using the first year of implementation to grow comfort and learning across the state with this framework and to further develop and refine the progress markers will support getting a strong foundation “set” for the next four year-plans which we then will keep as constant and unchanged as possible.

The Starting Point for a Collaborative Process

The following information and guidance aims to assist applicants with the initial development of longitudinal performance growth targets.

ODE Will Provide Disaggregated Data and Data Visuals

ODE will provide all districts and eligible charter schools who are applying independently for SIA funds with disaggregated data for the five prior years for each focal student group. This data will be packaged and available for applicants in January 2020.

A Note on Suppressed Data

Where the number of students (n) is 10 or fewer in any group, ODE will provide this information in a format that is both suppressed and unsuppressed. To protect the privacy of students, unsuppressed information will be for district internal use only. Only suppressed information should be used when presenting this information in any public setting.

The data provided by ODE to districts and charter schools applying independently will show disaggregated data by each of the SIA focal groups as well as aggregate scores for each of the five common metrics set out in the Student Success Act: 1) four-year graduation rates, 2) five-year completion rates, 3) 3rd grade reading proficiency rates, 4) 9th-grade on track rates; 5) regular attender rates. This information will be provided as an input and support the planning process. Applicants are encouraged to review their own disaggregated data in addition to what ODE provides in an effort to personalize their own planning process.

ODE will provide a simple data visualization looking at longitudinal performance for the past five years along with a potential forecast for the next five years. **The forecast is not a directive but an input to help districts and eligible charter schools draft, establish and agree on longitudinal performance growth targets as required by the Student Success Act.** There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.

Please note: Grant agreements, and therefore the longitudinal performance growth targets, are not valid until approved by ODE and the governing body of the eligible applicant at an open meeting.

Keep the Conversation Going

Consider how you might share and discuss your draft work with your leadership teams, community, student groups and school board. While this information can be complicated to communicate due to the technical and complex nature, we encourage you to share the big picture. This might include explaining longitudinal performance growth targets, a snapshot of data for each metric and focal student group population, an explanation of progress markers and how you'll track progress year over year, and most importantly, what they can do to stay involved.

ODE and ESDs Will Engage with Each Applicant to Collaboratively Set Growth Targets

Once an application meets all requirements, ODE will partner with ESDs to engage with the applicant in a collaborative process to set longitudinal performance growth targets. The longitudinal performance growth targets applicants submit as drafts in their application submission will serve as the starting point for the collaborative process between ODE and the applicant.

ODE Will Provide Online Webinars and Workshops to Support Understanding

In January-February of 2020, ODE will provide webinars and workshops to support applicant understanding and tools to develop draft longitudinal performance growth targets ahead of the SIA application window. This will be done in collaboration with ESDs.

SIA Grant Applicants are asked to:

Examine Disaggregated Data

Examine the data and longitudinal performance forecast provided as an input by ODE for your consideration in setting your own growth targets.

Complete a Growth Target Worksheet

Completing the [ODE provided worksheet](#) to develop longitudinal performance growth targets can help applicants identify questions, get support, and make any adjustments ahead of submitting their draft longitudinal performance growth targets as part of their SIA application.

Technical Guidance for Setting Longitudinal Growth Targets

Step One: Set Long-Term, Five-Year Targets

Applicants will set long-term five year targets for each of the four metrics. In the [worksheet](#), this is the far-right column (illustrated below).

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

General Guidelines

Some general guidelines are shared below; however, each applicant should consider its own data and trends, as well as the programs that will be implemented with SIA funds. **There is no single formula for setting these targets as investments in programs and interventions will vary from district to district.** Five-year targets should be based on:

- The applicant’s historic trends for that metric;
- An evaluation of the likely impact of SIA programs on that metric; and
- Statewide averages and trends.

Step Two: Set Baseline and Stretch Targets

Applicants will set “baseline” targets – or the minimum growth they would be satisfied to meet or maintain over that five-year period.

Baseline targets are not formulaic; they should be based on:

- The applicant’s historic trends for that metric; and
- An evaluation of the likely impact of SIA programs on that metric.

Applicants will also set the higher end of the range which is called a “stretch” target – an ambitious achievement target. While ambitious, this “stretch” target is also realistic.

Stretch targets represent significant improvement by the district in either:

- Raising academic achievement; or
- Reducing academic disparities and closing gaps.

An example of baseline and stretch targets are shown in this section to illustrate the concept. The baseline and stretch targets are defined below:

- **A baseline target** represents the minimum expectations for progress.
- **A stretch target** represents significant improvement and goes beyond prior expectations.

General Guidelines

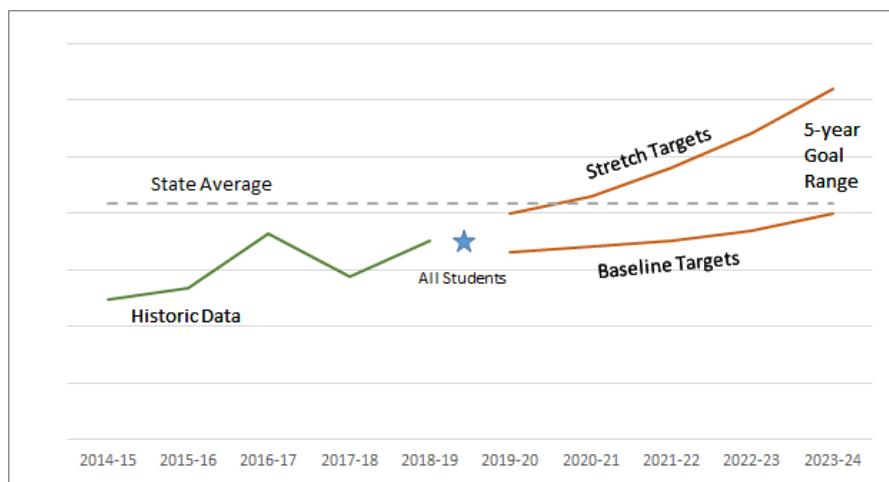
Below is an example of district data. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets. In general:

- Applicants, especially those below statewide averages, should strive to match or exceed statewide progress, and not to see a decline in indicators.
- Applicants at the very high end of achievement might expect less or slower growth, or perhaps to hold steady and see maintenance at these levels as a signal of excellence.
- Expecting growth above the “High” values outlined below *may* produce an unachievable target for districts.
- New programs don’t always impact metrics immediately; we expect growth to accelerate over time. This means intermediate targets may rise slowly at first.

Indicator	5-year History					5-yr Ave.	5-yr Trend	State Ave.	State Trend
	‘14-15	‘15-16	‘16-17	‘17-18	‘18-19				
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade Reading (ELA)	36.9	32.7	30.2	35.3	35.9	34.2	0.1	47.5	(0.2)
9th Grade On-Track	62.5	63.5	74.0	78.3	87.8	73.2	5.5	83.8	1.0
4-Year Graduation	56.1	65.9	65.5	64.1	71.5	64.6	2.4	76.1	1.4
5-Year Completion ⁴	79.1	75.1	78.9	80.5	81.4	79.0	0.8	83.4	0.6

When combined with the applicant’s own five-year trends and specific programs of implementation, the above guidelines can help applicants develop longitudinal performance growth targets for all students over five years.

The graphic illustration below can begin to help visually illustrate the concept of growth target setting that will continue to be described and further detailed.



A Few Notes on this Approach

This approach to the setting of longitudinal performance growth targets has its strengths and will reveal areas for improvement. We hope that this approach:

- Meets the requirements of the Act, yet acknowledges that the future is difficult to predict.
- Creates the conditions for districts to really think about their local SIA plans and consider the expectations of their stakeholders.
- Provides flexibility of districts to adapt targets to their individual plans.
- Does not create undue burden through the creation of page after page of targets.
- Creates a simpler system that still highlights those focal groups that are experiencing the greatest academic disparities.
- Eliminates the confusion of setting or not setting targets individually for small groups of students.
- Creates the most flexibility for districts to respond to the variance of differing demographics while keeping a focus on closing opportunity and achievement gaps.

As a final note, while these longitudinal growth targets will be required, they should not be the main focus of the SIA application. Too often in the past the state and federal systems have incentivized “chasing the numbers” at the expense of continuous improvement and thoughtful implementation of policies and programs.

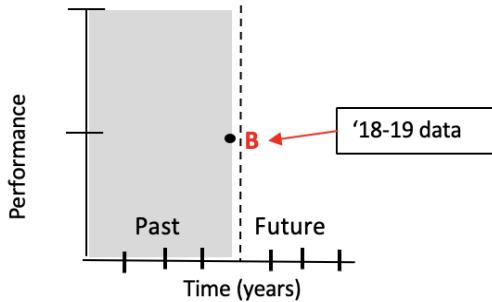
Our hope is setting a reasonable range of expected improvement, rather than a single fixed target, will leave the focus where it belongs: improving the lives and outcomes of Oregon’s students.

Getting Started

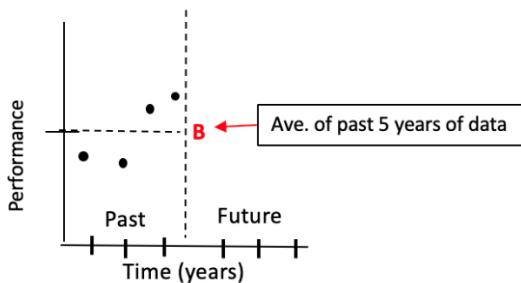
For the purposes of longitudinal performance growth target setting, three options are suggested for determining your starting points. Each is illustrated below and includes setting targets:

- Option 1: Based on previous year’s performance
- Option 2: Using the average of previous years of performance
- Option 3: Unrelated to prior data and past performance

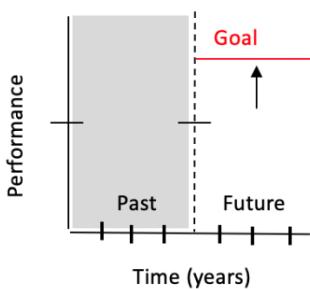
Option 1: Based on previous year's performance



Option 2: Using the average of previous years of performance



Option 3: Unrelated to prior data and past performance



Overview of Historic State and District Trends

In order to set longitudinal performance growth targets it is instructive to consider the recent history of these metrics in Oregon and in school districts. The goal is to provide some state context around achievable long term targets *and* ambitious and achievable yearly growth targets. The next few tables provide some state context that can help districts set ambitious, yet achievable, long term targets and yearly targets.

The table below shows the last five years of state-level data on each of the five common metrics. (Data for virtual charter schools has been removed from these data, since these data are also removed from district trend reports.)

Indicator	All Students School Year/Report Year					Year-to-Year Trend
	2014-15	2015-16	2016-17	2017-18	2018-19	
Regular Attenders	82.6	81.3	80.2	79.6	79.6	(0.6)
3rd Grade Reading	47.8	48.5	46.1	47.7	47.2	(0.2)
9th Grade On Track	80.4	83.9	83.9	85.0	85.8	1.0
4-year Graduation	72.8	74.7	75.8	77.7	79.7	1.4
5-year Completion	82.6	82.3	82.7	84.1	85.5	0.6

Many districts see gains over time, and many also see decreases over time. Some districts have seen very strong growth over the last five years.

Why Pay Attention to the Trend?

Individual districts show a range of trends. The “trend” column is an indication of the typical year-to-year increases or decreases for each of the metrics. These are five-year linear trends so, for instance, one should note that the majority of the 9th grade on track increase happened between years one and two, while most of the increase in five-year completion rates occurred in the last two years of data.

Realistic, Attainable Targets

As you work to set realistic, attainable targets, **ODE recommends you use this table to help you consider what might inform ambitious targets.** Growth projected at rates higher than these percentages is likely to be unrealistic.

Growth Achieved by the Top 10 percent of Oregon's Districts

The table below shows the growth that top 10 percent of districts have achieved or exceeded over the last five years.¹⁰

Average yearly growth at this pace represents a significant achievement.

Indicator	Growth Achieved by top 10% of Districts
Regular Attenders	1.2
3rd Grade ELA	3.7
9th Grade On Track	4.4
4-year Graduation	3.8
5-year Completion	2.3

Percentiles of District Achievement

To provide additional context, the table below shows percentiles of district achievement, based on the average of the five-year most recent years of data. For example, 10 percent of districts had achievement at or above the 90th percentile, while 10 percent of districts had achievement below the 10th percentile.

Indicator	All Students -- 5-year Averages District Achievement Percentiles				
	10th	25th	50th	75th	90th
Regular Attenders	73.3	76.9	80.6	83.5	85.8
3rd Grade Reading (ELA)	28.4	35.6	43.8	50.7	60.0
9th Grade On Track	73.1	77.8	84.3	89.2	95.6
4-year Graduation	65.8	72.9	79.6	86.8	92.8
5-year Completion	75.3	80.3	86.1	91.6	96.0

¹⁰ More details on the range of district trends is in Appendix A

District Example

A district with 1,800 students has determined their “starting point” based on the prior five years for 3rd grade reading (ELA) is 35.6 percent of students meeting or exceeding standards.

Based on SIA engagement processes and planning, they’ve determined to use a significant portion of their SIA funds on early literacy and are working on how to set their “baseline” and “stretch” targets by considering their five year target.

Understanding that the top 10 percent of districts have been able to increase performance at the rate of 3.7 per year, they’ve set their stretch target in five years at 54.1 ($3.7 \times 5 \text{ years} = 18.5 + 35.6$). Having done the math, now they want to consider the trajectory and feasibility of that growth and also how they might set the baseline target they’d propose (as this is a co-development process with ODE).

Step Three: Set Gap Closing Targets for Focal Student Groups

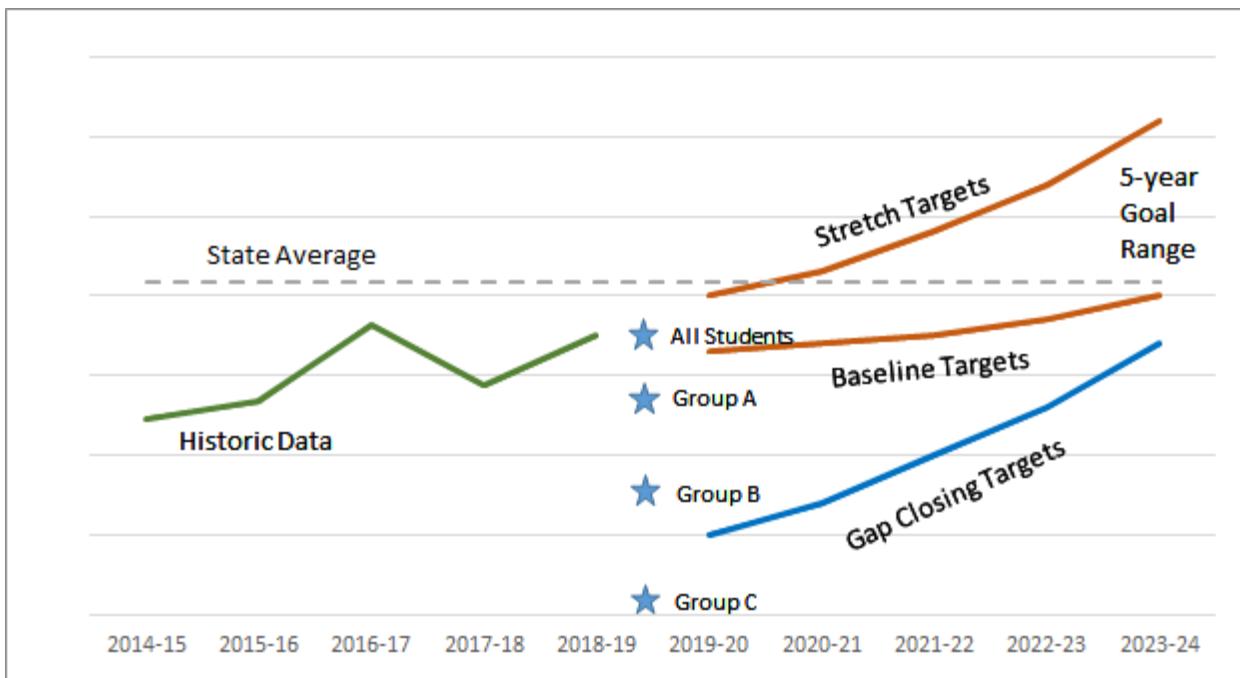
The purpose of the “Gap Closing Targets” is for districts (and eligible charter schools) and the state to set targets and monitor the reduction of academic disparities between groups of students, especially for focal student groups named in [House Bill 3427](#). **An achievement gap can be calculated in a number of ways, and for a number of purposes.** When setting gap closure targets we encourage districts to consider the following gaps:

- Within-district gap between the focal group and the applicant as a whole (e.g., Group A at the district level compared to all students in the district).
- Within-state gap between focal groups for the applicant and the state as a whole (e.g., Group A at the district level compares to all students in the state, or to Group A at the state level).

The reasoning is that a district can average high performance in one or all common metrics and still have significant gaps in some or all focal groups as defined in HB 3427. There is great educational value for all students in helping illuminate and focus on within-district gaps.

Another consideration is that a district can have small achievement gaps amongst student groups, but collective performance could remain very low compared to the state average. In those situations it might be best to work toward raising achievement toward state averages.

Here is one visual picture of how target setting will develop:



Gap Closing Targets, while a single set of targets, are used for all focal groups meeting the minimum n-size requirement. The actuals for each focal group should be plotted. **The group of focal targets, while each group has different needs and strengths, allows for a projection that can put a central focus not just on achievement but on closing gaps in academic disparity.**

N-Size Reminder

Where the number of students (n) is 10 or fewer in any group, ODE will provide this information in a format that is both suppressed and unsuppressed.

Identifying Student Groups Most at Risk of Not Meeting Targets

The creation of the focal targets in this way also identifies those groups most at risk of meeting longitudinal growth targets, as required by the Act in each applicant's plan. Perhaps the best way to illustrate some of the considerations that need to be taken into account is to provide examples. While detailed, we hope these early examples are thought provoking and can help districts navigate this process.

Need Support to Set Your Targets?

ODE will provide a series of online workshops and case studies in late January and early February to further support applicants in drafting longitudinal performance growth targets.

District Example

Below is an example of district data. These numbers are chosen in order to demonstrate a range of circumstances and considerations for setting targets.

Indicator	5-year History					5-yr Ave.	5-yr Trend	State Ave.	State Trend
	'14-15	'15-16	'16-17	'17-18	'18-19				
Regular Attenders	87.7	86.3	84.7	82.9	86.6	85.6	(0.5)	80.7	(0.6)
3rd Grade Reading (ELA)	36.9	32.7	30.2	35.3	35.9	34.2	0.1	47.5	(0.2)
9th Grade On-Track	62.5	63.5	74.0	78.3	87.8	73.2	5.5	83.8	1.0
4-Year Graduation	56.1	65.9	65.5	64.1	71.5	64.6	2.4	76.1	1.4
5-Year Completion ⁴	79.1	75.1	78.9	80.5	81.4	79.0	0.8	83.4	0.6

Each district's data is unique and a "five-year" trend can contain significant ups and downs (this is especially true for smaller districts). Here are some of the unique features of this district's data:

- Although Regular Attendance had been declining, the district appears to have reversed that downward trend. District rates remain above the state average.
- 3rd Grade ELA has been fairly flat, but the district did experience a dip for two years. Rates are significantly below the state average.
- 9th Grade On-Track has shown very significant gains over this period. These gains cannot be sustained (otherwise rates would rise above 100 percent).
- Graduation has seen rates plateau in the middle of the period, with spikes upward at either end, but rates remain below state averages.
- Completion rates have been fairly steady with modest growth, mirroring the overall state trends.

Example of SIA Priorities in this District

For illustrative purposes only, let's assume this district is implementing programs that:

- Are expected to improve early literacy;
- Provide more social, emotional and academic support in grades 6-9; and
- Expand on available electives in high school.

The district expects these programs create sustained improvements in 3rd grade ELA. The district hopes to continue the strong results for Regular Attender and 9th grade on-track indicators. The district also believes its recent efforts to better support high school students are already being seen in the district's graduation rate, and will soon be seen in the five-year completion rate.

Regular Attenders

Each of the programs should increase Regular Attender rates, though these rates are already

Regular Attenders 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
88.7	87.3	85.7	83.9	87.6	86.6	(0.6)

strong. The table above shows the regular attender rate for the district over the last five years. Data for each of our student groups, is also shown below. These are five-year averages, which help smooth out the variation for small student groups.

Regular Attender - Disaggregated Data

Student Group	Approximate Group Size	5-year Average	5-Year Trend
Economically Disadvantaged	2,730	85.4	(0.6)
Students with Disabilities	500	83.8	(1.6)
English Learners	1010	88.6	(0.6)
American Indian/Alaska Native	30	82.4	(1.1)
Black/African American	30	89.0	(5.1)
Hispanic/Latino	1,570	87.8	(0.2)
Homeless	100	66.5	NA
All Underserved Groups	2,970	85.5	(0.6)
All Students	3,630	86.6	(0.6)

As noted above, regular attendance was high in 2014-15, and then the district showed a steady decline. Many of our student groups are at or above both district and state averages. Student groups with the lowest rates of regular attenders include economically disadvantaged students, students with disabilities, native students and homeless students.

District Example: Setting Baseline and Stretch Targets

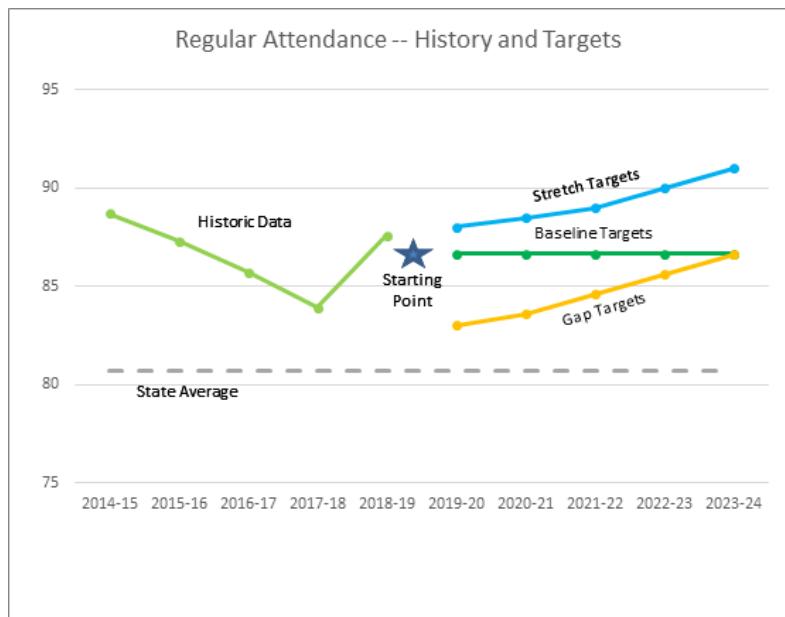
We begin by setting 5-year targets followed by baseline and stretch targets for all students. This district's current regular attender rate is well above the state average, and is, in fact, close to the 90th percentile. The baseline target is to at least maintain the current five-year average of 86.6.

The fact that this district's rate is currently relatively high does limit growth potential on this indicator, however, as the district believes that it's possible to attain 89 percent regular attendance in five-years. This is the stretch target.

The baseline and stretch targets aim to come close to the highest rate seen in the last five years, and move upward from there. The gap closing target is to have all student groups reach the current average in five years.

Targets	Baseline & Stretch Targets					5-Yr Target
	2019-20	2020-21	2021-22	2022-23	2023-24	
Baseline	86.6	86.6	86.6	86.6	86.6	86.6
Stretch	88.0	88.5	89.0	90.0	91.0	91.0
Gap	83.0	83.6	84.6	85.6	86.6	86.6

These targets are illustrated below.



Third Grade Reading Proficiency (English Language Arts)

This metric has been fairly flat over the last five years, largely mirroring the state trend. However, the district's achievement is more than 10 points behind the state as a whole. The district believes literacy programs in elementary school should lead to higher rates of proficiency in ELA in 3rd grade.

The proficiency rates for the district over the last five years is shown below:

3 rd Grade Reading (ELA) 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
35.7	31.5	29.0	34.1	34.7	33.0	0.1

Data for each of our student groups is also shown below. These are five-year averages, which help smooth out the variation for small student groups. To protect confidentiality, only those groups with at least 10 students each year are shown.

3rd Grade Reading (ELA) - Disaggregated Data

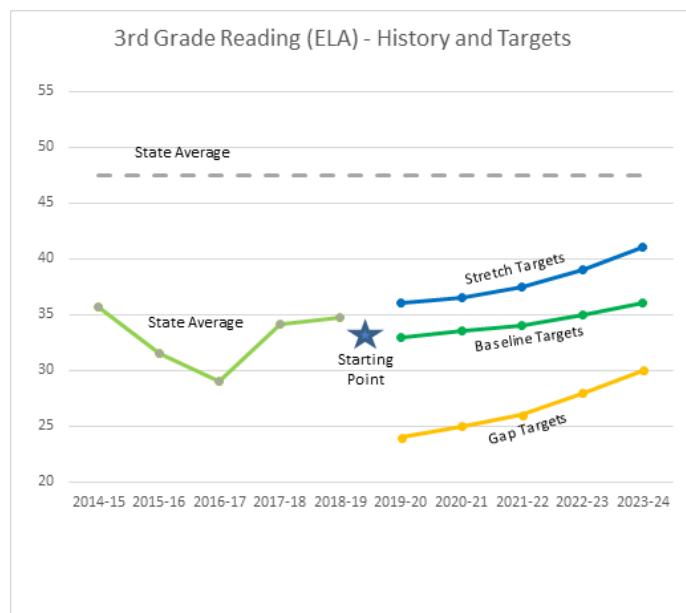
Student Group	Approximate Group Size	5-Year Average	5-Year Trend
Economically Disadvantaged	210	29.8	0.4
Students with Disabilities	40	14.4	(2.9)
English Learners	110	23.6	(0.0)
Hispanic/Latino	130	27.1	(0.2)
All Underserved Groups	230	29.3	0.2
All Students	290	34.2	0.1

However, this example district also has a high percentage of English Learners (40 percent at third grade). These students typically achieve English proficiency at about grade five (as is true statewide), and we see strong results for these students in middle school and beyond. Even with program improvements, it is not reasonable to expect most of our English learners to be proficient in English language arts by grade 3. This reduces our growth expectations for 3rd grade ELA, but we still expect improvements for our English-only students, leading to a five-year baseline target of 36 percent.

The stretch target would be to reduce our gap with the state by half over the five-year period. The initial baseline target is to match our five-year average, and our initial stretch target would match our results from 2014-15, which was the highest value in the last five years.

Goal	Baseline & Stretch Targets					5-Yr Target
	2019-20	2020-21	2021-22	2022-23	2023-24	
Baseline	34.2	34.5	35.0	35.5	36.0	
Stretch	37.0	37.5	38.5	40.0	42.0	

The following visual illustrates 5-year targets, baseline and stretch targets, and gap closing targets.



9th Grade On-Track

This indicator has seen tremendous growth in the last five years. The district went from well below the state average to above the state average in the most recent year. This amount of improvement reflects the focus we have put on helping students navigate their first year in high school. While we hope to continue to improve, it is not possible to sustain this amount of growth in the long run. Hence, we expect diminishing growth over time as we approach higher and higher levels on this indicator. The proficiency rates for the district over the last five years is shown below:

9th Grade On-Track 5-year History					5-year Average	5-year Trend
2014-15	2015-16	2016-17	2017-18	2018-19		
66.6	66.5	76.1	79.4	87.9	75.3	5.6

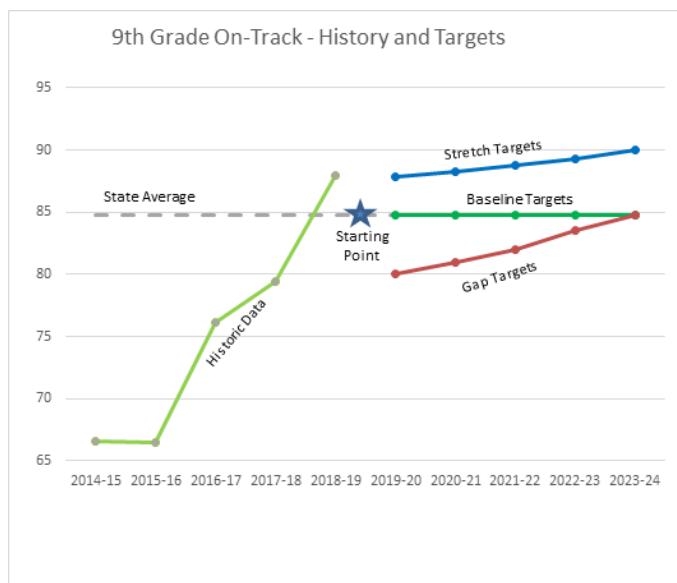
Data for each of the districts' student groups is also shown below. Because the district has seen such a strong increase over time, the table below also shows the most recent rates for each group. To protect confidentiality, only those groups with at least 10 students each year are shown.

9th Grade On-Track - Disaggregated Data

Student Group	Approximate Group Size	5-Year Average	5-Year Trend	2018-19 Rate
Economically Disadvantaged	190	70.3	6.8	84.8
Students with Disabilities	30	65.3	4.6	77.1
Hispanic/Latino	80	77.1	6.9	92.7
All Underserved Groups	210	71.6	6.8	85.8
All Students	270	75.3	5.6	87.9

The baseline target would be to remain at the 2018-19 level, as this already is significantly above our 5-year average. As a stretch target we would like to reach the 75th percentile for the state. The initial baseline target is slightly conservative. It is the five-year state median and is somewhat below our 2018-19 rate. The 2018-19 rate was well above the upward trend for the previous four years, and might not be repeated for 2019-20.

The gap closing target is to continue to increase the percentage of students' on-track at the end of 9th grade, and to increase all student groups to our baseline target.



Establishing Progress Markers for Each Common Metric

For each of the common metrics in the foundational year, ODE will provide six initial progress markers that will track in relationship to the priorities and focus of the plans and investments of SIA recipients. During the baseline year, ODE will work with districts and ESDs to workshop and further refine and set more widely shared and refined progress markers.

Once established, these progress markers will help ODE monitor and share back learning across the state and to the legislature. This monitoring will also be used to inform any considerations of ODE requiring district participation in the *Intervention and Strengthening Program* introduced within this guidance.

Early draft progress markers for 3rd Grade Reading Proficiency are provided here for example purposes only. ODE will engage and develop further iterations of progress markers for each of the common metrics in January 2020. Comment and feedback is welcomed and encouraged by SIA applicants and the larger educational community in Oregon. ODE will then finalize common progress markers by the end of February for the foundational year.

Example of Early Draft Progress Markers for 3rd Grade Reading

3 changes we expect to see from SIA investments in early literacy:

1	Literacy strategy is documented and communicated to staff and families.
2	Hiring and policy implementation reflects an active agenda.
3	Evidence shows a variety of ways educators are thinking through their own and district literacy practices and actions.

3 changes we would like to see from SIA investments in early literacy:

4	Following through, keeping promises, high engagement and communication around any limitations as it relates to executing the literacy strategies being pursued.
5	Analyzing and using data and quality measures with an <u>equity lens</u> (i.e. disaggregating by race) on a routine basis.
6	Changes are evident in curriculum, school culture, administrative and instructional practices, and policies in support of early literacy targets, likely to be shown in alignment with optional local metrics.

Timeline

Suggested Activity	Dates
Submit complete application to ODE during application window (application must include DRAFT longitudinal growth targets).	March 2 - April 15, 2020
Grant Application Review Panel (will be facilitated on a rolling basis).	April 2020 and beyond
Applicant notified that plan meets or does not meet requirements (consultation and support provided to ensure sufficiency in meeting requirements).	April 2020 and beyond
Collaborative process begins between the applicant and ODE to negotiate and set longitudinal performance growth targets based on targets included in the original application.	April - May 2020
ODE develops a grant agreement to include agreed upon longitudinal performance growth targets.	May 2020
Applicant facilitates public review and board approval of grant agreement and agreed upon longitudinal performance growth targets.	May - June 2020
ODE Approval and Grant Agreement Established.	June - July 2020

Worksheet

Each applicant will submit DRAFT longitudinal performance growth targets with their SIA Application during the submission window: March 2 – April 15, 2020. Additional guidance and training will be available for applicants in January 2020. As a starting point, ODE is providing the worksheet below for applicants to begin working through a process for growth target setting.

Five Year Targets

Four-Year Graduation

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

Five-Year Completion

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

3rd Grade Reading (ELA)

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

9th Grade On-Track

District-Wide

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Stretch Target					
Baseline Target					

Focal Student Groups

	Year 1 20-21	Year 2 21-22	Year 3 22-23	Year 4 23-24	Year 5 24-25
Gap Closing					

Data Definitions

ODE will maintain [data definitions for the common metrics.](#)

DECEMBER 2019

 ACCOUNTING AND REPORTING

FINANCIAL MANAGEMENT OF SIA FUNDS

REQUIREMENTS FOR GRANT
RECIPIENTS AND
RESPONSIBILITIES OF ODE.

All grant recipients are responsible for the financial management and accounting of SIA funds in partnership with the Oregon Department of Education. This resource is intended for school leaders and business managers.

Section Five: Financial Management of SIA Funds

Understanding the Funding Model

The SSA establishes a corporate activity tax to be collected and deposited in the Fund for Student Success which is created as a part of the Oregon Department of Education. [Section 13 in the bill](#) describes how the Student Investment Account grant budget will be allocated to sub-recipients based on the extended Average Daily Membership weighted (extended ADMw) of the school district as calculated by the State School Fund, with adjustments. Extended ADMw compares the current and prior school year's ADMw and uses whichever year is greater.

Establishing a Grant Agreement

Each grant recipient will enter into a grant agreement with ODE. The grant agreement will include the SIA plan which will be inclusive of the longitudinal performance growth targets once finalized and any agreements between a public charter school and the school district.

A grant agreement is valid after it is:

- Made available at the main office of the grant recipient and on the grant recipient's webpage;
- Shared during an oral presentation by an administrator at an open meeting;
- Made available for the public to comment at an open meeting;
- Approved by the governing body of the grant recipient at an open meeting; and
- Approved by the Oregon Department of Education.

Responsibility for Financial Management

All grant recipients are responsible for the financial management and accounting of SIA funds in partnership with ODE. A total distribution of \$471,873,500 is projected for the first year of this non-competitive grant program, beginning July 1, 2020. Grant recipients must comply with application requirements set forth in the law and have a plan approved by ODE to receive these grants.

[Any allocated funds that are not used by a grant recipient by June 30, 2021 will be returned to the Student Investment Account for distribution in the next biennium.](#) Grant recipient may request an extension to spend funds until September 30, 2021. A request must be made to ODE and the department may approve the request if the spending aligns to the recipient's grant agreement.

Quarterly Payments and Reports

The SIA grant is unique relative to most ODE processes in that grant recipients will receive disbursements of their total allocation on a quarterly basis ahead of expenditures. We anticipate first payments will arrive between July 1 and August 15, 2020. Beginning in fall 2020 and continuing on a quarterly basis, grant recipients will be expected to submit a quarterly report detailing their expenditures. The quarterly report will be submitted to ODE ahead of the next quarterly disbursement. Additional information on this process will be made available in the spring of 2020 to school leaders and business managers.

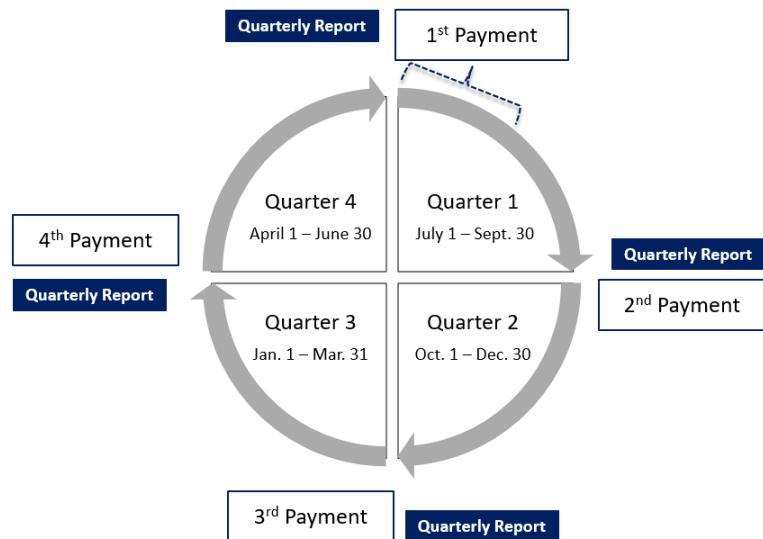
Please note: In the case that an SIA applicant is engaged in processes to comply with application requirements or setting longitudinal performance growth targets that delay the execution of a grant agreement, their planned grant allocation amount will not be impacted (no proration) while they will receive their first payment following grant execution. Next payments would put them back on a standard quarterly schedule, if at all possible, tied to quarterly reporting.

Accounting Practices

SIA funds are required to be spent in any, all, or some of the four categories of allowable use:

- Increasing instructional time.
- Addressing students' health and safety needs.
- Evidence-based strategies for reducing class size and caseloads.
- Expanding availability of and student participation in well-rounded learning experiences.

While accounting for these funds will follow standard protocols as described in the [Program Budget Accounting Manual](#) (PBAM) it is necessary and important to separately account for the funds.



Recommended Guidelines

ODE recommends school districts review [Appendix G of the PBAM](#) and that grant recipients, at minimum, create a new fund for SIA. For reporting to data collections for the 2020-21 Actuals

Financials data collection, districts will need to crosswalk their data to a 251 fund, which is a sub-fund of the 200 Special Revenues Fund. Districts only need to use a cross-walk if they are accounting for the SIA revenue and expenditures in a different sub-fund.

Annual Financial Audits and Self Reporting System

Required for All Grant Recipients

Required under Section 15 of the Act, each year beginning July 2021, all grant recipients must:

- Conduct a financial audit of the use of grant moneys in accordance with the [Municipal Audit Law](#); and
- Review their own progress toward meeting the performance growth targets in the grant agreement.

Results of the financial audit and progress review must be made available at the main office of the grant recipient and on the grant recipient's webpage and presented to the governing body of the grant recipient at an open meeting with the opportunity for public comment on the results.

This annual review is then required to be forwarded to ODE.

ODE Responsibilities

Each year beginning July 2021, ODE will determine whether grant moneys received by a grant recipient were used as described by the grant recipient in their grant agreement.

When a grant recipient does not use funds as described in the grant agreement:

ODE is required by law to:

- Collaborate with the grant recipient to identify and implement specific interventions;
- Provide technical assistance to the grant recipient; and
- Deduct amounts from future grant distributions.

When a grant recipient fails to commit to spending all available grant moneys, ODE may deduct amounts not committed from future grant distributions.

When a grant recipient does not meet performance growth targets identified in the grant agreement and reviewed by ODE each biennium:

The grant recipient may submit an explanation for the reasons why the performance growth targets were not met. ODE may:

- Take into consideration the explanation submitted by the grant recipient;

- Require the grant recipient to enter into a coaching program; and/or
- Direct the expenditure of grant moneys.

Indirect Costs

A grant recipient may use funds for indirect costs directly related to allowed expenditures as provided in the grant agreement. Indirect costs are limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any indirect costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.

DECEMBER 2019

⊕ **REDEFINING OUR APPROACH TO IMPROVEMENT**

RESPONSIVE SUPPORTS FOR SYSTEMS IMPROVEMENT

**LEARN ABOUT SIA
TECHNICAL ASSISTANCE
AND COACHING SUPPORTS.**

All grant recipients have access to supports for implementation of SIA funds. This resource offers an initial picture of the long term vision for technical assistance and coaching provided by ODE.

Section Six: Responsive Supports

Technical Assistance and Capacity-Building Available to All Applicants

All eligible applicants have access to technical assistance (TA), which may be provided by ODE staff through regional supports coordinated between Education Service Districts (ESDs) and ODE, or through external contractors. The long-term vision for technical assistance provided by ODE will be responsive to the needs of districts and designed and deployed to support systems improvement. For example:

- Identification of and support for best practices for meeting performance growth targets;
- Identification of and support for implementing promising practices; and
- Attention to cultivating a culture of internal accountability.¹¹

Sections 17 and 18 of the [Student Success Act](#) established two distinct but related coaching programs which are intended to provide capacity building, system improvement supports and accountability structures to support SIA implementation.

Role of Education Service Districts

ESD Liaisons

Each Education Service District (ESD) has identified a staff member or contractor who is allocating at least .25 FTE towards the role and function of being a liaison - the primary point of contact and collaboration - between ODE's Office of Education Innovation and Improvement, the ESD they represent and the districts within the ESD's service region.

ESD Liaisons are expected to consistently participate in planned ODE virtual and in-person meetings, participate in equity trainings and communicate regularly via email and phone with the Office of Education Innovation and Improvement and designated ODE staff.

The liaison function may be met differently by different ESDs but a common set of attributes have been established to support consistency and quality of engagement. Liaison time is funded by moneys to help school districts develop educational strategic plans aligned with the values and goals

¹¹ Hargreaves, A., & Fullan, M. (2012). *Professional capital: Transforming teaching in every school*. New York: Teachers College Press.

of the 2019-2021 Student Success Act. As each ESD has flexibility for how they meet the grant agreement and roles outlined in [Section 25 of HB 3427](#), here is a list of the kinds of roles liaisons or their teams would likely fulfill:

- Support districts with authentic community engagement. The [SIA Engagement Toolkit](#) is available to support ESDs and school districts in these engagement processes.
- Develop or support the use of surveys and other engagement tools, including communication and translation supports as useful.
- Support school districts with incorporating engagement feedback into the Needs Assessment and planning processes, including developing connections between the engagement, needs assessment, Continuous Improvement Plan (CIP) process and application for SSA Student Investment Account funds.
- Assist districts in their application development and documentation for a grant from the SSA Student Investment Account.
- In individual and/or group meetings, lead or assist the district in documenting their needs, growth targets, attainable outcomes, investment strategies and accountability metrics as outlined in the SSA.
- Work closely with ODE to deliver this technical assistance to districts. This will require regular meetings and phone consultation with ODE staff to obtain resource and promising practice knowledge.
- Support districts with the use of equity-based tools for decision making.

Intervention and Strengthening Program (Coaching Program)

Each biennium ODE is expected to monitor and determine if a grant recipient is meeting the longitudinal performance growth targets identified in their grant agreement. If a grant recipient does not meet the performance growth targets, the grant recipient may submit an explanation for the reasons why the performance growth targets were not met.

Coaching Program

The Coaching Program, referred to as the **Intervention and Strengthening Program (ISP)** is for SIA grant recipients who do not meet longitudinal performance growth targets.

After taking into consideration the explanation submitted by the grant recipient, ODE may require the grant recipient to enter into the Intervention and Strengthening Program (ISP) - the coaching program described in section 17 of the Act.

If required, participation in the coaching program must be for at least one year, unless ODE allows for a shorter period of time.

Under the program, the department shall advise and counsel grant recipients on how to meet performance growth targets and shall assist grant recipients with ongoing professional development and peer collaboration. The SSA does provide ODE the ability to direct the expenditure of SIA funds as the strongest form of intervention within this program. The principles, staffing and contracting approach for this program is underway. The earliest ODE will contact grant recipients under this program is in the summer and fall of 2021.

The ISP program is for districts and the charter schools they sponsor in the SIA application, and charter schools that have applied and are receiving SIA funds independently.

Timeline

Participation in ISP program supports for required SIA recipients is anticipated for the fall of 2021.

Requirements for Participation

Participants in the ISP coaching program will:

- Participate for at least one year, unless ODE allows for a shorter period of time;
- Receive advice and council on how to meet performance growth targets; and
- Receive professional development and peer collaboration.

Intensive Coaching Program

An *Intensive Coaching Program (ICP)* is established in Section 18 **for school districts with the highest need for coaching, support and intervention**. This intensive program is by invitation and only school districts are eligible. The ICP requires at least four years of participation. Districts that agree to participate are eligible for additional funding from the Statewide Education Initiatives Account.

ODE will initiate conversations with the first districts invited to participate in February 2020, with the formal coaching program planned to begin in July 2020. The ICP will utilize Student Success Teams (SST) as outlined in the Act. Each SST will be composed of at least one ODE point person, district

leader, educator, community member and an ESD liaison (additional expertise will be brought on for participation on the SST or consultation to the SST by contract). SST's provide advice and counsel on how to improve performance outcomes and develop recommendations for meeting longitudinal performance growth targets.

Timeline

ODE will initiate conversations and invite five districts to participate in February 2020. The four years of formal coaching begin in July 2020.

Requirements for Participation

Participation in the ICP requires that districts:

- Commit to regular student success plan meetings to monitor practices.
- Use data to track student progress.
- Ensure employees receive professional learning and training.
- Create safe and inclusive learning environments.
- Improve school and school district practices and structures to support teaching and learning.
- Improve the skills of the members of the school board.
- Accept all recommendations of the Student Success Teams related to the use of SIA grant moneys and any additional funding received under this section.
- Consider all recommendations of the Student Success Teams for any district operations.

DECEMBER 2019

⊕ **CHARTER SCHOOLS**

DISTRICTS WITH PARTICIPATING CHARTER SCHOOLS

A RESOURCE TO HELP DISTRICTS
AND PARTICIPATING CHARTER
SCHOOLS DEVELOP SIA
AGREEMENTS.

The purpose of this document is to provide additional information and access to a draft template agreement for use by districts who have charter schools participating alongside them in the SIA grant application process.

Section Seven: Districts with Participating Charter Schools

Public Charter Schools and SIA Funds

The purpose of this section is to provide information and resources for districts with participating charter schools to organize and efficiently move through the process of applying for Student Investment Account (SIA) funds in coordination with their eligible charter school(s).

When a charter school participates in the district's SIA application, **the charter school and the district must enter into an agreement for the distribution of funds, the provision of services and accountability measures required of the public charter school by the school district.**

District and Charter School Agreement

Each district and charter school should negotiate agreements according to the relationship and specific needs, and take into account each school's unique charter contract. The district-charter school SIA agreements will be owned by the two parties and will not be enforced by ODE. Districts will enter into a separate SIA grant agreement with ODE for its SIA grant.

ODE has developed a [draft SIA agreement template](#) that districts and charter schools may use as a starting point for negotiating these agreements. **While use of this exact template is not required and offered as a resource for districts and charters to adapt or use as helpful, it is expected that both parties equally participate in developing their agreement.** It may be appropriate for a district to have different SIA agreements with different charter schools based on the relationship and current performance of the charter school.

A Note on Eligibility

Public charter schools are not required to participate in the SIA grant. However, non-virtual public charter schools may apply directly to ODE if eligible or be invited to participate in their sponsoring district's application. If a district invites one charter school to participate, it must invite all non-virtual charter schools sponsored by the district to participate.

Components of a District-Charter Agreement for SIA Funds

The following sections include suggested topics for district-charter school SIA agreements.

Charter School SIA Plan

Each charter school applying with a district's SIA grant application should identify priorities for support as required in the Act. The agreement should describe if the charter school's plan is required to be submitted to the district for approval or not. It should also describe the requirements for the charter school's SIA budget and longitudinal performance growth targets. Both parties might want to include general timelines for these plans to be submitted, likely in advance of a district's SIA grant application review and approval. It may be helpful to include a description of the process a charter school would go through to update or revise the plan.

The first SIA Plan should cover three years: 2020-21, 2021-22 and 2022-23.

Exchange of Services

Districts and charter schools may mutually agree to have the grant completely or partially administered by the district. It will be important to clarify what services the district and the charter school will be responsible for providing. If the district and charter school agree for the district to retain any portion of the SIA funds generated by the ADMw attributed to the charter school, the agreement should describe the level of service the charter school can expect, a description of how those funds retained by the district will be used and how the charter school may benefit from or participate in activities paid for with those funds.

In some cases, it might be mutually agreed that the charter school will provide services to the district. A charter school may be well positioned to offer training or professional development to the district. Consider including these services in your agreement as well.

Other services that might be worth including in the agreement are:

- Fiscal oversight and management of the grant
- Data collection and preparation
- Procurement and contracting

Distribution of Funds

The agreement should clarify whether or not the charter school will receive SIA funds. If the charter school will receive SIA funds, the agreement should specify how the amount will be calculated and what percentage, if any, the district will withhold. **ODE encourages school districts to pass 100 percent of the SIA funds generated by the ADMw attributed to the charter school to the charter school.**

It will be helpful for agreements to include general timelines for the distribution of funds. This might be similar to other timelines in the charter contract (e.g. within 10 days of when the district receives the SIA funds from the department). This is also a good section to include requirements for the charter school's fiscal reporting. Will the charter school be responsible for reporting expenses to the district? What will the charter school have to do if it is unable to expend all SIA funds?

Indirect Costs

A grant recipient may use funds for indirect costs directly related to allowed expenditures as provided in the grant agreement. Indirect costs are limited to 5 percent of the total expenditures or \$500,000, whichever is less. Any indirect costs incurred by a participating charter school must be accounted for within the sponsoring school district's overall limit of 5 percent or \$500,000, whichever is less.

Accountability

The district-charter SIA agreement should outline a clear understanding of how the charter school will be held accountable to the requirements of the SIA funds and expected outcomes. Because all eligible applicants are held to a high standard of community engagement with students, parents, staff and community partners, it should be an expectation that the charter school has based its SIA plan on the input from its community. Charter schools should either be included in the district's community engagement or complete their own community engagement that will inform how the charter school plans to spend SIA funds.

Another major aspect of accountability the SIA includes is the Longitudinal Performance Growth Targets. Charter schools may include their own Longitudinal Performance Growth Targets or plan to use the district's Longitudinal Performance Growth Targets. Districts will only be held accountable to the district-level targets included in the district SIA grant agreement, not any individual charter school targets included in district-charter SIA agreements. Alignment between district and charter school targets is recommended since the charter school data will contribute toward the district's overall performance.

A district and charter school may agree to have the charter school adopt the same targets as the district or different targets within the same categories.

In order to report progress, the charter school may agree to submit quarterly benchmark data, annual data or other reports on its progress toward meeting these targets. There should be agreement on how often these targets will be reported on and in what format.

The agreement may also include a description of what happens if a charter school fails to show adequate improvement by the end of the reporting period. Will the district retain funds, require a

corrective action plan, or other form of accountability action? Will the agreement tie the charter school's performance on these longitudinal performance growth targets to their overall performance for renewal and termination decisions?

Finally, the district and the charter school should also include clear expectations regarding how the charter school will report expenditures of SIA funds. Will the charter school submit monthly or quarterly reports? What level of detail is expected? What happens if the charter school fails to expend funds according to the allowable uses? How is the charter school accounting for SIA funds and are the funds easily audited?¹²

Charter schools are already required to report to their sponsor annually on the performance of the school and its students.¹³ Districts and charter schools may agree to include any SIA accountability reporting in the annual report to the sponsor.

Additional Components to Consider

- 1. Participation in application process:** Is the charter school invited to fully participate in the district's community engagement work and application design process? Or, does the charter school complete a complementary, but independent community engagement and SIA plan development process?
- 2. Coaching and Intensive Program:** An agreement might include a description of what happens if the charter school's data is the primary reason why a district did not meet its longitudinal performance growth targets. An agreement might also include a section on how the charter school is impacted if the district enters into the intensive program.

Questions and Support

Please contact Kate Pattison at kate.pattison@state.or.us or 503-580-5749 with questions or requests for support.

¹² ORS 338.095 requires public charter schools to have an annual municipal audit. All SIA funds received by the charter school should be included in this audit and reported as a separate account.

¹³ ORS 338.095 requires the charter school to report annually to the sponsor and the department on the performance of the school and its students. The format of these reports is typically agreed upon in the charter contract.

DECEMBER 2019

 **APPENDICES**

FOR REFERENCE

REVIEW THESE ESSENTIAL
RESOURCES FOR SIA
PLANNING.

All applicants are required to consider the recommendations under the Quality Education Model (QEM). To support this work, ODE has developed a summary, consolidating prior QEM reports. In addition, applicants must apply and describe their use of an equity lens or tool. Applicants may use the ODE provided equity lens.

Appendix A - Summary of Recommendations from the Quality Education Commission

In August of each even-numbered year, the Quality Education Commission (QEC) presents the Oregon Legislature with a report that outlines best educational practices, makes recommendations for actions that the legislature and Oregon's schools can take to improve student outcomes and estimates the funding level needed to meet Oregon's K-12 education goals.

In line with the Quality Education Commission's recommendations in the [August 2018 Quality Education Model Final Report](#), the Student Investment Act application process requires districts to build systems that cultivate continuous improvement and use a needs assessment for equity-based decision making. **The 2018 report stresses building system capacity and coherence and warns against plans focused primarily on discrete programs, activities and interventions.**

Summary of Guidance from the Commission

This document summarizes the Commission's guidance for continuous improvement, a focus on equity, a framework for building coherent education systems that use resources effectively and the use of improvement science. These specific recommendations draw on the work done for the 2018 Quality Education Model (QEM) report as well as for prior reports dating back to the original report in 1999. More detail on the recommendations can be found in the [individual QEM reports](#).

Elements of a coherent continuous school improvement model include:

A Shared Vision that promotes a positive school culture and environment that emphasizes academic excellence, shared responsibility, collaboration and mutual trust and respect.

A Common Understanding of the Problems to be Solved through honest discussion with staff, students and parents to identify which aspects of the existing system, practices and processes are at the root of the problems so that those parts of the system can be improved.

Effective Teachers supported by high-quality induction, support and mentoring; context-specific professional learning that builds capacity for small group facilitation, analysis of individual student needs, strategic planning to address root causes of underachievement and partner networking; time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges; meaningful evaluations and feedback about standards aligned classroom

performance and professional collaboration; and including teacher leadership (trying, evaluating and planning new practices) in the career path.

Strong and Stable School Leadership who foster a shared vision and culture of trust and support, develop and empower effective teachers, coordinate support staff and external partners, and assure the coherence of the processes and practices that ensure every student and teacher has and meets high expectations.

Well-coordinated Support Staff who promote a culture of learning through support of both academic and personal issues.

Community Partners who add value by working on the ground to directly assist families, students and schools in solving challenges, providing wrap-around services and connecting schools to their neighborhoods.

Engaged Parents who have the necessary information to help their students stay on track and to get involved and connected to the larger school community.

The Commission recommends districts use the following framework to build coherence and maximize resource deployment.

- Provide strong supports (high quality pre-K, affordable healthcare, family wrap-around supports) for children to arrive at school prepared, healthy and eager to learn.
- Ensure that students with highest needs have access to the best teachers.
- Develop highly coherent instructional systems of standards, curriculum frameworks, assessments and course requirements.
- Articulate clear pathways for students through the system, set to global standards, with no dead ends. Set and clearly communicate high expectations for all students, including descriptions of how this step in the path prepares them for future steps and provide supports for those not yet meeting them.
- Assure an abundant supply of highly qualified teachers through grow your own programs that begin with high school students.
- Professionalize teaching by providing supports and incentives for learning and continuous improvement, increasing their role in decision-making through communities of practice, and providing more non-classroom time to improve instruction.
- Create an effective system of career and technical education and training that requires high-level academic performance from all students.

- Recruit and invest in the leadership development of teachers and staff so they can lead and develop strong systems of instruction.
- Institute a coherent governance system coordinated across the school, district, and state levels, with well-articulated priorities at each level. Provide school supports in the form of expert assistance in diagnosing problems, devising local solutions and assisting with implementation.

While the above elements and framework are a necessary component for long-term and sustainable improvement in student outcomes in Oregon, they are not sufficient. Also critical are effective educational practices and investments that are well implemented. Because needs can vary tremendously among districts and schools, each district should evaluate the investments that will have the greatest impact in each of their schools, as identified in their needs assessments. Many of these practices and investments have been discussed in the QEM reports over the years and are summarized here. The summaries are followed by a list of further sources of information that may be of interest to districts and schools.

QEM 1999 Report

This is the original QEM report which describes the key elements and components of a quality education as reflected in the Quality Education Model. Its key recommendations are:

- Targeted reductions in class sizes, particularly in the early grades;
- Provide more professional development for teachers and principals;
- Provide more instruction time, particularly for struggling students;
- Do more community outreach to promote more parent and community involvement; and
- Provide more instructional support so the benefits of good instruction are maximized.

QEM 2000 Report

This report builds on the 1999 report and recommends the following:

- Focus resources on the early grades to build a solid foundation for later learning;
- Tailor professional development to the particular needs of students in each school; and
- Focus on the social-emotional needs of students that research shows have long-term positive impacts on student outcomes.

QEM 2002 Report

The 2002 report focuses on indicators of quality and improving the equity of student outcomes. Its key recommendations are:

- Create a personalized education plan for each student and base instruction on individual student needs;

- Use data to inform their decisions about individual student needs;
- Have a comprehensive induction plan for new staff;
- Provide and encourage student connections with significant adults;
- Develop career-related learning opportunities with community-based and worksite learning options;
- Offer college course-taking and dual credit opportunities; and
- Provide wraparound services at school sites.

QEM 2004 Report

[The 2004 report](#) focuses on staff development, curriculum alignment and resources for students with disabilities.

- Target staff development so teachers can more effectively help students meet state standards;
- Improve the alignment between the K-12 curriculum and Oregon's post-secondary and employment needs;
- Look for efficiencies in providing services to high-cost special education students; and
- Encourage the state to provide more funding for those students.

QEM 2006 Report

[The 2006 report](#) focuses on allocating resources to the uses that have the most impact on student learning.

- Provide more funding to early childhood development, Pre-K programs and early reading efforts; and
- Continue high school restructuring efforts, including individual education plans, small learning communities, work-site based learning and extra-curricular programs that promote student engagement.

QEM 2008 Report

[The 2008 report](#) focuses on adequate instruction time for students, adequate collaboration time for teachers and expanded use of formative assessments.

- Add more instruction time and double-dosing in core classes for struggling students;
- Add teacher FTE in math/reading/science to allow smaller classes and more individual attention;
- Provide staff time for study, collaboration and data review aimed at better serving specific students;
- Fund more school-level leadership development; and

- Provide more resources to develop formative assessments and early indicators of students at risk of not succeeding.

QEM 2010 Report

[The 2010 report](#) focuses on math instruction, course-taking, and content articulation. The key recommendations are:

- Start offering Algebra for high school credit in the 7th or 8th grade. Analysis on Oregon course-taking data show that students who struggle with Algebra in the 9th grade are at risk of not completing their math requirements in time to graduate;
- Provide for smaller class sizes in math classes;
- Seek out teachers who have advanced endorsements in math; and
- Develop frameworks for the articulation of math courses from 4th grade through high school, and build a solid foundation in the early grades.

QEM 2012 Report

[The 2012 report](#) focuses on teacher collaboration and formative assessments.

- Enhance the collection and use of data from formative assessments;
- Spend at least 60 minutes per week analyzing assessment data with colleagues;
- Give feedback to students and parents frequently;
- Promote teacher collaboration and devote enough time and resources so it is implemented well; and
- Teacher collaboration should include setting specific goals for improving student achievement, including for individual students.

QEM 2014 Report

[The 2014 report](#) focuses on resource allocation.

- Resources must be allocated to the uses where they have the most positive impact on student learning;
- More resources should be allocated to the early grades and to schools that have more students with higher needs, including students from low-income families, English learners and students with disabilities; and
- Districts and schools should work to reduce the rate of chronic absenteeism, with attention paid to creating a school environment and culture that is more engaging for students and promoting closer connections between students and staff.

QEM 2016 Report

The 2016 report focuses on preparing students for post-secondary success.

- Schools should promote a culture of college-going, particularly among students that don't have a history of college-going in their families;
- This requires a collaborative effort among administrators, teachers, staff, students, families and the community; and
- Schools need to design structures that help staff get to know students well.

QEM 2018 Report

The 2018 report focuses on the structures and systems required for a sustainable school improvement model. The key elements of such a model were described at the beginning of this document, but more specific recommendations include the following:

- Districts and schools need to develop “network improvement communities” that provide a framework for creating coherent systems and processes for long-term improvement. ODE should assist districts and schools in doing this work; and
- All levels of the education enterprise should pay more attention to equity. The state must pay attention to the equitable distribution of funding to school districts, and districts must pay attention to the equitable distribution of resources to individual schools. Schools, for their part, must assure that the high-needs students in their care get an education that is tailored to their specific needs.

Appendix B – Oregon’s Education Equity Lens

Purpose of Oregon’s Education Equity Lens

The purpose of this equity lens¹⁴ is to clearly articulate the shared goals we have for our state and the intentional investments we will make to reach our goal of an equitable educational system.

This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity.

The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment.

The questions offered below can and should be adapted to ask questions regarding each of the focal groups named in the Student Success Act as being farthest away from opportunity and deserving our collective attention.

The passage of the Student Success Act directly calls upon educators and leaders across the state to act together, with a shared sense of purpose and possibility.

¹⁴ This equity lens was first generated by the Oregon Education Investment Board in 2011 and then was adopted by the Oregon Department of Education and the State Board of Education. It is lightly adapted here to provide an equity lens that SIA applicants can apply in their planning and decision-making processes. SIA applicants can utilize a different equity lens which they are asked to provide and describe how they’ve utilized it within the SIA application.

Questions to Support Ongoing Equity Work

The following questions should be used to examine investments and priorities:

1. Who are the racial/ethnic and underserved groups affected? What is the potential impact of the resource allocation and strategic investment to these groups?
2. Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?
3. How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?
4. What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)
5. How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in (1), (2) and (3)?
6. How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?
7. How are you collecting data on race, ethnicity and native language?
8. What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?

Beliefs

We believe that everyone has the ability to learn and that we have an ethical and moral responsibility to ensure an education system providing optimal learning environments that lead students to be prepared for their individual futures.

We believe that speaking a language other than English is an asset and that our education system must celebrate and enhance this ability alongside appropriate and culturally responsive support for English as a second language.

We believe students receiving special education services are an integral part of our educational responsibility and we must welcome the opportunity to be inclusive, make appropriate accommodations and celebrate their assets. We must directly address the over-representation of children of color in special education and the under-representation in “talented and gifted.”

We believe that the students who have previously been described as “at risk,” “underperforming,” “under-represented” or minority actually represent Oregon’s best opportunity to improve overall educational outcomes. We have many counties in rural and urban communities that already have populations of color that make up the majority. Our ability to meet the needs of this increasingly diverse population is a critical strategy for us to successfully reach our collective goals.

We believe that intentional and proven practices must be implemented to return out of school youth to the appropriate educational setting. We recognize that this will require us to challenge and change our current educational setting to be more culturally responsive, safe and attending to the significant number of elementary, middle and high school students who are currently out of school. We must make our schools places where every learner feels welcomed and a sense of belonging.

We believe that ending disparities and gaps in achievement begin in the delivery of quality early learning programs and through family and community engagement and support. This is not simply an expansion of services -- it is a recognition that we need to provide services in a way that best meets the needs of our most diverse segment of the population, 0-5 year olds and their families.

We believe that resource allocation demonstrates our priorities and values and that we demonstrate our commitment to rural communities, communities of color, English language learners and out of school youth in the ways we allocate resources and make educational investments.

We believe that communities, families, teachers and community-based organizations have unique and important solutions to improving outcomes for our students and educational systems. Our work

will only be successful if we are able to truly partner with the community, engage with respect, authentically listen -- and have the courage to share decision making, control and resources.

We believe every learner should have access to information about a broad array of career/job opportunities and apprenticeships that will show them multiple paths to employment yielding family-wage incomes, without diminishing the responsibility to ensure that each learner is prepared with the requisite skills to make choices for their future.

We believe that our community colleges and university systems have a critical role in serving our diverse populations, rural communities, English language learners and students with disabilities. Our institutions of higher education, and the P-20 system, will truly offer the best educational experience when their campus faculty, staff and students reflect this state, its growing diversity and the ability for all of these populations to be educationally successful and ultimately employed.

We believe the rich history and culture of learners is a source of pride and an asset to embrace and celebrate.

And, we believe in the importance of supporting great teaching. Research is clear that “teachers are among the most powerful influences in (student) learning.”¹⁵ An equitable education system requires providing teachers with the tools and support to meet the needs of each student.

¹⁵ Hattie, J. (2009), *Visible learning: A synthesis of over 800 meta-analyses relating to student achievement*. P. 238.