

Board of Directors Meeting
School District 4J, Lane County
Hybrid Meeting (virtual and
in-person)
200 North Monroe Street
Eugene, Oregon 97402
Wednesday, January 10, 2024

NOTICE: The special board meeting at 5:15 p.m. and the work session at 6:15 p.m. will be open to the public to attend in person, via live broadcast on KRVM 1280-AM and 98.7 FM, on the internet at www.4j.lane.edu/stream, and via Zoom Webinar at <https://4J-lane-edu.zoom.us/j/91225128314>

**Public Comment will be heard for the Topic of the Longitudinal Growth Plan Only
School Board Meeting Request Forms:**

Sign up to provide public comment on the Longitudinal Growth
Plan: www.4j.lane.edu/board/publiccomment

The board will hear public testimony in person or via Zoom from community members who sign up in advance to provide comment on the Longitudinal Growth Plan. Up to 10 people will be scheduled to provide public comment at this special meeting on the specified topic. Priority will be given to residents who have not recently provided public comment in a board meeting.

Requests to provide public comment must be submitted no later than 10:00 a.m. on the day of the meeting, January 10, 2023.

**4:30 PM
4:30 p.m. Executive Session; 5:15 Special Board Meeting; 6:15 Work Session**

- I. **4:30 Executive Session**
 - 1. Call to Order, Roll Call
 - 2. Agenda Item Type: Action Item
 - a. The board will meet in executive session "to consider records that are exempt by law from public inspection" pursuant to ORS 192.660 (2) (f).
All matters discussed during the executive session are confidential and shall not be disclosed by any representative of the news media without authorization by the school board.
 - 3. Adjourn Executive Session

- II. **5:15 Special Board Meeting**
- III. Call to Order, Roll Call
- IV. Agenda Approval
- V. Consent Group - Items for Action
 - 1. Early Literacy Grant Approval (2nd Read) 3
- VI. Items for Action
 - 1. Approve Integrated Guidance Grant – Longitudinal Performance Growth Targets 30
Presenter: Oscar Loureiro, Director Research & Planning
15 Minutes
- VII. Adjourn Special Board Meeting

- VIII. **6:15 p.m. Work Session**
 - 1. Call to Order, Roll Call
 - 2. Work on Superintendent, Board and District Goals
 - 3. Adjourn Work Session

THIS MEETING WILL BE BROADCAST OVER KRVM-AM (1280)

INFORMATION FOR THE DEAF AND HARD OF HEARING:

Closed Captioning is available during Board meetings through a zoom live feed which is also displayed at in-person meetings.



ITEM FOR ACTION — CONSENT AGENDA

Date of Meeting

January 10, 2024

Title

Approve ODE Early Literacy Grant

Presenter

Erin Gaston, Elementary Curriculum and MTSS Administrator
Kat Lange, Executive Director of Youth and Family Support
Katie Stiles, Foundational Literacy Teacher of Special Assignment

Background

The Oregon Department of Education has developed non-competitive literacy grants focused on PreK-3rd grade literacy. Eugene 4J is eligible to receive \$1,127,886.51 in the 2023-24 school year and \$1,173,922.70 in the 2024-25 school year. The grant will renew in 2025.

Additional Background:

We are in the midst of a literacy crisis in America. More students than ever, especially those from historically underserved populations, are struggling to learn to read - an issue that will impact them for the rest of their lives. In response, the Oregon Department of Education has made a concerted and focused effort in recent years to ensure all students in Oregon have access to high quality instruction and materials to effectively learn to read.

In 4J, we have recognized the disparate literacy outcomes for our students and made the shift to follow what research says is best practice in teaching all students to read. In 2021 we adopted our new suite of literacy materials: Heggerty, Foundations, Geodes, and Wit and Wisdom. These materials reflect a strong commitment to explicitly teaching students the mechanics of reading so they have a strong foundation in literacy and critical thinking. These materials address the Five Pillars of Literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension. We have also committed to and invested in ongoing professional development for teachers, administrators, and educational assistants on best practices in teaching reading. We have made a significant investment in training teachers and administrators in LETRS, a course that teaches the science and best practices in all areas of literacy instruction. Finally, in 2023-24, 4J created 17 elementary instructional coach positions to provide consistent support to teachers in implementing the new curriculum, improving their practice, and meeting students' needs.

In fall 2023, the Oregon Legislature ([House Bill 3198](#)) established early literacy as a top priority and created the Early Literacy Success Initiative. The initiative has four goals:

1. Increase early literacy for children from birth to third grade;
2. Reduce literacy academic disparities for student groups that have historically experienced academic disparities;
3. Increase support to parents and guardians to enable them to be partners in the development of their children's literacy skills and knowledge; and
4. Increase access to early literacy learning through support that is research-aligned, culturally responsive, student-centered and family-centered.

These goals will be accomplished through four programs: the Early Literacy Success School District Grants, the Early Literacy Success Community Grants, Early Literacy Success Tribal Grants, and the Birth through Five Literacy Plan (administered through the Department of Early Learning and Care).

Through the Early Literacy Success School District Grants, 4J is eligible to receive \$1,127,886.51 in the 2023-24 school year and \$1,173,922.70 in the 2024-25 school year. ODE has indicated they intend to continue these grants in two year cycles as part of their Integrated Guidance. These grants are non-competitive and guaranteed to districts provided the grant application meets their requirements. The grant funds can be used for the following research-aligned activities:

- Purchasing curricula and materials;
- Employment of literacy specialists, coaches, or interventionists;
- Professional development and coaching;
- Extended learning programs; and
- High-dosage tutoring

While the intention of the grant is to support PreK-3 literacy, we can use 20% of the allocated funds in 2023-24 and 10% of the funds in 2024-25 to support 4th and 5th grade literacy.

Options and Alternatives

For the 2023-24 grant year, we intend to focus on professional development and purchasing of supplemental and core curriculum materials to ensure teachers have access to everything they need to teach the core reading curriculum and also implement small groups targeted to students' skill gaps.

Grant Expenditures for 2023-24

Purchasing Curricula & Materials	Employment of Literacy Specialists, Coaches, or Interventionists	Professional Development and Coaching	Extended Learning Programs	High-Dosage Tutoring
\$748,211	\$0	\$352,675	\$12,000	\$15,000
<ul style="list-style-type: none"> • Updating teacher's guides • Decodable libraries for 220 classrooms • 4th/5th grade foundational literacy curriculum • Multilingual learner's guides for Wit & Wisdom 		<ul style="list-style-type: none"> • LETRS training for 103 teachers • Extended contract to train 4th/5th grade teachers in new literacy materials • Extended contract to develop asynchronous, on-demand professional development • Ongoing training for teachers in our literacy suite of materials 	<ul style="list-style-type: none"> • Provide curriculum and materials for our summer school program 	<ul style="list-style-type: none"> • Extended contract for summer planning for high-dosage tutoring

For the 2024-25 grant year, we will primarily use the funds to develop and implement an intensive reading intervention program referred to as high dosage tutoring. High dosage tutoring provides 1:1 or 2:1 reading intervention daily by a skilled interventionist, using research-based materials, for 30-45 minutes a day. The funds will mostly be allocated to funding positions that provide high-dosage tutoring, manage the tutoring program, support K-3 literacy professional development, and coaching. An overview of three new positions are below.

- District Dyslexia Specialist: The Dyslexia Specialist will help build and support systems to identify when young students are at risk for reading difficulties and implement research-based interventions to help those students reach grade level. They will oversee our high-dosage tutoring program and our compliance with the OARs around dyslexia. These OARs require us to engage in early identification of students at risk of reading difficulties, engage in family surveys, and implement classroom interventions. The Dyslexia Specialist will consult with building intervention teams, Title Coordinators, SPED teachers, and others about students' intervention plans and best practices based on each student's individual needs. They will also provide professional development to staff about identifying and supporting students at risk of reading difficulties.
- Foundational Literacy & Coaching Coordinator TOSA: This role will support PreK-3 literacy and coordinate the work of elementary instructional coaches. With as much work as doing around K-3 literacy, we need an additional person to develop and deliver professional development, manage LETRS training, work on on-going literacy projects, and support Tier 2 instructional practices and resources. With the addition of 17

instructional coaches, we also need someone to coordinate their weekly professional development and coaching meetings, support them in their buildings, and come alongside them to continue to grow and improve our coaching program.

- High Dosage Tutors: These educational assistant roles will provide daily 1:1 or 2:1 reading intervention to a small caseload of students at significant risk of reading difficulties. For 2024-25, we plan to start with 5 tutors, supporting about 50 students at one or two pilot school sites. In 2025-26, we hope to expand the program to provide consistent intervention to approximately 100 K-2 students across the district.

Purchasing Curricula & Materials	Employment of Literacy Specialists, Coaches, or Interventionists	Professional Development and Coaching	Extended Learning Programs	High-Dosage Tutoring
\$51,000	\$607,173	\$352,675	\$15,000	\$148,720
<ul style="list-style-type: none"> • Purchase additional materials for Foundations curriculum 	<ul style="list-style-type: none"> • District Dyslexia Specialist • K-3 Literacy & Coaching Coordinator • High Dosage Tutors (5) 	<ul style="list-style-type: none"> • LETRS training for 100 teachers • Extended contract to develop asynchronous, on-demand professional development • Ongoing training for teachers in our literacy suite of materials (extended contract and subs) 	<ul style="list-style-type: none"> • Pay high-dosage tutors to continue working with students on their caseload during summer school 	<ul style="list-style-type: none"> • Purchase reading intervention program • Extended contract to train high dosage tutoring pilot school teachers • Purchase supplies for tutors •

Budget/Resource Implications:

The grant requires the district to provide 25% matching funds to demonstrate a commitment to improving literacy outcomes for our youngest learners. For the next two years, district matching funds will come from the salaries of 2.14 (2023-24) and 2.34 (2024-25) elementary instructional coaches.

Board and Superintendent Goals:

The Superintendent’s goal of focusing on equitable outcomes for all students is the primary goal of both the ODE literacy grant and this recommended plan.

Recommendation:

We recommend the board approve our grant application for the 2023-24 and 2024-25 biennium.



Eugene School District 4J

Early Literacy Success School District Grant Application

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Erin Gaston

Elementary Curriculum &
MTSS Administrator

Kat Lange

Executive Director of Youth
and Family Supports

Katie Stiles

Foundational Literacy
Content Specialist

Purpose for Presentation



1. To share information about Eugene 4J's Early Literacy Plan as part of the Early Literacy Success District Grant application, as required by the Early Literacy Success Initiative legislation.
2. To provide an opportunity for public comment on the application.
3. To seek board approval for the Early Literacy School District Grant application.

Early Literacy Success Initiative (HB 3198)



Early Literacy
Success
Tribal Grants



Early Literacy
Success
Community Grants



Early Literacy
Success School
District Grants



Birth
through Five
Literacy Plan



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Early Literacy Success School District Grants

What: Non-competitive, application-based, annual grant-in-aid

Who: School districts and eligible public charter schools that are elementary schools

Why: To support comprehensive early literacy plans that are research-based and culturally responsive

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When: Application deadline January 8, 2024

How Much: \$90 million for the 2023-25 biennium funded through the Statewide Education Initiatives Account



Early Literacy Success School District Grants

Allowable uses include:

- **Professional development and coaching**
- **Extended learning programs**
 - Home-based summer reading activities
 - Intensive summer school programs
- **High-dosage tutoring**
- The adoption and implementation of curricula that uses **research-aligned literacy strategies.**
- **Literacy specialists, coaches or interventionists** to support all of the above

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Why the Early Literacy Success School District Grant Matters



"Literacy is inseparable from opportunity, and opportunity is inseparable from freedom. The freedom promised by literacy is freedom from—from ignorance, oppression, poverty—and freedom to—to do new things, make choices, and learn."

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- *Kōichirō Matsuura, former Director-General of UNESCO.*

Allocation



2023-2024

\$1,127,886.51

2024-2025

\$1,173,922.70

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The grant will repeat in two year cycles for future years.



Early Learning Program Review

Strengths of our program

- High quality, research based curriculum including explicit phonics instruction
- PD in literacy, including LETRS training, and curricular resources
- Instructional coaches at elementary schools
- Focus on social-emotional well being
- After school programming
- Summer education program
- Data meeting protocols focused on providing effective Tier 1 and Tier interventions
- Progress monitoring and benchmarking system in place

Early Learning Program Review



Areas for Growth

- Opportunities to provide more in-depth PD on supporting all students, especially those from historically underserved populations
- Provide more guidance and resources for Tier 2/3 intervention
- More opportunities for families to learn about literacy and how to help their students
- Provide foundational literacy materials for 4th/5th grade to address skill gaps

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Early Literacy Grant Allowances



**Curriculum
& Materials**

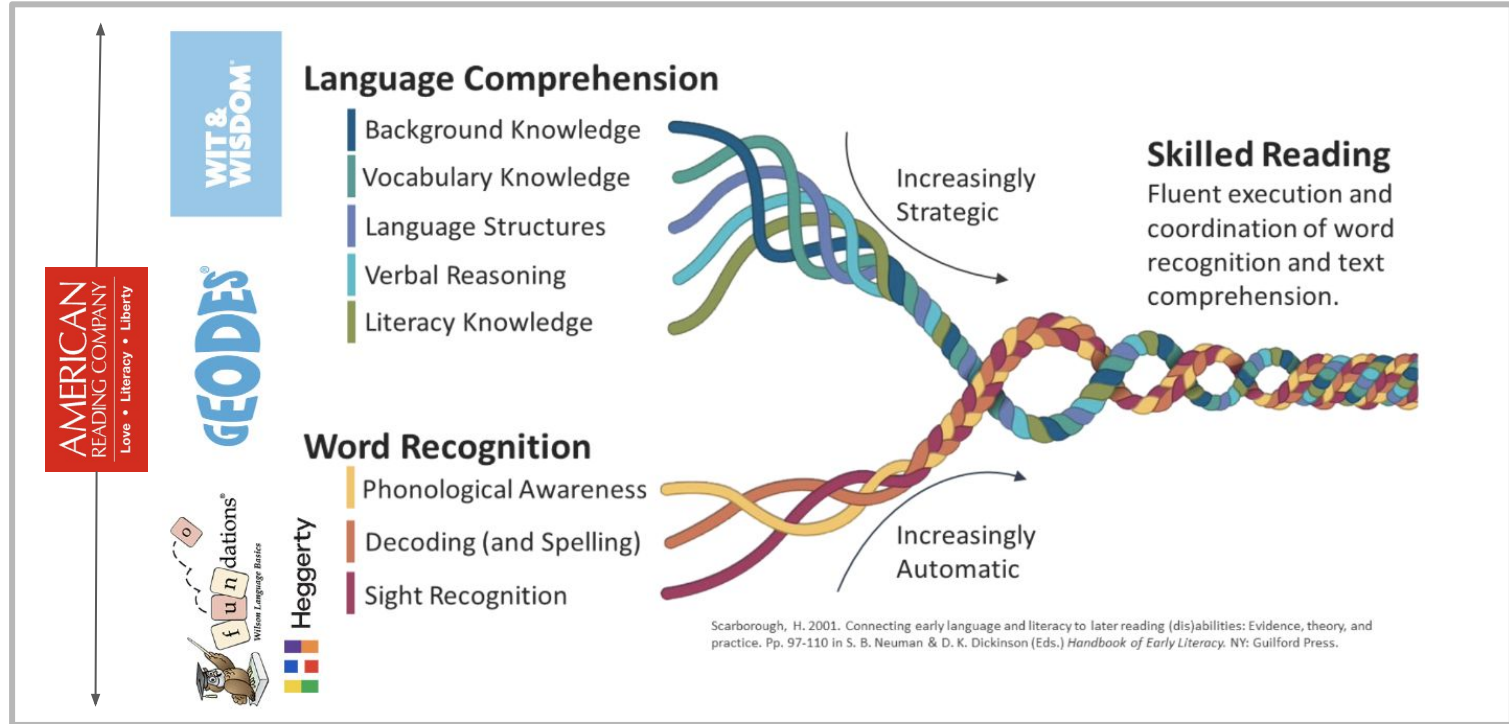
**Professional
Development
& Coaching**

**Hiring
Staff**

**High Dosage
Tutoring**

**Extended
Learning**

Curriculum and Materials





Curriculum and Materials

Decodable Libraries for all classrooms

All K-3 classrooms will have decodable libraries so students have additional books to read that cover skills they are currently learning and practicing.

4th and 5th Grade Foundational Literacy Supplemental Materials

Foundational skills materials to support upper level elementary teachers to reach all learners, especially those who did not have access to explicit, systematic phonics in grade K-3 and during the pandemic.

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Replacement and additional materials to support current materials

Purchase replacement materials for hands-on phonics practice such as magnet boards, magnetic letters, etc.

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Professional Development & Coaching

Professional Development

Consistent, on-going PD provided to teachers, EAs, and admin on best practices in literacy with an emphasis on effective implementation of the core curriculum

Instructional Coaches

Added coaches for every elementary school to provide direct support to teachers, with an amplified focus on literacy and data-based decision making

- Add a full time Foundational Literacy Specialist/Coaching Coordinator to work directly with coaches and building teams on improving literacy outcomes in K-3 classrooms and support professional learning district-wide

LETRS Training

Optional college level coursework in foundational literacy skills and how to best teach reading to all students

High-Dosage Tutoring Plan



Hire District Dyslexia Specialist

Reading interventionist/dyslexia specialist to implement ODE dyslexia requirements, oversee tutors, consult with schools on Tier 3 intervention plans, and provide PD to staff.

Hire 5 High Dosage Tutors

EAs highly trained in literacy (LETRS training) and reading intervention to provide 1:1 or 2:1 daily tutoring at pilot school to students at high risk of reading difficulties

Select Intervention Curriculum

High-dosage tutoring requires a high-quality intervention curriculum that focuses on phonemic awareness, phonics, and fluency

Identify Pilot School

Pilot school chosen based on reading scores, staff commitment to implementing core curriculum, and readiness for Tier 3 interventions

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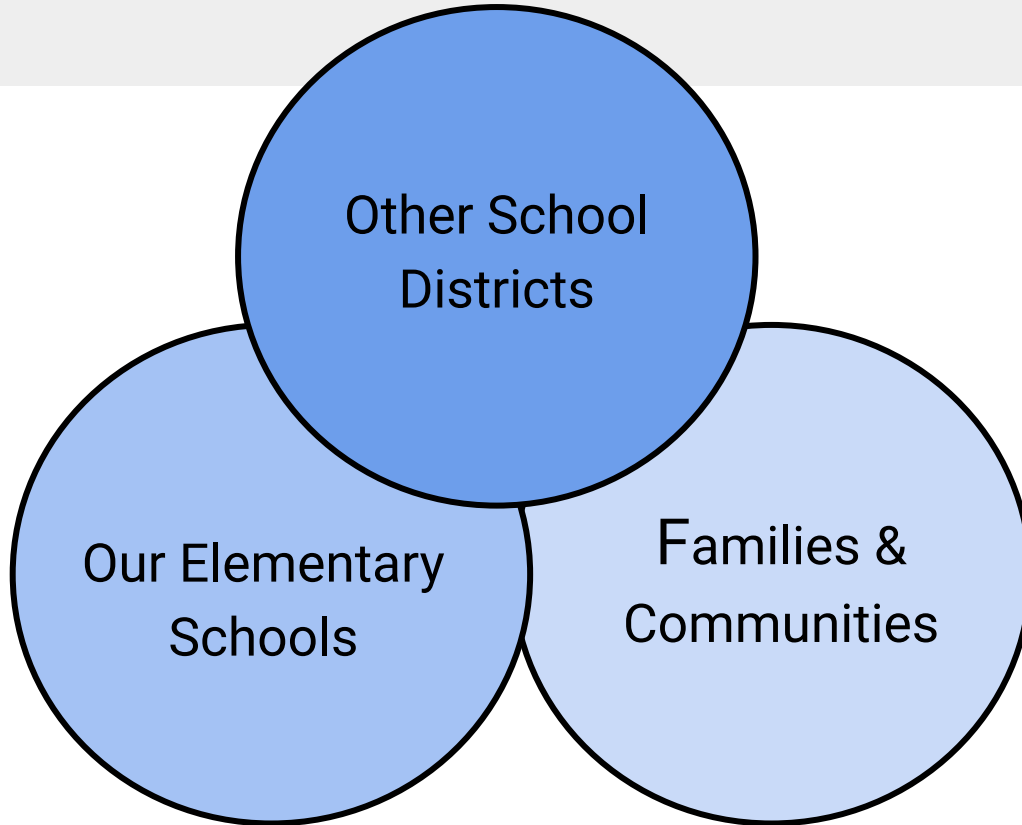
Extended Learning Programs

Two options:

- Support an existing program that provides 60+ hours of literacy instruction either within our district or through a community provider ²¹
- Provide students with resources to work on their reading skills at home.

We will support an in-person reading program for this biennium. We are currently working with our summer programming team and community partners to see if they can meet the criteria ODE has set.

Communication Plan



Student Growth Assessment



The grant requires we have a way to monitor student growth in literacy and disaggregate data to identify students groups' progress.

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We use easyCBM as our benchmarking and progress monitoring tool.

We use the Hoonuit to disaggregate data to monitor growth and progress of student groups.

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Matching Funds



The grant requires the district to allocate 25% matching funds as a commitment to improving literacy outcomes. Eugene 4J has already invested heavily in foundational literacy. Our matching funds could be reflected in a variety of ways. For the purposes₂₄ of this grant, our matching funds will be utilized to continue funding instructional coaches at the elementary level.

For 2023-24, matching funds will fund 2.14 FTE for instructional coaches.

For 2024-25, matching funds will fund 2.4 FTE for instructional coaches.

Budget 2023-24



Curriculum & Materials

\$697,431

4th/5th grade foundational reading materials, decodable libraries for every K-3 classroom, updated teachers' guides

Prof Dev & Coaching

\$362,060

LETRS training for 103 teachers, PD for all staff in literacy best practices & curriculum, develop async on-demand PD teachers can access any time

Hiring Staff

\$0

Hiring will happen in Spring 2024. Salaries will begin during the 2024-25 budget year.

High Dosage Tutoring

\$0

Extended contract for summer planning with the literacy team and Dyslexia Specialist

Extended Learning

\$12,000²⁵

Support an in-person summer learning program

Budget 2024-25



Curriculum & Materials

\$116,000

Purchase additional Foundations materials for use in classrooms and materials for high-dosage tutors

Prof Dev & Coaching

\$348,333

LETRS training for 100 teachers, PD for all staff in literacy best practices & curriculum, develop asynch on-demand PD teachers can access any time

Hiring Staff

\$607,173

Hiring for Dyslexia Specialist, Literacy/Coaching Coordinator, and High Dosage Tutors will happen in Spring 2024. Salaries will begin during the 2024-25 budget year.

High Dosage Tutoring

\$28,720

Extended contract for summer planning and training with the literacy team, Dyslexia Specialist, & pilot school staff

Extended Learning

\$15,000²⁶

Support an in-person summer learning program



Thank you for your continued support
of literacy for our youngest students!

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For further questions please contact:
Erin Gaston: gaston_e@4j.lane.edu

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Early Literacy Success Initiative Resources



- [The text of House Bill 3198 which created the Early Literacy Success Initiative](#)
- [Oregon's Early Literacy Success Initiative Overview](#)
- [Oregon's Early Literacy Framework: A Strong Foundation for Readers and Writers \(K-5\)](#)

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Background for Presentation: *Details About Board Approval Requirement*

Enrolled House Bill 3198

SECTION 4. Eligibility for grants

(4) An application described in subsection (3) of this section must be presented and approved by the school district board or the governing body of the public charter school at an open meeting following:

- (a) Oral presentation of the application by an administrator of the school district or public charter school to the school district board or the governing body of the public charter school; and 29
- (b) Opportunity for the public to comment on the application.

Timeline:

- Applications must be submitted by **January 8th, 2024**.
- Application review may begin before board minutes are approved; however, grant agreements cannot be written until board minutes are approved.
- The minutes from Board Approval meeting are due **February 28, 2024**.



ITEM FOR ACTION

Date of Meeting

January 10, 2024

Title

Approve the Integrated Guidance Grant – Longitudinal Performance Growth Targets
Presenter: Oscar Loureiro, Director Research & Planning

Background

Last year the district engaged in a thorough process in building our Integrated Guidance Narrative Plan (IG) based on the following:

1. Needs Assessment
 - In developing the Integrated Guidance submission, the Eugene School District 4J engaged in a comprehensive needs assessment grounded in high-level data from ODE in the key performance indicators (3rd grade reading proficiency, 9th grade on track, 4 & 5 year graduation rates segmented by ODE focal groups) along with more granular feedback from individuals and student, parent, staff and community groups.
2. Plan Summary
 - Eugene School District 4J's Integrated Guidance plan is organized around three focus areas: 1) Timely communication and meaningful community engagement, 2) Equitable outcomes for all with an amplified focus on the desires of underserved student communities and 3) Safety and well-being for all students and staff.
3. Equity Advanced
 - Eugene School District 4J is committed to eliminating gaps in opportunities and barriers to access which are highly predictable by a student's race, ethnicity, gender, gender identity, disability, socioeconomic status, and geographic location. The Equity Team shares the goal of improving outcomes for each and every student with an amplified focus on the desires of those who have been historically underserved.
4. CTE Focus
 - Career and technical education (CTE) is an educational program for high school students based on individual interests and industry needs. The Oregon Department of Education has established six CTE learning areas, which are aligned to industry standards and integrate technical and career skill proficiencies with academic content. CTE prepares students for the workplace, further

education, training and community roles. We seek to advance the profile of CTE opportunities and pathways by establishing a Center for Applied Learning.

A final step in the Integrated Guidance process is the approval of the co-developed Longitudinal Performance Growth Targets (LPGTs) grant agreement.

Longitudinal Performance Growth Targets (LPGTs) were developed in collaboration with ODE based on:

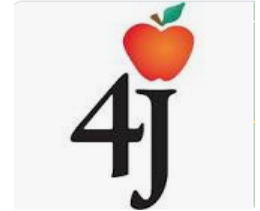
- Data available for longitudinal analysis;
- Guidance established by the department; and
- Use of the following applicable metrics for the overall population and disaggregated:
 - Third-grade reading proficiency rates measured by ELA
 - Ninth-grade on-track rates
 - Regular attendance rates
 - Four-year or on-time graduation rates
 - Five-year completion rates
 - Other local metrics may be used to develop applicable performance growth targets.

The grant agreement needs to be approved by the governing board, and a copy of the grant agreement needs to be posted on the district's website.

The board is asked to approve the district's grant at the special board meeting on January 10, 2024.

Recommendation

The superintendent recommends the board approve the Eugene School District 4J Longitudinal Performance Growth Targets (LPGTs) as presented.



Eugene SD

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2023 Longitudinal Performance Growth Targets Presentation

In Alignment with “Aligning for Student Success: Integrated Guidance for Six ODE Programs”

Purpose for Presentation



- To share information about Longitudinal Performance Growth Targets (LPGTs) and measuring progress related to the Integrated Plan for 6 ODE Programs
- To provide additional context on LPGTs
- To seek board approval for the Integrated Grant Agreement with embedded LPGTs.

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Contents

- Background & Context
- LPGT Guidance & Development Process
- LPGTs for Eugene SD

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Eugene SD-Integrated Plan

OUTCOMES & STRATEGIES		CSI/TSI	CTE	EIIS	HSS	SIA
Outcome-A	Timely Communication & Meaningful Community Engagement					
A1	CTE - Center for Applied Learning				X	
A2	Provide Extended Learning Opportunities				X	X
A3	Wrap Around Supports				X	X
A4	Community Outreach & Connection				X	X
A5	Alignment, Transparency & Accountability				X	X
Outcome-B	Focus on Equitable outcomes for all with an amplified focus on the desires of underserved student communities					
B1	Support Equity, Inclusion, and Instruction Initiatives				X	X
B2	New Teacher Mentoring					X
B3	Grow Your Own (GYO) Pathway Program					X
B4	3rd Grade Literacy					X
B5	Improve systems in support of students meeting academic standards at CSI/TSI Identified Schools	X				
Outcome-C	Safety and well being for all students and staff					
C1	MTSS Implementation and Effectiveness District-Wide			X	X	X
C2	Increase Adults in the system/Targeted Class Size Reduction				X	X
C3	Integrated Prevention and Mental Health Model					X
C4	Support Safety, Security, and Risk Initiatives					X

Eugene SD IG Allocation 2023-24

Activity	CSI/TSI Activity Budget 23-24	EIS Activity Budget 23-24	HSS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$244,781.68	\$46,402.71	\$4,404,355.21	\$14,755,435.26	\$19,450,974.86

Charter IG Allocation 2023-24

Coburg Charter	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$178,179.06	\$178,179.06

Ridgeline Montessori	EIIS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$741.42	\$203,232.35	\$203,973.77

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Village School	EIIS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$664.77	\$181,551.00	\$182,215.77

Charter IG Allocation 2023-24

Network Charter	EIS Activity Budget 23-24	HSS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$305.82	\$73,611.28	\$83,337.56	\$157,254.66

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Twin Rivers	HSS Activity Budget 23-24	SIA Activity Budget 23-24	Total Activity Budget 23-24
Total Allocation 2023-24	\$35,651.86	\$39,077.26	\$74,729.12

Context for LPGTs

- The final stage of our application process
- Statutorily required under the Student Investment Account
- Embedded in our Grant Agreement
- Reported on Annually
- Performance Review Required every Four Years

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ODE's Values

- Monitoring and Evaluation is central to learning and program implementation.
- Context matters. LPGTs must be flexible and adaptive.
- Goals and metrics need to be realistic, ambitious and attainable.
- Progress is not linear and all measures of progress are not created equal.

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Co-Development Process

- ODE has supported applicants in co-developing LPGTs in collaboration with ESD Liaisons.
- This work included finalizing **Baseline**, **Stretch** and **Gap-Closing** targets for each of the common metrics detailed on the next slide.
- The aim of this co-development effort was to create meaningful opportunities for grantees to re-analyze current data, center focal student groups, and support public transparency and learning, while not being penalized for complexities in the current available data.

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LPGTs - What's Required

- **Four-year Graduation:** The percentage of students earning a regular or modified diploma within four years of entering high school.
- **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.
- **Third Grade Reading:** The percentage of students proficient on statewide English Language Arts (ELA) assessments in 3rd grade.
- **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.
- **Regular Attenders:** The percentage of students attending more than 90 percent of their enrolled school days.

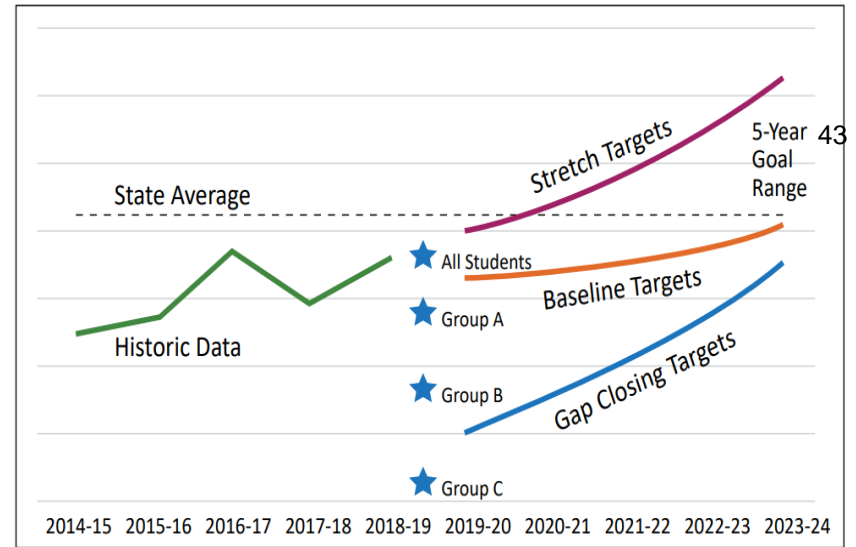
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LPGTs – What’s Required, con’t

5 Year Targets

- Baseline – the minimum level of realistic growth
- Stretch – more ambitious, still realistic
- Gap Closing – reduction of academic disparities for focal student groups

Visual Example



LPGTs Must Be:

Realistic and Attainable

Districts and schools working with ODE considered:

- Historic trends for that metric
- An evaluation of the likely impact of new or expanded programs on that metric
- Statewide averages and trends for LPGTs

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Goal Development Process:

A district team met multiple times with a team from ODE to review and re-draft goals to be realistic and attainable, based on district and state-wide trends:

- Initial goals were considered by ODE team to be unrealistically high.
- Goals for many individual focal groups were recommended to be changed to encompass a single combined focal group

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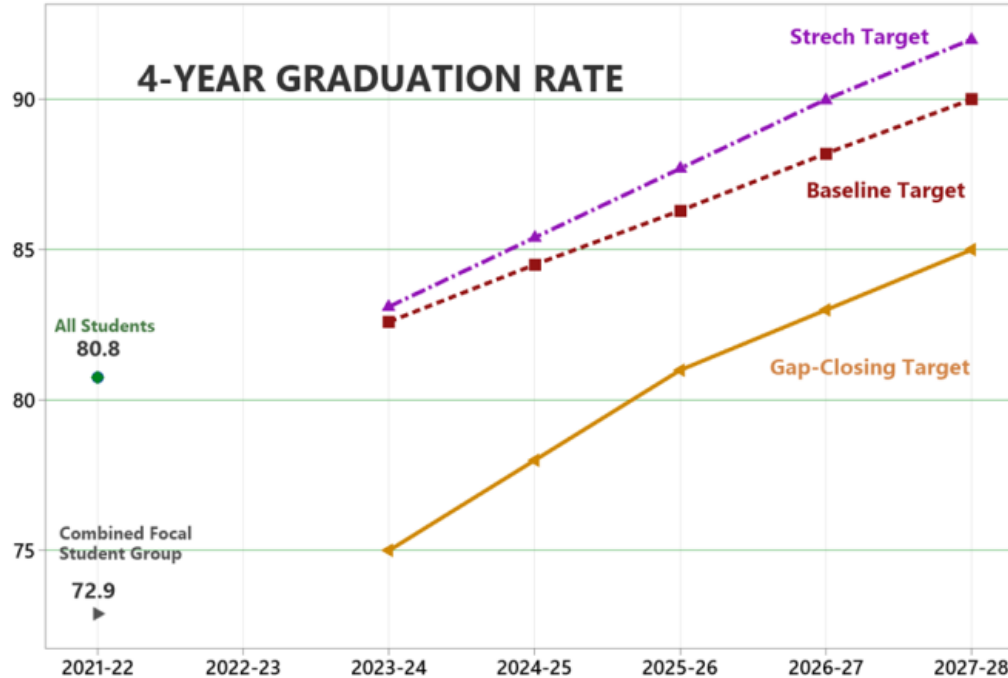
CoDeveloped Targets

Four Year Graduation-Eugene SD

					Forecast (+ 9.25% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Four Year Cohort Graduation									46
Four Year Cohort Graduation	Baseline Target: All Students	80.75%	78.70%	1.40%	82.60%	84.50%	86.30%	88.20%	90.00%
Four Year Cohort Graduation	Stretch Target: All Students				83.10%	85.40%	87.70%	90.00%	92.00%
Four Year Cohort Graduation	Gap-Closing Target: All Focal Group Students	72.88%	68.50%	2.10%	75.00%	78.00%	81.00%	83.00%	85.00%

CoDeveloped Targets

Four Year Graduation-Eugene SD



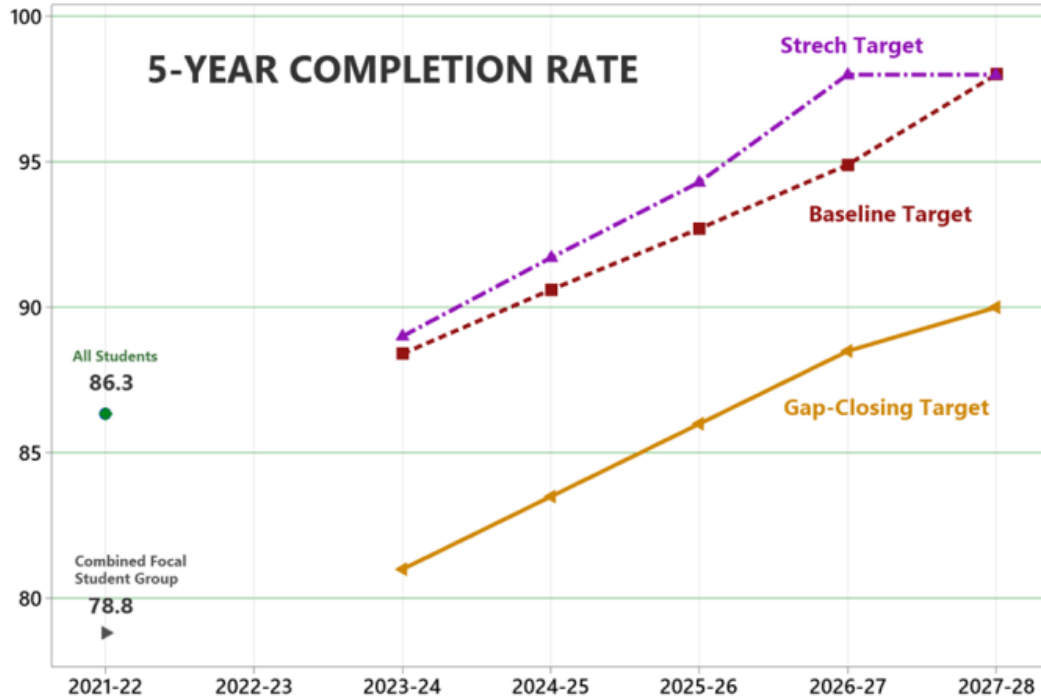
CoDeveloped Targets

Fifth Year Completion-Eugene SD

					Forecast (+ 9.66% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Five Year Cohort Completion									48
Five Year Cohort Completion	Baseline Target: All Students	86.34%	86.70%	0.50%	88.40%	90.60%	92.70%	94.90%	>95%
Five Year Cohort Completion	Stretch Target: All Students				89.00%	91.70%	94.30%	>95%	>95%
Five Year Cohort Completion	Gap-Closing Target: All Focal Group Students	78.79%	79.30%	0.80%	81.00%	83.50%	86.00%	88.50%	90.00%

CoDeveloped Targets

Fifth Year Completion-Eugene SD



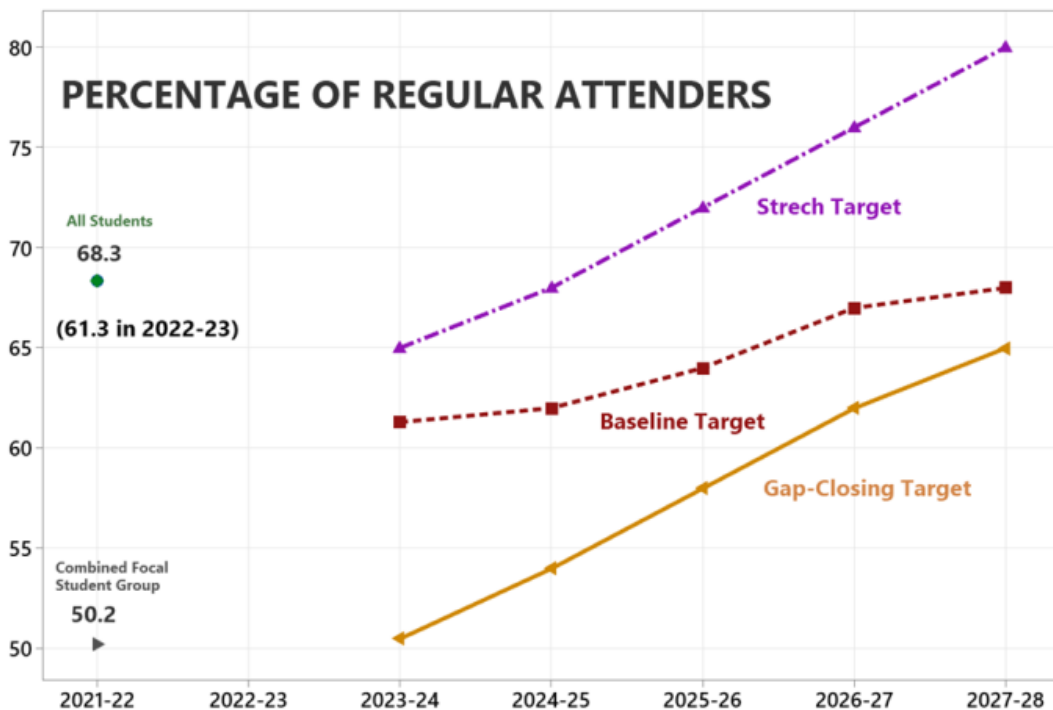
CoDeveloped Targets

Regular Attenders-Eugene SD

					Forecast (+ 6.70% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
Regular Attenders									50
Regular Attenders	Baseline Target: All Students	68.34%	75.50%	-2.64%	61.30%	62.00%	64.00%	67.00%	68.00%
Regular Attenders	Stretch Target: All Students				65.00%	68.00%	72.00%	76.00%	80.00%
Regular Attenders	Gap-Closing Target: All Focal Group Students	50.21%	59.58%	-4.49%	50.50%	54.00%	58.00%	62.00%	65.00%

CoDeveloped Targets

Regular Attenders-Eugene SD



**Regular attenders goals appear low because regular attendance in 4J, the state and country continued to drop dramatically in 2022-23 (to 61.3% for all students). Goals therefore allow for a leveling-off in 2023-24.

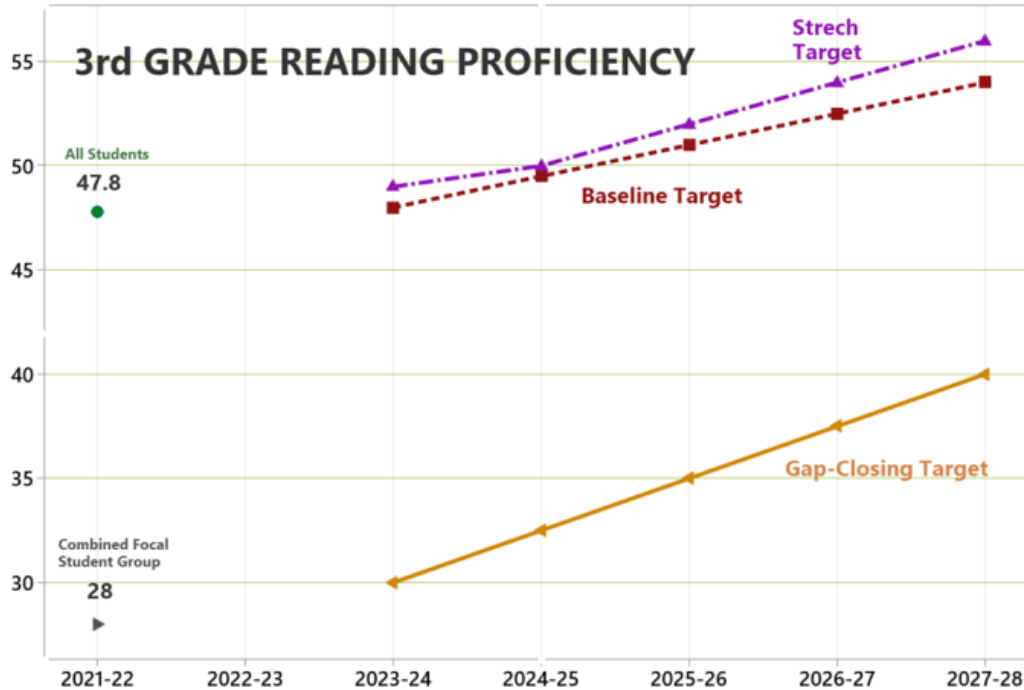
CoDeveloped Targets

3rd Grade ELA-Eugene SD

					Forecast (+ 6.51% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
3rd Grade ELA Proficiency									52
3rd Grade ELA Proficiency	Baseline Target: All Students	47.79%	51.83%	-1.93%	48.00%	49.50%	51.00%	52.50%	54.00%
3rd Grade ELA Proficiency	Stretch Target: All Students				49.00%	50.00%	52.00%	54.00%	56.00%
3rd Grade ELA Proficiency	Gap-Closing Target: All Focal Group Students	27.98%	33.51%	-2.29%	30.00%	32.50%	35.00%	37.50%	40.00%

CoDeveloped Targets

3rd Grade ELA-Eugene SD



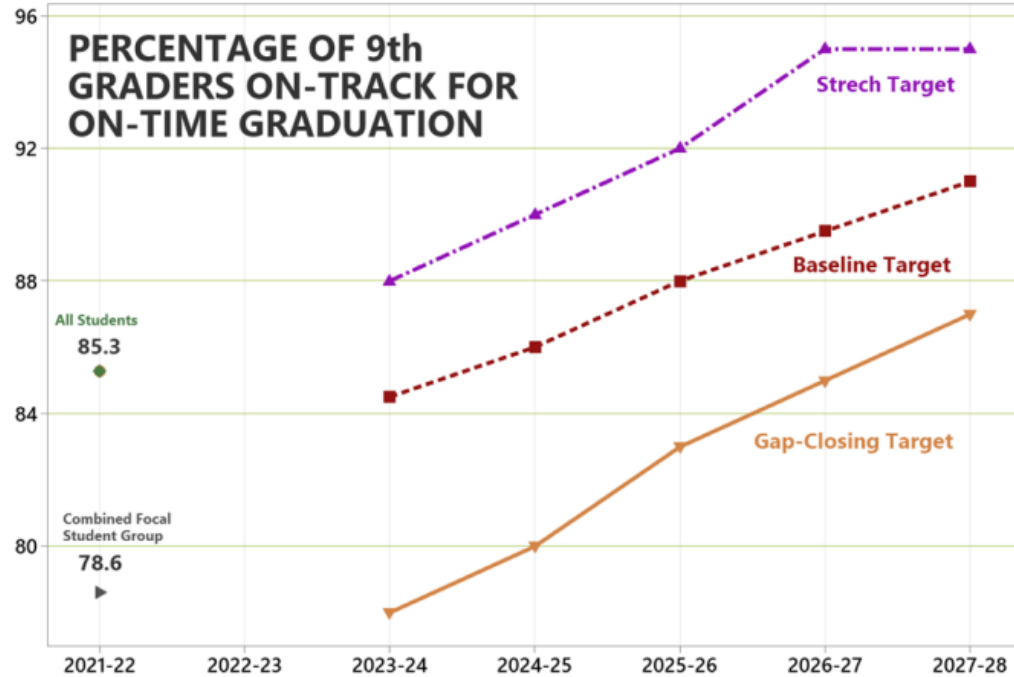
CoDeveloped Targets

9th On Track-Eugene SD

					Forecast (+ 6.60% Growth)				
Metric	Target Type	2021-22 Actual	5 Year Average	5 Year Trend	2023-24 Target	2024-25 Target	2025-26 Target	2026-27 Target	2027-28 Target
9th Grade On-Track									54
9th Grade On-Track	Baseline Target: All Students	85.29%	85.20%	-1.50%	84.50%	86.00%	88.00%	89.50%	91.00%
9th Grade On-Track	Stretch Target: All Students				88.00%	90.00%	92.00%	95.00%	95.00%
9th Grade On-Track	Gap-Closing Target: All Focal Group Students	78.59%	77.50%	-1.80%	78.00%	80.00%	83.00%	85.00%	87.00%

CoDeveloped Targets

9th On Track-Eugene SD



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What we learned through this process

- Our current model for school improvement is well aligned with the work ODE is requiring.
- Highlights the District's goal of improving access and opportunities for our marginalized youth.
- Helps us focus on system-level work to improve specific outcomes – helps us identify and target areas for improvement.
- Further work on our SCIP (School Continuous Improvement Plan) will need to continue to align to ODE's recommendations.

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Questions & Comments

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