Performance Measures: What we measure…	Performance Standards: How we measure it…	Rationale: Why it's important…

Goal 1: Student Achievement and Success Kindergarten - 12 and Beyond

1 . 1 Increase the use of assessment and accountability data to inform instructional decisions	District-wide common assessments developed and implemented to supplement state-required assessment data; assessment and accountability data utilized to make program and instructional decisions at the district, school, classroom, and student levels. including RTI, short-cycle assessments, common formative assessments, Baldrige practices including PDSA, and any assessments needed in the future.	As assessment and accountability data become more readily available, valid, and reliable, that data should increasingly inform the ongoing instructional efforts of schools and teachers as well as district-level decisions regarding resource allocation, professional development, student placement, and instructional programs.
1 . 2 Increase the percentage of students performing at or above grade level by the end of Kindergarten	Percentage of Kindergartners meeting or exceeding grade level expectation on district common assessments by the end of Kindergarten.	A solid foundation of concepts and skills in Kindergarten strongly influences future academic success.
1 . 3 Increase the percentage of students meeting or exceeding the state reading standard by the end of the 3rd grade	Percentage of 3rd graders who score at or above the cutoff for meeting standard on the state required 3rd grade reading assessment.	Basic reading proficiency is foundational to student success in all subject matter areas in future years.
1 . 4 Increase the percentage of students meeting or exceeding the state learning standards by gender, ethnicity, income level, and special needs	Percentage of students who score at or above the cutoff for meeting standard on required state assessments disaggregated by gender, ethnicity, income level, and special needs.	We are responsible for the learning of all children; properly supported, all students can and must achieve at high levels.
1 . 5 Increase the percentage of students meeting or exceeding the state math standard by the end of the 5th grade	Percentage of 5th graders who score at or above the cutoff for meeting standard on the state required 5th grade math assessment.	Students meeting standard in math by the end of 5th grade are better equipped and prepared for success in advanced math courses at the secondary level.
1 . 6 Increase the percentage of students successfully completing algebra by the end of the 8th grade	Percentage of 8th graders successfully completing algebra.	The opportunity for students to complete advanced math in high school - through calculus - is enhanced when students successfully complete algebra in the 8th grade.

Performance Measures: What we measure…	Performance Standards: How we measure it…	Rationale: Why it's important…
1 . 7 Increase the percentage of students "on track to graduate" at the end of the 9th grade	Percentage of incoming 10th graders who have successfully completed a total of at least 6 credits toward graduation, with at least one credit in English, Math, and Science.	Ninth grade is pivotal to students' future success and probability of earning a high school diploma.
1 . 8 Increase the percentage of students proficient on all state assessments required for graduation	Percentage of students who have successfully met standard on all state assessments required for graduation.	The state assessments are minimal performance standards; students successfully passing all state assessments have the opportunity to pursue advanced coursework.
1 . 9 Increase the percentage of students completing two or more credits in Advanced Placement (AP), dual credit, and/or CTE.	Percentage of students who successfully completed two or more credits in AP, dual credit, and/or CTE.	The probability of success in college increases for students completing advanced studies and rigorous coursework aligned to an external, college-level standard while in high school.
1 . 10 The Board will support the creation of High School level classes in Information Technology	Number of classes, and/or students participating in tech-related courses.	To ensure our graduates have appropriate skills for technology-oriented workforce of tomorrow.
1 . 11 Form a citizen committee to review Social Studies standards and curriculum and recommend additions and alterations	The Board will review and consider recommendations of committee.	Students should receive a social studies education sufficient to prepare them as voters and citizens.
1 . 12 Increase the percentage of students taking math courses beyond Algebra 2	Percentage of students who have completed at least one higher level math course beyond Algebra 2.	The likelihood of students pursuing advanced math, science, engineering, and/or technology fields in college increases for students successfully completing higher level math courses in high school.
1 . 13 Increase the percentage of students scoring college ready on ASPIRE 10 assessments	Percentage of students with ACT ASPIRE 10 benchmark scores of at least 428 in English, 428 in Reading, 432 in Math, 432 in Science, and 428 in Writing.	Higher scores indicate increased likelihood of students persisting in college and successfully completing college degrees.
1 . 14 Increase the percentage of students who feel connected to school	Percentage of secondary students participating in at least one extra-curricular or co-curricular activity or athletic team.	Secondary students participating in extra- or co-curricular activities or athletics are more connected to school and realize positive benefits and outcomes in the academic courses. The elimination of fees increases equity, and also provides opportunities for all students to try all activities.

Performance Measures: What we measure…	Performance Standards: How we measure it…	Rationale: Why it's important…
1 . 15 Develop ways to refine student scaffolding systems to develop responsibility and self-determination rather than dependence on the supports	Successful implementation of AVID (Advancement Via Individual Determination) as defined by AVID leadership. The number of AVID-trained teachers and students actively participating in AVID should increase.	AVID helps at-risk students develop a vision for their future and gain confidence in their abilities as they learn the academic and life skills they will need to move forward from grades K-12 and succeed in college.
1 . 16 Increase the four-year cohort graduation rate	Percentage of students who graduate within four years of beginning 9th grade.	A high school diploma is a minimal requirement for future career and life success.
1 . 17 Increase the five-year completion graduation rate	Percentage of students who graduate within five years of beginning 9th grade.	At CCHS, a fifth-year option allows students to receive one full year of community college at no cost. Other students may need a fifth year to provide additional time, support, and motivation to achieve a high school diploma.
1 . 18 Decrease or maintain the drop-out rate	Percentage of students who leave high school without transferring to another high school program or earning a high school diploma.	Students without a minimum of a high school diploma will struggle to achieve personal success and have limited future opportunities.
1 . 19 Increase the offering of innovative programs available to students	Number and types of educational systems, including online, traditional, credit recovery, remedial programs, and other supplemental programs outside of regular school hours.	To recover students lost to dropout or to other schools, the district must offer a diverse range of educational programs.
1 . 20 Restore Visual Arts electives to the high school and middle school curriculum while maintaining the Performing Arts offering	Number and types of Visual Arts and Performing Arts electives available to CCHS, Pioneer, and CCMS students.	Visual and Performing Arts provide essential elements needed for student growth and development.
1 . 21 Appropriately support and resource Pioneer Alternative High School to improve student performance	Pioneer's graduation rates should be at least in the 50th percentile, and its ELA and Math performance should be at least in the 25th percentile, compared to alternative high school statewide.	A high school diploma is a minimal requirement for future career and life success.
1 . 22 Implement best practices for our district regarding suspension and expulsion of students	Board to review policies and data reports related to expulsion and suspension on an annual basis to ensure educational continuity and equity for all students.	Expectations are clearly defined in statute after the passing of SB 553, which imposes limits on instances when students in fifth grade or lower may be subjected to out-of-school suspension or expulsion from school.

Performance Measures: What we measure…	Performance Standards: How we measure it…	Rationale: Why it's important…
1 . 23 Provide more availability of music and art education for K-5 students	Music instruction in curriculum will increase and be integrated into curriculum delivery, including the use of instruments and the study of theory.	Studies have shown that both music and art education enhance language development, increase special-temporal skills (for later use in problem solving in areas such as math, architecture, engineering, and computers), decision-making, memory recall, visual and auditory learning, improved academic performance, motor skills, higher standardized test scores in English and math, and innovation.
1 . 24 Identify strategies to close the gender gap in student performance	Male and female students will perform at roughly equal levels on student assessments.	Data indicate that male students are underperforming as compared to female students in district and statewide assessments for unidentified reasons.

Goal 2: High Standards of Performance

2 . 1 Increase the capacity and utilization of effective instructional practice	Percentage of teachers rated as Proficient or Distinguished on Domain 2 (Classroom Environment) and Domain 3 (Instruction), as measured in the Danielson framework.	A growing body of research verifies instructional practices associated with higher levels of student achievement. Increasing the use of these research-based strategies will better support student achievement and success.
2 . 2 Increase the number of National Board Certified teachers	Number of teachers who have obtained National Board Certification.	National Board Certification is positively associated with higher levels of student achievement.
2 . 3 Align school, department, and individual goals to district goals and performance measures	School, department, and individual goals reference and align to district goals and performance measures. Staff will participate in goal setting, review of goals, and/or intervention planning three times during the school year.	Student achievement and success is our primary mission. The role of each individual in the district should be aligned in support of this common purpose.
2 . 4 The Board will revisit the Superintendent's annual evaluation instrument	The Superintendent's annual review instrument will be based on measurable criteria that is visible to all Board members.	Evaluation of the Superintendent is a key component of the Board's responsibility.

Performance Measures: What we measure…	Performance Standards: How we measure it…	Rationale: Why it's important…
2 . 5 Superintendent will identify professional development and personal growth plans for all administrators	All administrators have a professional growth plan that is customized to their needs every year, as per requirements of SB 290.	All district stakeholders benefit from the high performance of administrators.
2 . 6 The District will increase staff awareness regarding equity and access issues	All teachers participate in Sheltered Instruction Observation Protocol (SIOP) training.	Equity and access are essential elements of student success.
2 . 7 The District will inventory additional resources outside SSF resources to support adequate instruction and support for SpEd-identified students	Completion of research will be reported to the Board.	SpEd-identified students require higher than average financial resources and the District should take steps to ensure access to all available resources.
2 . 8 Have all areas of evaluation as it applies to the Superintendent be available throughout the year, providing a description of the topics requiring the Superintendent's supervision and interaction, along with those under the control and supervision of the Superintendent.	A regular update of significant district decisions, projects, and actions to assist the board in keeping informed or knowing where to obtain information that might also assist in monthly decisions.	Evaluation of the District Superintendent is a key component in providing accountability to the District and citizens of Crook County, through the Board's annual evaluation. This will allow school board members informed access to obtain necessary information, assisting in their annual decision making process as it pertains to an informed evaluation of the Superintendent's past performance.

Goal 3: Fiscal Stability to Support Student Learning

3 . 1 Implement capital bond and capital levy projects on time, within budget, and as approved by voters	Completion of capital bond and levy projects approved by voters on time and within budget, ensuring equity in educational resource availability between Barnes Butte and remodeled Cecil Sly elementary schools.	Continued community support for capital bonds and levies requires accountability to deliver on the plans and commitments of those measures.
3 . 2 Meet applicable state and federal audit standards	Completion of annual audit by third party auditors with no audit findings.	As a steward of public resources, the district must be accountable for utilizing all resources appropriately and in accordance with state and federal requirements.

Performance Measures: What we measure…	**Performance Standards: How we measure it…**	**Rationale: Why it's important…**
3 . 3 Maintain a position of financial stability consistent with School Board policy and state evaluation	End each fiscal year with a minimum General Fund ending fund balance of at least 6% of annual operating revenues, and reserve funds are adequately funded. The Board has confidence in the accuracy of the district's financial reports. A financial dashboard provides data regarding key indicators on a recurring periodic basis.	A sufficient fund balance is critical to meet cash flow requirements throughout the year, to provide flexibility for unanticipated revenue declines or expenditure increases, and to demonstrate the fiscal stability contributing to strong district bond ratings. Being considered financially stable shows that, for the foreseeable future, the district is in solid financial health.
3 . 4 Continue to seek non-tax resources to supplement public support and ensure those resources are appropriately managed	Status report of grants applied for and awarded through efforts of staff grant writer. Annual audit shows no audit findings related to grant accounting.	General Fund revenues do not fully support all desired educational programs.
3 . 5 Financial decisions are structured to support the improvement of academic achievement, financial values of the board and community, and legal requirements	Adequate information is presented and appropriate conversations are held during the budget committee process to foster decisions that are driven by Board goals and initiatives.	Resources are limited and needs are extensive. The district must ensure its resources are only spent in ways that make a positive difference in the pursuit of the district's mission.
3 . 6 Plan for long-term management of PERS costs	Investment in PERS and wages and other compensation are managed to prevent unplanned loss of instructional opportunity.	PERS costs have long-term potential to disrupt educational resources.

Goal 4: Effective Communications and Community Involvement

4 . 1 Increase community partnerships that support student learning	Number and types of partnerships that support student learning.	Student achievement and success are achieved through broad community support of, and investment in, our schools and a world class local public education system.
4 . 2 Increase opportunities for community engagement and involvement	Number and types of opportunities for stakeholders to be involved at district and school levels.	As a public agency, we are responsible to our community and must engage in meaningful and sincere two-way communication.
4 . 3 Increase the efficiency, timeliness, and accessibility of district communications	Annual evaluation of communication efforts and district survey of stakeholders. Existence and utilization of central district calendar and electronic notification systems. The District's website will be kept current and used as a primary communications vehicle with parents and the public.	Families are increasingly busy and dependent upon new avenues of non-traditional communication strategies and social media to remain informed and engaged.

Performance Measures: What we measure…	Performance Standards: How we measure it…	Rationale: Why it's important…
4.4 The Board will explore using electronic tools to reduce paper associated with Board meetings	Successful implementation of paperless Board packets.	The Board should set a good example for green business practices. Gives Board members more immediate access to important meeting data and creates a historical library for future Boards.
4.5 The Board will review proper use and retention of Board e-mail and internal communications	Review Best Standards and Practices based on OSBA policy and advice from legal counsel. The Board complies with public meeting & records laws.	New attention to this issue poses legal risk to board members.

Goal 5: Ancillary Services

5.1 Disposal of district-owned assets provide a balance between receiving a fair market price and reducing future maintenance costs, while protecting community values	Plan for and dispose of Ochoco Elementary and Crooked River Elementary as deemed appropriate by the Board.	The cost of holding unused property uses resources that do not directly benefit students. The Board is a steward of those assets and should ensure that assets are used to their highest and best value.
5.2 The bus fleet will continue to be updated and modernized	The bus reserve fund will be adequately funded according to fleet replacement plan; student transport vehicles will meet state and federal guidelines.	To provide dependability and student safety with regards to school transportation.
5.3 Food service schedules will align with supporting learning needs of students	Children will be fed lunch between the hours of 11:00 and 1:00 and not outside that window. Food will have good variety and be healthy for and appealing to students.	Children who are fed too early or too late experience reduced academic performance. Regular meals are essential to student learning and development.
5.4 Electronic use policies are current and relevant	Electronic use policies, social media policies, and communication policies will be kept up-to-date and reviewed annually. The Board will annually review technology-related policies to insure they are up to date.	Technology rapidly changes and requires frequent review to avoid compromising staff and student safety.
5.5 Significant progress is made on returning facilities to a well-maintained status	Maintenance reserves will be adequately funded.	Ongoing preventive maintenance reduces long-term repair and replacement costs. Educational outcomes are impacted by indoor air quality, lighting, temperature, humidity, acoustics, building aesthetics, and school size.