

PURPOSE

The Bend-La Pine Schools Board of Directors, in collaboration with the Superintendent and District Leadership, has established Board Ends to provide a common set of goals that guide the work of the district. Measures are defined to ensure that the best available evidence is used to report progress on these goals.

PROMISE

Every student in Bend-La Pine Schools is known by name, strengths, and needs, and graduates ready for college, career and community engagement, and life.

GOALS

Outcomes and Experiences

1. Students are engaged and develop a **strong academic foundation** as measured by the following, overall and for historically underserved subgroups:
 - a. Mastery of English Language Arts (ELA) & Math foundational knowledge and skills by the end of 1st Grade, as measured standardized assessments
 - b. ELA, Math, & Science proficiency rates in 3rd-8th grades, as measured by the Oregon Statewide Assessment System (OSAS)
 - c. ELA and Math growth rates in 4th-8th grades as measured by the Oregon Statewide Assessment System (OSAS)
 - d. The percent of 9th graders on track for graduation, as measured by credit attainment toward graduation requirements
 - e. The percent of students designated as English learners that are on track to acquire English proficiency, as measured by Oregon's English Language Proficiency Assessment (ELPA)
 - f. Efficacy of academic programs, as measured by surveys and/or focus groups

2. Students have a **passion, purpose, and plan** for their future as measured by the following, overall and for historically underserved subgroups:
 - a. The percent of high school students who graduate in four years, who graduate in five years, and who complete high school in five years
 - b. The percent of graduates who earn a diploma plus complete at least one of the following career and life indicators:
 - i. Two or more credits of Advanced Placement (AP) or international Baccalaureate (IB)
 - ii. Two semester or three quarter hours of college credit eligible coursework
 - iii. Oregon State Seal of Biliteracy
 - iv. Two years of Junior ROTC
 - v. CTE Concentrator (Two or more credits in a program)
 - vi. Meets the college readiness benchmark for both language arts and mathematics on high school OSAS, ACT, or SAT assessments
 - vii. Meets full admission requirements for all Oregon Public Universities
 - c. Students' preparedness for their future, as measured by surveys and/or focus groups

3. Students, families, and staff **experience wellness, inclusion, and belonging** in our schools as measured by the following, overall and for historically underserved subgroups:
 - a. Bias incident data and trends
 - b. The gap in student, family, and staff experiences by subgroups of key elements of school culture (including voice, belonging, and emotional/psychological wellness), as measured by surveys and/or focus groups

4. Operational systems align and support an academically effective and sustainable organization.

Updated and Adopted: 10/11/2022