

***Longitudinal Performance Growth Targets***  
**(LPGTs)**

Metric	2017-18 Actual	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Actual	2023-24 Target	2023-24 +/- Target	2024-25 Target	2024-25 Actual	2024-25 +/- Target
<b>Four Year Cohort Graduation</b>	80.50%	80.34%	83.38%	82.41%	87.21%	85.02%	85.26%	88.77%	-3.51%	90.33%	<i>Released Jan. '26</i>	TBD
<b>Five Year Cohort Completion</b>	85.27%	87.48%	89.84%	87.43%	89.05%	90.28%	86.16%	90.44%	-4.28%	91.83%	<i>Released Jan. '26</i>	TBD
<b>9th Grade On-Track</b>	96%	86.29%		63.28%	75.37%	77.70%	74.40%	70.00%	4.40%	71.00%	<i>Released Oct. '25</i>	TBD
<b>3rd Grade ELA Proficiency</b>	50.32%	44.50%			39.20%	36.40%	0.383	41.20%	-2.90%	43.20%	<i>Released Oct. '25</i>	TBD
<b>Regular Attenders</b>	79.90%	80.11%		69.92%	63.03%	63.90%	66.00%	64.53%	1.47%	66.03%	<i>Released Oct. '25</i>	TBD

OUTCOMES & STRATEGIES		GRANT FUND SOURCE			
		CTE	EIIS	HSS	SIA
<b>Outcome-A</b>	<b>All students will meet or exceed state standards in English Language Arts as measured by Oregon State Assessments (OSAS)</b>				
A1	Design and align K-12 literacy curriculum				x
A2	Provide quality pre-Kindergarten programs for equitable outcomes				x
A3	Monitor and implement aligned K-12 curriculum				x
A4	Provide professional learning and coaching for all teachers on rigorous reading strategies to apply those strategies in all content areas				x
A5	Increase/restructure staffing in increase access to educational opportunities for all students, including traditionally underserved student groups				x
<b>Outcome-B</b>	<b>All students will meet or exceed state standards in Math as measured by Oregon State Assessments (OSAS)</b>				
B1	Design and align K-12 math curriculum				x
B2	Provide quality pre-Kindergarten programs for equitable outcomes				x
B3	Provide pedagogically sound professional development for all K-8 and/or math/science/STEAM/CTE 6-12	x		x	x
B4	Monitor and implement aligned K-12 math curriculum				x
<b>Outcome-C</b>	<b>All students will graduate from high school prepared for college or career (90% by 2025)</b>				
C1	Refine and implement a comprehensive multi-tiered system of support (MTSS) K-12		x	x	x
C2	Implement culturally-responsive pedagogy and systemic supports for equitable learning outcomes for all focus groups	x		x	
C3	Utilize continuous data examination to determine CTE alignment and quality pathway programs	x		x	
C4	Implement Early Warning System for on-track data collection in real time to monitor and intervene to address individual students' strengths and needs.		x		
C5	Continue expanding multiple pathways to graduation, including launching Innovation Academy and expanded college-level education opportunities.	x		x	
C6	Continue Comprehensive Guidance and Counseling planning and implementation, including personnel, materials and technology supports for college and career planning.		x	x	
C7	Continue social-emotional supports pre-K through 12 to engage students			x	x
C8	Reduce caseloads for special education staff to ensure equitable access				x
C9	Consult with regional industry advisory committees to ensure CTE program alignment, quality and smooth transitions into industry/employment in their field	x		x	
C10	Increase/restructure staffing in increase access to educational opportunities for all students, including focal groups				x

OUTCOMES & STRATEGIES		GRANT FUND SOURCE			
		CTE	EIIS	HSS	SIA
C11	Provide relevant, researched-based professional learning for all staff pK-12, administration and/or support staff	x	x	x	x
C12	Development, implementation, refinement or support of approved CTE Programs of Study	x		x	
<b>Outcome-D</b>	<b>Improve student and family engagement by 10% per year at all levels, as measured by the Youth Truth Family &amp; Student Survey</b>				
D1	Implement district-wide family engagement plan with frequent data reviews				x
D2	Support all schools in creating family engagement connected to graduation, literacy and/or math			x	x
D3	Review Youth Truth student and family data with community and staff		x		
D4	Provide professional learning and ongoing coaching to administrators on equitable family and community engagement				x
D5	Increase school supports to allow for more family engagement with all groups of students, including homeless and racial/linguistic subgroups				X