

**Bend-La Pine Schools
Bend, OR 97703
August 18, 2015**

**Executive Session 5:00p
Regular Meeting**

The Board of Directors of Bend-La Pine Schools will meet in an executive meeting at 5:00p under ORS 192.660(2)(d) & (2)(e) followed by a regular meeting on August 18, 2015 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

Agenda

| | | |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| 6:00 | Call to Order | Chair Juba |
| 6:01 | Pledge of Allegiance | Andy High |
| 6:02 | Review of Agenda | Chair Juba |
| 6:05 | Public Input This is the time provided for individuals to address the Board. Visitors who wish to speak must sign up prior to the beginning of the meeting on the sign-up sheet provided. Please state your name and topic when you address the Board. | Chair Juba |
| 6:10 | Superintendent's Report | Superintendent Mikalson |

Consent Agenda

| | | |
|------|-----------------------------------------------------------------------------------|--------------|
| 6:15 | a. Approval of Minutes – August 4, 2015 Reference: ORS 192.650 and ORS 332.057 | Chair Juba |
| | b. Approval of Personnel Recommendations Reference: ORS 332.505 | Jay Mathisen |

Policy Governance

| | | |
|------|------------------------------------------------|---------------|
| 6:20 | a. Executive Limitation 5 – Staff Compensation | Peggy Kinkade |
| | b. Executive Limitation 6 – Staff Evaluation | Peggy Kinkade |
| | c. Global Executive Restraint Policy | Peggy Kinkade |

Discussion

| | | |
|------|--------------------------------------------------|------------|
| 6:40 | a. Ends / Outcomes Discussion | Cheri Helt |
| 7:00 | b. Board Communication & Committee Work | Chair Juba |
| 7:15 | c. Adopted Schools and Board Leadership Meetings | Chair Juba |

Board Comments

Adjourn

**Bend-La Pine Schools
Bend, OR 97703**

The Board of Directors for Bend-La Pine Schools met in a regular meeting and retreat workshop on August 4, 2015 at
The Bridges Clubhouse, 20832 SE Sotra Loop, Bend, OR 97702.

Board Members Present

Nori Juba
Peggy Kinkade
Cheri Helt
Julie Craig
Andy High
Ron Gallinat
Stuart Young

Call to Order

The meeting was called to order at 8:01a by Chair Juba. The Pledge of Allegiance followed.

Review of Agenda

Chair Juba reviewed the agenda and noted updated personnel recommendations.

Public Input

No public input.

Consent Agenda

Jay Mathisen noted the updated personnel recommendations. Peggy Kinkade asked where Deena Wegner is going and said she is sad to see her leave. Mathisen said Wegner took a Human Resources position in Crook County. Cheri Helt asked about REALMS positions being hired at 4 hrs. /day. Mathisen noted the unique transition for REALMS into the district this year and will follow up.

Ron Gallinat moved to approve the Consent Agenda. Peggy Kinkade seconded the motion. Unanimous approval.

Board Retreat Workshop

Ends/Outcomes Discussion

Chair Juba reviewed the purpose and goals for the retreat workshop. The first 90 minutes will be spent on discussing and defining the ends / outcomes, noting the recommendation from Superintendent Mikalson and the Cabinet team in the board packet. Juba asked board members to keep board goals, student achievement and community interest in mind as part of the discussion.

Cheri Helt opened the discussion, noting the work is not new, as the Comprehensive Plan has continually moved closer to what the vision of the Board really is. Helt said, with the recent Superintendent search process, the Board worked to define more of a clear focus and the goal now is to articulate those thoughts and direction into a written format. Helt shared her thoughts around many of the current outcomes being based on state measures and questioned if that information is the best reflection of the work being done in the district. She questioned how state data and assessment data translates into being world-class. Juba suggested the need to define what the board wants to measure the district against and while standardized tests are important; they are not the only element to consider.

Discussion ensued on what it means to be a world-class district and what measures best tell the story, show the growth and achievements of the district. Helt noted the excellent work being done with DART and what a valuable tool she sees it in actually being able to measure areas outside of test results. Julie Craig agreed and commented on the importance of student engagement and not losing students. The Board discussed what to measure when thinking of all the pieces of a 'thriving citizen' and how 21st Century Skills fit into what it means to be world-class. Discussion around academic and non-academic skills continued and ways to enhance and evaluate the socio-emotional elements of a student.

Linda Bradetich noted her appreciation for the discussion around 'non-academic' skills as many of the classified staff members work on these important skills each and every day with students. Superintendent Mikalson shared his excitement in hearing how the entire student/child is educated. Mathisen agreed and noted the Gallup survey might

be an excellent tool to measure things like student hope and engagement and allow us to better understand where students are at socially and emotionally. Juba added, he likes the idea of asking students what they value and wants to find ways to respect their passions. World-class is not what the district has historically defined and the future we are helping prepare them for is one that we know nothing of. Young agreed and said he would love to see a system where students have a chance to do “risk free dreaming.”

The Board continued to discuss ways to update the current Comprehensive Plan and how to incorporate student-learning experiences. Discussion around community input and looking at levels of satisfaction continued and many board members felt this would be a valuable measure to see how good of a job the board is doing vs. how well students are doing. Juba suggested continuing the ends/outcomes discussion at the August 18 board meeting and asked for volunteers to help continue in the Comprehensive Plan work. Cheri Helt and Stuart Young offered to continue to dig deeper into the document and define more precisely what it is the board wants.

The board took a break at 9:50a.

Meeting reconvened at 9:58a.

7 Principles of Policy Governance

Chair Juba reviewed the purpose of moving toward a policy governance model and noted the article by John Carver in the board packet. Juba would like the board to move forward effectively and have a clear understanding of their priorities and define the work they want to be doing. He shared his thoughts on the importance of board members being engaged with the community and operating in a less reactive manner. Kinkade agreed and feels it is important for board members to tell the story of the district and help the community understand what the district is specifically doing. Craig agreed and feels board members need to interject themselves where parents are and make better efforts to engage with community members outside of the parent population. The group discussed possible ways to participate and would like to have talking points prepared ahead of time for wherever they go.

Kinkade summarized, better board engagement is needed and in looking at the Carver article, there are seven principles she is hopeful the board can discuss and come to agreement on.

Principle 1: Primacy of owner-representative role.

All board members agreed to the described principle and Young shared he would like the district to have a strategy for the public to understand the full message of the district and would like to see the board help support sharing that information.

Principle 2: One voice from plural trustees.

Juba reviewed the elements of this principle and how it will help streamline board work. Young agreed and feels the board chair is the voice of the board that speaks on behalf of the board when four or more members are in agreement. Mikalson added individual conversations amongst board members and staff are fine, but action will only be taken when it is a collective opinion of the board. Andy High noted there will be times not all board members are in agreement, and that is sometimes difficult, but ultimately a good thing. All board members agreed to Principle 2.

Principle 3: The superintendent as a real chief executive officer.

Juba reviewed the elements of this principle, defines how board members work with other staff in making requests. High asked for clarification on the flow of communication. Mikalson said informational type of questions should happen fluidly, but when it comes to a specific request or when action is required, that should come through the board chair to the superintendent. Helt noted the concept goes back to Principle 2 and the board speaking with one voice. Mikalson encouraged board members to communicate with Cabinet members so long as they are not directing their work. High asked about board member participation on district committees. Mikalson said committee work would be defined through the executive limitation process. All board members agreed to Principle 3.

Principle 4: Authoritative prescription of “ends.”

Juba reviewed the elements of this principle, noting the previous conversation and continued board discussions planned around defining ends. All board members agreed to Principle 4.

Principle 5: Bounded freedom for “means.”

Juba reviewed the elements of this principle and said establishing executive limitation policy is essentially the board agreeing to the policy governance model. All board members agreed to Principle 5.

Principle 6: Board decisions crafted by descending size.

Juba reviewed the elements of this principle and noted the board's ability to drill down to specifics in their expectations of a superintendent. All board members agreed to Principle 6.

Principle 7: System-focused superintendent evaluation.

Juba reviewed the elements of this principle noting the idea of evaluation here is more reflective of the system as a whole, not just the superintendent. The board discussed how this principle would work with Mikalson's contract and the evaluation system established for the superintendent. Mathisen noted the importance of avoiding confusion and not having too many lists of measures. Mikalson agreed and said he likes the 7 Principles Carver describes and feels they would coordinate well with his contract and annual evaluation. He is hopeful the board will take a majority, if not all, of the seven principles into consideration.

Peggy Kinkade noted the continual monitoring of executive limitations end up being a part of the superintendent evaluation because they define what the "superintendent shall not fail" to do. The board continued to discuss ways to incorporate executive limitations and the evaluation process and agreed until the executive limitations are more clearly defined it will be difficult to know how the two go together. Discussion around key performance indicators ensued and ultimately all board members agreed to Principle 7. Juba reviewed page 18 of the board packet, which defined what it looks like for a board to operate under Carver's model.

Executive Limitation Exercise

Peggy Kinkade reviewed the executive limitation work in the board packet and suggested the board start working through samples of executive limitation from other districts to begin their work. She noted the importance of the collective bargaining agreements in her work on these two policies. The board discussed what they would like to include in executive limitations and how Carver's model would mesh into the idea.

Helt asked if board members would be able to continue to participate in bargaining contracts which led to discussion of how to accomplish Carver's theory while respecting the current processes of the district. Kinkade said a plan of how to move legally required policies will be put into place to stream line work as the board moves to the governance model. Most of the current policies will be called administrative policies and regulations the district will continue to work with legal counsel to ensure the district is meeting all legal requirements. Helt suggested some language about collective bargaining agreements in the Staff Compensation and Development limitation.

Kinkade reviewed her work for the Staff Evaluation limitation and Juba suggested some wording around termination of employees who are not performing. The board discussed how to incorporate such language into an executive limitation while taking into consideration bargaining contracts and the legal requirements. Discussion ensued on ways to include information on teacher evaluation and the measures the board would like to consider in the evaluation process.

Kinkade said she would bring back the two limitations for board members to review with updates suggested at the August 18 board meeting. Juba thanked Kinkade for her work and Kinkade noted a list of policies that will require more discussion. She suggested the board might want to consider using a consultant for the policies that are not as straight forward. The board agreed and discussed a general timeline for the policy writing work.

Board Communication Protocols

Chair Juba referenced earlier conversation on communication in relation to Carver's model. Any sort of instruction of work will go through Superintendent Mikalson. Juba suggested clarifying board member roles on district committees at a later time and asked for any input on what board members would like in terms of communication. Mikalson said he would continue a weekly update and Andrea Wilson would summarize board leadership meetings. Julianne Repman will continue to be the point of contact for media communications.

High asked what Mikalson's expectations are on being included on email communication. Mikalson said he'd like to keep this as easy as possible and Cabinet members are free to communicate with board members and there's no need to copy him on all emails, as the Cabinet team will work internally to keep each other informed. High would like knowing about things that the media will most likely call a board member about so they are prepared and have talking points if contacted. Repman agreed and said she will share factual information that links directly to a school or the district. Juba noted, as board chair, he is fine with other board members talking with the media as long as they stay on message and relay a note to him that they have done an interview and summarize what was discussed.

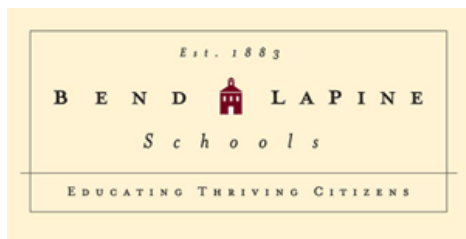
Superintendent Mikalson noted there will be an executive limitation to better define communication and will help answer many of these questions and grey areas. It will continue to be a work in progress as the board works to better define their role. Mikalson did ask to be the first response to a parent concern that board members receive, even when directly sent to the board. Repman asked board members to keep her informed on any great work they see in the schools that would help build the story of Bend-La Pine Schools.

Board Comments

None.

Meeting adjourned at 12:16p.

Respectfully submitted,
Andrea Wilson
8.4.2015



HUMAN RESOURCES
Education Center
520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 355-1100
Fax: (541) 355-1109

August 13, 2015

TO: Shay Mikalson, Superintendent
Board of Directors for Bend – La Pine Schools

FROM: Jay Mathisen, Deputy Superintendent
Jon Lindsay, Director of Human Resources

RE: Administrative and Licensed Recommended Hires, Resignations, and Retirees

The Human Resource Department recommends approval of the following hires, resignations and retirees at the school board meeting on August 18, 2015. All hires are subject to successful drug testing and background check.

Certified Hires

| NAME | POSITION | LOCATION | STATUS | HIRE DATE |
|-------------------|-----------------------------------------|------------|-------------------------|------------|
| Johnson, Jerome | Social Studies 105869 | Summit HS | Temporary | 08/18/2015 |
| O'Connor, Michael | Industrial Arts – Auto @ .50 #105712 | Mt View HS | Temporary to Regular | 08/18/2015 |

Certified Resignations

| NAME | POSITION | LOCATION | STATUS | HIRE/RESIGNED DATE |
|-------------------|--------------------|---------------------------------|-----------|--------------------------|
| Liberatore, Traci | ERC/Elem | Wm E Miller/Special Programs | Regular | 08/26/2013 08/18/2015 |
| Moore, Wendy | Reading Specialist | Highland ES | Temporary | 08/28/2012 08/18/2015 |
| | | | | |

Administrative Hires

| NAME | POSITION | LOCATION | STATUS | HIRE DATE |
|---------------|--------------------------------|---------------------|-----------|-----------|
| Tebeau, Bryan | Interim Assistant Principal | Bend Sr High School | Temporary | 08/18/15 |



HUMAN RESOURCES

Education Center

*520 N.W. Wall Street
Bend, Oregon 97701-2699
(541) 383-6464
Fax: (541) 383-6117*

August 13, 2015

TO: Shay Mikalson, Superintendent
Bend-La Pine School Board of Directors

FROM: Jon Lindsay, Director of Human Resources – Licensed Staff
Debbie Watkins, Director of Human Resources – Classified Staff

RE: Classified Recommended Hires, Resignations and Terminations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on August 18, 2015.

Classified Hiring

| Name | Position/Posting No. | Location | Temp/Regular Position | Hire Date |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------|------------------------|-----------|
| Blue, Catherine | 105863 Media Tech Assistant | Summit | Temp 7 hrs / day | 8/4/15 |
| Carriker, Nancy | 105847 Custodial Crew I | Lava Ridge | Reg 8 hrs / day | 7/30/15 |
| Denning, Jessica | 105848 EA – ISS | Sky View | Temp 6.5 hrs / day | 7/30/15 |
| Gayley, Carolyn <i>(Previously listed as regular position and hired under posting #105701 – Special Programs has made a correction and hired this employee under posting #105753 as a temporary position)</i> | 105753 EA - Inclusion | Special Programs | Temp 6.5 hrs / day | 8/6/15 |
| Jacobson, David | 105847 Custodial Crew I | Pine Ridge | Reg 8 hrs / day | 7/30/15 |
| Johnson, Kathleen | 105859 Nutrition Server I | Summit | Reg 3 hrs / day | 8/6/15 |
| Jolley, Jay | 105847 Custodial Crew I | Westside Village | Reg 8 hrs / day | 7/30/15 |
| Peters, Shelli | 105861 Nutrition Services Tech II | High Lakes | Reg 3.25 hrs / day | 8/6/15 |
| Rodgers, Jason | 105876 EA – Campus Monitor | Bend High | Temp 7.75 hrs / day | 8/11/15 |
| Powell, Stephen | 105847 Custodial Crew I | WE Miller | Reg 8 hrs / day | 7/30/15 |
| Roth, Harlan | 105847 Custodial Crew I | Three Rivers | Reg 8 hrs / day | 7/30/15 |
| Spetter, James | 105847 Custodial Crew I | Marshall / Special Programs | Reg 8 hrs / day | 7/30/15 |



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Classified Resignations

| Name | Position | Location | Resign Date |
|-------------------|----------------|----------------|-------------------|
| Hayslip, Jennifer | Bus Driver | Transportation | 7/20/12 – 7/30/15 |
| Louis, Jean | EA – Inclusion | Marshall | 8/27/13 – 8/7/15 |

Classified Terminations

| Name | Position | Location | Termination Date |
|---------------|---------------------|----------|------------------|
| DeHaven, Toni | School Secretary II | Summit | 8/14/97 – 7/1/15 |

STAFF COMPENSATION & DEVELOPMENT

EXECUTIVE LIMITATION - EL 5

DRAFT NEW BLS POLICY

Replaces current policy BDGOV A.7

Note: Current Policy GCL/GDL becomes an Administrative Policy

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district.

Accordingly, the Superintendent shall not:

1. Change his or her own compensation or benefits.
2. Promise or imply employment, to any person, in a manner that is outside of the District's established process, bargaining agreements, or statutory requirements.
3. Create obligations over a longer term than revenues can reasonably be projected.
4. Independently negotiate contractual agreements with employees or fail to develop and implement salary schedules and pay plans for employees.
5. Fail to develop and implement compensation and professional development plans to attract and retain highly qualified staff.

STAFF EVALUATION

EXECUTIVE LIMITATION - EL 6

DRAFT NEW BLS POLICY

Replaces current policy GCN/GDN

(elements may need to be addressed by Administrative Policy)

With respect to evaluation of employees, the Superintendent shall not fail to develop an evaluation system, which is in compliance with Oregon laws, and measures employee performance in terms of achieving the Board's Results policies and

Accordingly, the Superintendent shall not:

1. Fail to develop and administer an evaluation system for all employees that links performance with continued employment.
2. Fail to develop and administer an evaluation system for licensed personnel that is designed to:
 - a. Improve instruction.
 - b. Measure professional improvement, development and performance.
 - c. Document unsatisfactory performance.
 - d. Link teacher performance with multiple measures.
 - e. Assure that instructional time is used to maximize student learning.
 - f. Encourage the use of student surveys.

GLOBAL EXECUTIVE RESTRAINT POLICY

Notes:

BEND-LA PINE SD:

<http://www.bend.k12.or.us/education/components/docmgr/default.php?sectiondetailid=747&cafilter=19#showDoc>

Name: Executive Limitations, BDGOV A

The Superintendent shall not cause or allow to exist within the organization any activity, decision, or circumstance that is either unlawful, imprudent, or in violation of commonly accepted business and professional ethics.

Federal Way SD: <http://www.fwps.org/districtresources/policy/executive-limitations/>

“Expectations of the Superintendent”

The Superintendent shall not cause, allow, or fail to prevent any practice, activity, decision, condition, procedure or organizational circumstance which is unlawful, unethical, or imprudent, or in violation of contract, Board policy, or collective bargaining agreements.

Salem-Keizer SD: <http://www.salkeiz.k12.or.us/content/qam/school-board-policies>

Global Executive Constraint

The Superintendent shall not cause or allow any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, disrespectful, imprudent, or in violation of commonly accepted business and professional ethic and practices, and Board policy.

Issaquah SD: <http://www.issaquah.wednet.edu/board/policies/limitations>

The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, in violation of Board policy, or endangers the organization’s public image or credibility.

Bellingham SD: <https://bellingshamschools.org/executive-limitations>

Expectations of Superintendent EL-1

The Superintendent shall not allow through action or inaction any legal, contract, district policy, or policy governance violation, nor shall the Superintendent through action or inaction allow the District’s public image or credibility to fall into disrespect or ill repute.

1. The Superintendent shall not fail to take all reasonable and prudent actions with respect to District management and oversight that are typical for similar and highly effective organizations;

The Superintendent shall not fail to:

a. Provide an affirmative (or negative) statement the following actions have been taken:

- i. All administrative policy and procedure changes have been made in accordance with administrative policy 1310, Policy Adoption, Manuals and Administrative Procedures;
- ii. All WSSDA suggested administrative policies and procedures updates, changes, deletions or additions over the past year have been reviewed, processed and appropriately implemented;
- iii. That all administrative policies and procedures are current.

Vermont School Boards Association: <http://www.vtvsba.org/pg/samples/c.html>

The Superintendent shall not cause or allow any practice, activity, decision, or organizational circumstance that is unlawful, unsafe, imprudent, or in violation of commonly accepted educational and professional ethics and practices.

South Kitsap SD: <http://www.skitsap.wednet.edu/page/24>

Expectations of Superintendent

The Superintendent shall not cause, allow, or fail to take reasonable measures to prevent any practice, activity, decision or organizational condition which is unlawful, unethical, unsafe, disrespectful, or imprudent, in violation of Board policy or endangers the district's public trust or credibility. The Superintendent shall not fail to review litigation or potential litigation semi-annually with the Board. The Board will remain the final judge of whether administrative interpretations and decisions are reasonable.

BEND-LA PINE SCHOOLS

Administrative School District No. 1

Deschutes County, Oregon

GOVERNANCE POLICY

Name: Purpose, Mission & Goals

Section: Governance Policies

Code: Ends/Results

PURPOSE STATEMENT

“Educating each student to be a thriving citizen”

MISSION STATEMENT

Bend-La Pine Schools, in partnership with our community, will prepare each student with the knowledge and skill, confidence and personal integrity to contribute as a thriving citizen in our ever-changing global society.

CORE VALUES

World Class: Globally rigorous, relevant curriculum and instruction that inspire critical thinking, creativity, communication, and collaboration.

Students First: Decisions based on what is best for students.

Culture of Excellence: A pervasive expectation for excellence that drives opportunities for high achievement and growth for all.

Data Driven: Decisions based on the best information and practices available.

Positive Relationships: Interactions based on honesty, dignity, respect, and integrity.

BOARD GOALS

GOAL 1: All students receive an excellent education and are prepared for their future.

GOAL 2: All students demonstrate personal integrity and responsible citizenship.

GOAL 3: All schools provide safe, nurturing environments conducive to learning.

GOAL 4: The school district operates with the highest level of fiscal stewardship while maintaining effective and efficient practices to meet Board goals.

WORLD CLASS OUTCOMES

Consistent with the district Purpose, Mission, Values, and Goals all children of Bend-La Pine Schools will attain the highest level of academic achievement, develop the essential skills and attributes necessary

for continued growth in learning, and graduate prepared to contribute as a thriving citizen in our ever-changing global society.

In that effort, the Bend-La Pine Schools accepts the responsibility, through the adoption of the following ends/results, to commit all resources to help give all students regardless of ethnicity, socio-economic status, English language proficiency or disabilities the knowledge, skills, and attributes necessary to succeed, grow, and ultimately graduate from Bend-La Pine Schools prepared to thrive in their future:

Academic Excellence

1. Bend-La Pine Schools students' academic achievement will show continuous improvement, as measured by the percent of 3rd-8th and 11th graders annually scoring 3 or higher on the Smarter Balanced State Assessments, or meeting ACT's College and Career Readiness Benchmarks, in Reading, Mathematics, and Writing; as well as by the percent of 9th-11th graders meeting ACT's College and Career Readiness Benchmark in Science.
2. Bend-La Pine Schools annual progress in eliminating the achievement gap for all students will show continuous improvement, as measured by the percent of state or federally identified student populations in grades 3rd-8th and 11th annually scoring 3 or higher on the Smarter Balanced State Assessments, or meeting ACT's College and Career Readiness Benchmarks, in Reading, Mathematics, and Writing; as well as by the percent of 9th-11th graders meeting ACT's College and Career Readiness Benchmark in Science.
3. Bend-La Pine Schools shall make continuous advancement toward on-time graduation, as measured by Bend-La Pine Schools' 4-year cohort graduation rate.

Thriving Citizen

4. Bend-La Pine Schools students' demonstration of the essential skills and attributes of hope, engagement, and well-being will show continuous improvement, as measured by the Gallup Student Poll of students in grades 5-12.
5. Bend-La Pine Schools students' participation in extra and co-curricular activities will increase annually, as measured by the percent of secondary students participating in school-based extra- or co-curricular activities that are recorded in the district's student information system.

Future Ready

6. Bend-La Pine Schools students' participation in advanced, career and technical, arts, world-language, and post-secondary courses shall increase annually, as measured by the average number of credits earned per secondary student, per year. This shall include high school credits in middle school, college credits in high school, technical and career ready coursework, Advanced Placement, International Baccalaureate, arts, world-language, and other advanced learning opportunities.
7. Bend-La Pine Schools students' use of the essential 21st Century skills of critical thinking, communication, creativity, and collaboration will show an increase, as measured by the BrightBytes Clarity Student Survey of students in grades 3-12.
8. Bend-La Pine Schools shall show continuous advancement in the number of students' entering post-secondary education, as measured by the percent of graduates entering 2- or 4-year colleges within 16 months of graduation.



A Summary of Core Components

The Smarter Balanced Assessment Consortium is one of two multistate consortia awarded funding from the U.S. Department of Education to develop an assessment system based on the new Common Core State Standards (CCSS). To achieve the goal that all students leave high school ready for college and career, Smarter Balanced is committed to ensuring that assessment and instruction embody the CCSS and that all students, regardless of disability, language or subgroup status, have the opportunity to learn this valued content and to show what they know and can do.

With strong support from participating states, institutions of higher education and industry, Smarter Balanced will develop a balanced set of measures and tools, each designed to serve specific purposes. Together, these components will provide student data throughout the academic year that will inform instruction, guide interventions, help target professional development and ensure an accurate measure of each student's progress toward career- and college-readiness.

The core components of Smarter Balanced are:

Summative assessments:

- ▶ Mandatory comprehensive accountability measures that include computer adaptive assessments and performance tasks, administered in the last 12 weeks of the school year in grades 3–8 and 11 for English language arts(ELA)/literacy and mathematics;
- ▶ Designed to provide valid, reliable and fair measures of students' progress toward and attainment of the knowledge and skills required to be college- and career-ready;
- ▶ Capitalize on the strengths of computer adaptive testing (e.g. efficient and precise measurement across the full range of achievement and quick turnaround of results); and,
- ▶ Produce composite content area scores, based on the computer adaptive items and performance tasks.

Interim assessments:

- ▶ Optional comprehensive and content-cluster measures that include computer adaptive assessments and performance tasks, administered at locally determined intervals throughout the school year;
- ▶ Results reported on the same scale as the summative assessment to provide information about how students are progressing;
- ▶ Serve as the source for interpretive guides that use publicly released items and tasks;
- ▶ Grounded in cognitive development theory about how learning progresses across grades and how college- and career-readiness emerge over time;
- ▶ Involve a large teacher role in developing and scoring constructed response items and performance tasks;
- ▶ Afford teachers and administrators the flexibility to:
 - select item sets that provide deep, focused measurement of specific content clusters embedded in the CCSS;
 - administer these assessments at strategic points in the instructional year;

- use results to better understand students' strengths and limitations in relation to the standards;
- support state-level accountability systems using end-of-course assessments.

Formative tools and processes:

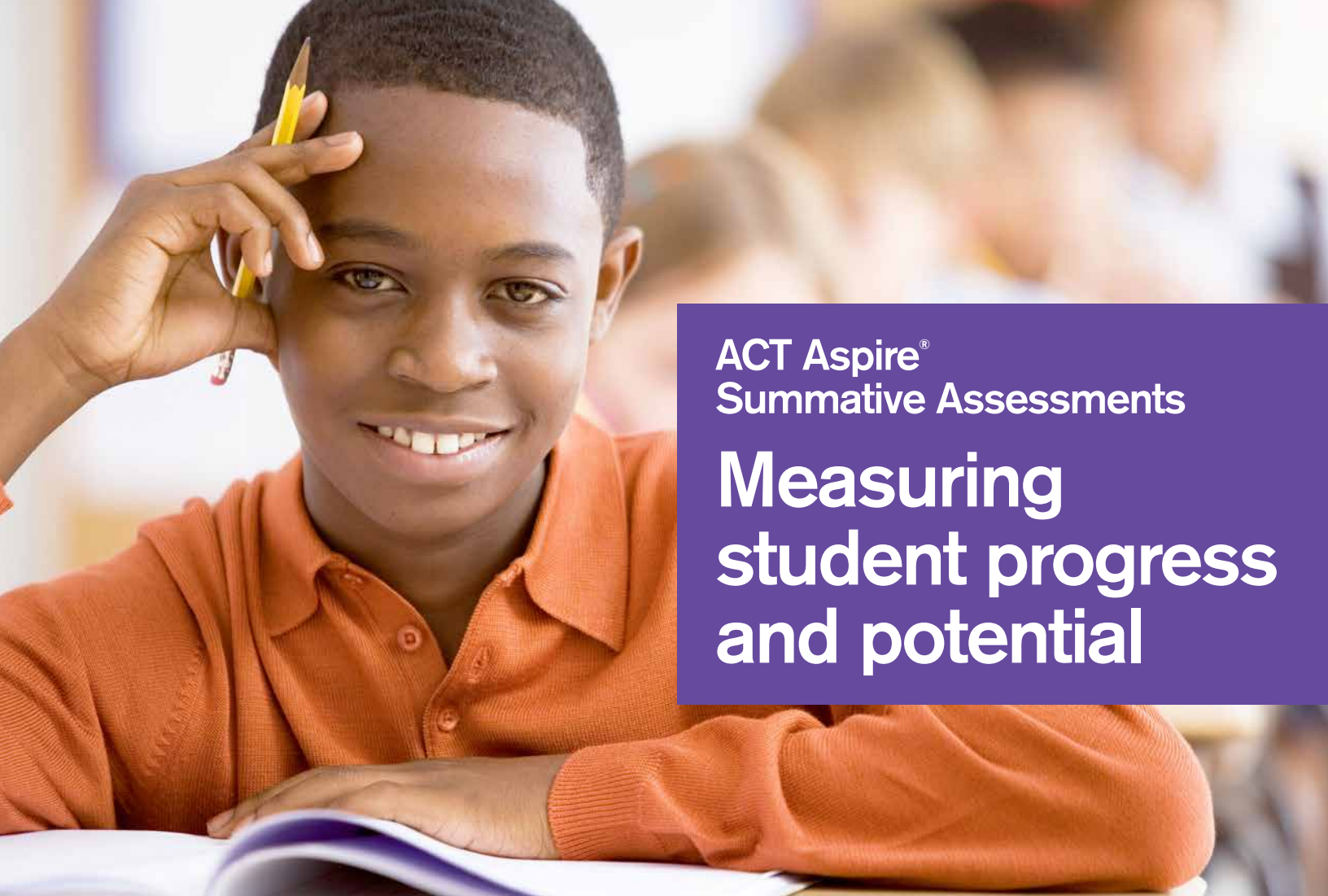
- ▶ Provides resources for teachers on how to collect and use information about student success in acquisition of the CCSS;
- ▶ Will be used by teachers throughout the year to better understand a student's learning needs, check for misconceptions and/or to provide evidence of progress toward learning goals.

System Features

- ▶ Ensures coverage of the full range of ELA/literacy and mathematics standards and breadth of achievement levels by combining a variety of item types (e.g., selected-response, constructed response, and technology-enhanced) and performance tasks, which require application of knowledge and skills.
- ▶ Provides comprehensive, research-based support, technical assistance and professional development so that teachers can use assessment data to improve teaching and learning in line with the standards.
- ▶ Provides online, tailored reports that link to instructional and professional development resources.

LEARN MORE AND GET INVOLVED

Visit SmarterBalanced.org to learn more about the Smarter Balanced Assessment Consortium and sign-up to receive our monthly eNewsletter. For more information, please contact Info@SmarterBalanced.org.



ACT Aspire® Summative Assessments

Measuring student progress and potential

ACT Aspire® Summative Assessments

measure student progress toward college and career readiness as defined by the pioneering research, data, standards, and benchmarks of ACT.

Based on ACT College and Career Readiness Standards, ACT Aspire assessments are consistent with many state standards that are focused on college and career readiness.

Scores reflect the knowledge and skills students develop over time—across grades—and link these results to readiness for college and career, providing an evolving picture of student growth.

Educators receive valuable data about student readiness at each grade level. This actionable information enables educators to address students' strengths, areas for improvement, and potential.

- Vertically scaled, standards-based battery of achievement tests
- Linked to ACT College Readiness Benchmarks
- Anchored by the ACT® test, the most widely taken college readiness assessment in the United States
- Multiple question types—constructed response, selected response, and technology enhanced
- Subject areas: English, mathematics, reading, science, and writing for grades 3–8 and early high school (grades 9–10)
- Online delivery of assessments with a paper option



discoveractaspire.org

Focused on College and Career Readiness

ACT Aspire is the only assessment system that can provide data to track student progress toward college and career readiness from Grade 3 through early high school that is anchored by the ACT test. To achieve this, ACT has developed two sets of Readiness Benchmarks:

ACT College Readiness Benchmarks: Research-based achievement levels associated with the ACT test that indicate student success in actual credit-bearing first-year college courses.

ACT Readiness Benchmarks: Derived from the ACT College Readiness Benchmarks, these Benchmarks are designed to indicate progress TOWARD college readiness by the time a student takes the ACT test. Each grade and subject within the ACT Aspire system has empirically derived ACT Readiness Benchmarks. These benchmarks enable educators, parents, and students to monitor progress toward the skills and knowledge needed for success throughout a student's academic career.

A Deeper Understanding of Student Readiness

ACT Aspire also provides additional measures of student success not found elsewhere, including:

- A Progress with Text Complexity indicator for students who test with reading
- An English/Language Arts score for those students who test in English, reading, and writing
- A STEM score for students who test in science and mathematics
- A Progress toward Career Readiness indicator for students who test in grades 8–10 that is directly tied to the ACT National Career Readiness Certificate™
- A predicted ACT Composite score and predicted ACT Subject Score for grades 9–10 (early high school)

Benefits

- Provides evidence-based results
- Helps students identify areas for improvement and enrichment opportunities
- Educators have greater visibility into specific areas of academic risk and can apply earlier intervention
- Modular administration by subject and/or grade provides testing flexibility
- Efficient use of testing time reduces lost instruction time
- Links to ACT College Readiness Benchmarks ensure a student's path to college and career readiness is on target
- Leverages more than 50 years of ACT education and career readiness research for credibility, validity, and effectiveness
- Periodic Assessments, also part of the ACT Aspire Assessment System®, inform instruction and measure student progress. They are offered separately from the Summative Assessments.

Learn more about ACT Aspire and explore sample reports, exemplar items, and much more at www.discoveractaspire.org.



discoveractaspire.org



ACT College Readiness Benchmarks



The ACT® college readiness assessment contains five curriculum- and standards-based assessments: English, Mathematics, Reading, Science, and an optional Writing Test. The assessment is used as a college admissions and placement test and measures the skills and knowledge needed for first-year college success.

Additionally, the ACT includes a career exploration component that stimulates students' thinking about future plans and relates personal characteristics to career options.

Did You Know?

- More than 1.6 million high school students in the graduating class of 2012 took the ACT.
- The ACT is accepted by all four-year colleges and universities in the United States.
- The ACT is not an aptitude or an IQ test. Instead, the questions on the ACT are directly related to what students have learned in high school courses.
- The ACT is administered on six national and five international test dates each year. Many states and districts administer the ACT statewide or districtwide each spring.
- The ACT is administered in all 50 of the United States and in many other countries.
- The ACT is approved for use in state models for NCLB and AYP accountability.

ACT College Readiness Benchmarks



The Benchmarks are scores on the ACT subject-area tests that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. These college courses include English composition, college algebra, introductory social science courses, and biology. Based on a sample of 214 institutions and more than 230,000 students from across the United States, the Benchmarks are median course placement values for these institutions and as such represent a *typical* set of expectations. The ACT College Readiness Benchmarks are:

| College Course | ACT Subject-Area Test | ACT Explore® Benchmark Grade 8 | ACT Explore® Benchmark Grade 9 | ACT Plan® Benchmark | The ACT® Benchmark |
|---------------------|-----------------------|--------------------------------|--------------------------------|---------------------|--------------------|
| English Composition | English | 13 | 14 | 15 | 18 |
| College Algebra | Mathematics | 17 | 18 | 19 | 22 |
| Social Sciences | Reading | 16 | 17 | 18 | 22 |
| Biology | Science | 18 | 19 | 20 | 23 |

MEASURE AND UNDERSTAND WHAT MATTERS FOR STUDENT SUCCESS

Excellent teachers, supported by gifted and visionary school leaders, keep students engaged in the learning process and hopeful about their future — two of the crucial outcomes the Gallup Student Poll measures. There have been more than **2 million** completes of the Gallup Student Poll since it was launched in 2009.

One of the key findings is that students who strongly agree that their school is committed to building students' strengths and that they have a teacher who makes them excited about the future are more engaged than their peers who strongly disagreed with both statements.

An education that makes students hopeful and prepared to find good jobs isn't just important to America's future — it should be a fundamental right of every student in the country. What if schools prioritized the principles of talent exploration and engagement in the learning process?

MEASURE WHAT MATTERS MOST

Research has shown that hope, engagement, and well-being are actionable targets and indicators of success, with links to grades, achievement scores, retention, and future employment.

Hope: the ideas and energy we have for the future. Hope drives high school students' attendance, credits earned, and GPA.

Engagement: the involvement in and enthusiasm for school. Engagement distinguishes between high-performing and low-performing schools.

Well-Being: how we think about and experience our lives. Well-being results tell us how students are doing today and predict their future success.

ONLINE, CONFIDENTIAL, AND FREE

The Gallup Student Poll is provided at no cost to U.S. school districts. The confidential poll is conducted once a year in the fall and is available in English or Spanish. Schools are responsible for scheduling students to take the survey during school hours on Internet-accessible computers. The survey is accessible via a secure online account created by a designated project leader in each district and/or school.

GALLUP STUDENT POLL QUESTIONS

| | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Well-Being; <i>presented with ladder graphic</i> | 1. Please imagine a ladder with steps numbered from zero at the bottom to 10 at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you. On which step of the ladder would you say you personally feel you stand at this time? On which step do you think you will stand about five years from now? |
| Hope | 2. I know I will graduate from high school. |
| Hope | 3. There is an adult in my life who cares about my future. |
| Hope | 4. I can think of many ways to get good grades. |
| Hope | 5. I energetically pursue my goals. |
| Hope | 6. I can find lots of ways around any problem. |
| Hope | 7. I know I will find a good job after I graduate. |
| Engagement | 8. I have a best friend at school. |
| Engagement | 9. I feel safe in this school. |
| Engagement | 10. My teachers make me feel my schoolwork is important. |
| Engagement | 11. At this school, I have the opportunity to do what I do best every day. |
| Engagement | 12. In the last seven days, I have received recognition or praise for doing good schoolwork. |
| Engagement | 13. My school is committed to building the strengths of each student. |
| Engagement | 14. I have at least one teacher who makes me excited about the future. |
| Well-Being | 15. Were you treated with respect all day yesterday? |
| Well-Being | 16. Did you smile or laugh a lot yesterday? |
| Well-Being | 17. Did you learn or do something interesting yesterday? |
| Well-Being | 18. Did you have enough energy to get things done yesterday? |
| Well-Being | 19. Do you have health problems that keep you from doing any of the things other people your age normally can do? |
| Well-Being | 20. If you are in trouble, do you have family or friends you can count on to help whenever you need them? |

DEMOGRAPHIC ITEMS

The Gallup Student Poll always includes these items, so all students answer them. However, Gallup charges a fee to report these items.

- I am one of the best students in my class.
- I am very involved in activities, such as clubs, music, sports, or something else.
- What is your age?
- What is your gender?
- Do you consider yourself to be: (student chooses racial/ethnic origin)
- What is the grade you are in at school?



Fall 2014

U.S. OVERALL

GALLUP STUDENT POLL RESULTS



INTRODUCTION

The Gallup Student Poll is a 20-question survey that measures the hope, engagement, and wellbeing of students in grades 5-12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings. Gallup's research has shown that hope, engagement, and wellbeing are key factors that drive students' grades, achievement scores, retention, and future employment.

HOPE

53%

HOPEFUL

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

ENGAGEMENT

53%

ENGAGED

The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

WELLBEING

64%

THRIVING

How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

THIS SCORECARD REFLECTS RESULTS FROM SURVEYS COMPLETED IN U.S. PUBLIC SCHOOLS.

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HOPE

The ideas and energy we have for the future drives effort, academic achievement, credits earned, and retention of students of all ages.

U.S. OVERALL

53%

HOPEFUL

33%

STUCK

14%

DISCOURAGED

HOPE GRANDMEAN BY GRADE

U.S. OVERALL

| 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
|------|------|------|------|------|------|------|------|
| 4.39 | 4.42 | 4.41 | 4.38 | 4.36 | 4.35 | 4.36 | 4.40 |

HOPE OVERALL ITEM GRANDMEAN

U.S. OVERALL

CURRENT PAST

GRANDMEAN (out of 5) 4.39 4.40
n = 827,246 589,997

| | | |
|---------------------------------------------------------|------|------|
| I know I will graduate from high school. | 4.72 | 4.74 |
| There is an adult in my life who cares about my future. | 4.78 | 4.78 |
| I can think of many ways to get good grades. | 4.33 | 4.35 |
| I energetically pursue my goals. | 4.16 | 4.16 |
| I can find lots of ways around any problem. | 3.88 | 3.90 |
| I know I will find a good job after I graduate. | 4.38 | 4.37 |

ITEM RESPONSES

U.S. OVERALL

% 1 % 2 % 3 % 4 % 5
STRONGLY DISAGREE STRONGLY AGREE

| | | |
|---------------------------------------------------------|---------|---------------------------------------------------------------------------|
| I know I will graduate from high school. | 856,952 | <div><div></div><div></div><div>13</div><div>81</div></div> |
| There is an adult in my life who cares about my future. | 861,288 | <div><div></div><div>8</div><div>87</div></div> |
| I can think of many ways to get good grades. | 861,847 | <div><div></div><div>11</div><div>32</div><div>53</div></div> |
| I energetically pursue my goals. | 857,869 | <div><div></div><div>15</div><div>38</div><div>42</div></div> |
| I can find lots of ways around any problem. | 859,586 | <div><div></div><div>6</div><div>23</div><div>37</div><div>31</div></div> |
| I know I will find a good job after I graduate. | 850,108 | <div><div></div><div>11</div><div>27</div><div>58</div></div> |

ENGAGEMENT

The involvement in and enthusiasm for school, reflects how well students are known and how often they get to do what they do best.

U.S. OVERALL

53%

ENGAGED

28%

NOT ENGAGED

19%

ACTIVELY DISENGAGED

ENGAGEMENT GRANDMEAN BY GRADE

U.S. OVERALL

| 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
|------|------|------|------|------|------|------|------|
| 4.37 | 4.28 | 4.10 | 3.93 | 3.87 | 3.74 | 3.71 | 3.73 |

ENGAGEMENT OVERALL ITEM GRANDMEAN

U.S. OVERALL

CURRENT PAST

GRANDMEAN (out of 5) 4.00 4.04
n = 826,853 589,031

| | | |
|------------------------------------------------------------------------------------------|------|------|
| I have a best friend at school. | 4.43 | 4.46 |
| I feel safe in this school. | 4.00 | 4.08 |
| My teachers make me feel my schoolwork is important. | 4.14 | 4.17 |
| At this school, I have the opportunity to do what I do best every day. | 3.91 | 3.95 |
| In the last seven days, I have received recognition or praise for doing good schoolwork. | 3.49 | 3.51 |
| My school is committed to building the strengths of each student.* | 3.92 | 3.96 |
| I have at least one teacher who makes me excited about the future.* | 4.19 | 4.19 |

ITEM RESPONSES

U.S. OVERALL

% 1 % 2 % 3 % 4 % 5
STRONGLY DISAGREE STRONGLY AGREE

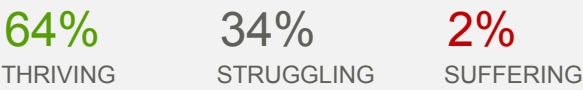
| | | | | | | |
|------------------------------------------------------------------------------------------|---------|----|----|----|----|----|
| I have a best friend at school. | 856,802 | 5 | 7 | 13 | 72 | |
| I feel safe in this school. | 860,273 | 6 | 6 | 16 | 29 | 44 |
| My teachers make me feel my schoolwork is important. | 861,749 | 5 | 14 | 29 | 49 | |
| At this school, I have the opportunity to do what I do best every day. | 858,675 | 6 | 7 | 17 | 31 | 39 |
| In the last seven days, I have received recognition or praise for doing good schoolwork. | 847,050 | 14 | 11 | 19 | 26 | 31 |
| My school is committed to building the strengths of each student.* | 849,121 | 5 | 7 | 18 | 28 | 41 |
| I have at least one teacher who makes me excited about the future.* | 856,544 | 6 | 5 | 10 | 20 | 59 |

* Not included in Engagement GrandMean or Engagement Index calculations.
- No data available
Numeric values shown when percentages are 5% or higher.
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WELLBEING

How we think about and experience our lives, tells us how students are doing today and predicts their success in the future.

U.S. OVERALL



Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

WELLBEING ITEMS¹

| U.S. OVERALL | | |
|-------------------|----------------------------|-----------------|
| STEP AT THIS TIME | ITEM RESPONSES "BEST LIFE" | STEP IN 5 YEARS |
| 17% | % 10 | 33% |
| 15% | % 9 | 28% |
| 22% | % 8 | 19% |
| 18% | % 7 | 9% |
| 11% | % 6 | 4% |
| 9% | % 5 | 3% |
| 4% | % 4 | 1% |
| 2% | % 3 | 1% |
| 1% | % 2 | 0% |
| 1% | % 1 | 0% |
| 1% | % 0 | 1% |
| "WORST LIFE" | | |

| WELLBEING GRANDMEAN BY GRADE | | | | | | | |
|------------------------------|------|------|------|------|------|------|------|
| U.S. OVERALL | | | | | | | |
| 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| 8.37 | 8.56 | 8.56 | 8.53 | 8.51 | 8.45 | 8.44 | 8.48 |

| GRANDMEAN (out of 10) | | | |
|---------------------------------------------------------------------------------------|---------|----------------------------------------------------------------------|---------|
| STEP AT THIS TIME | | STEP IN 5 YEARS | |
| On which step of the ladder would you say you personally feel you stand at this time? | | On which step do you think you will stand about five years from now? | |
| U.S. OVERALL | | U.S. OVERALL | |
| CURRENT | PAST | CURRENT | PAST |
| 7.38 | 7.45 | 8.49 | 8.52 |
| n = 867,546 | 616,203 | 867,541 | 616,203 |

ITEM RESPONSES

| | TOTAL N | U.S. OVERALL | |
|----------------------------------------------------------------------------------------------------------------|---------|------------------|------|
| | | CURRENT % YES | PAST |
| Were you treated with respect all day yesterday?* | 797,724 | 68% | 69% |
| Did you smile or laugh a lot yesterday?* | 838,612 | 83% | 84% |
| Did you learn or do something interesting yesterday?* | 837,173 | 75% | 75% |
| Did you have enough energy to get things done yesterday?* | 835,308 | 72% | 73% |
| Do you have health problems that keep you from doing any of the things other people your age normally can do?* | 817,849 | 17% | 16% |
| If you are in trouble, do you have family or friends you can count on to help whenever you need them?* | 826,177 | 92% | 93% |

- No data available

Numeric values shown when percentages are 5% or higher.

* Not included in Wellbeing Index or GrandMean calculations

¹ WB Index calculated from responses to "Step at this time" and "Step in five years". WB GrandMean calculated from responses to "Step in 5 Years".

STUDENT POLL ITEMS BY GRADE

| | U.S. OVERALL | | | | | | | |
|----------------------------------------------------------------------------------------------------------------|--------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | 5th | 6th | 7th | 8th | 9th | 10th | 11th | 12th |
| HOPE GRANDMEAN BY GRADE <i>(out of 5)</i> | 4.39 | 4.42 | 4.41 | 4.38 | 4.36 | 4.35 | 4.36 | 4.40 |
| I know I will graduate from high school. | 4.56 | 4.65 | 4.71 | 4.74 | 4.76 | 4.80 | 4.83 | 4.83 |
| There is an adult in my life who cares about my future. | 4.76 | 4.82 | 4.81 | 4.78 | 4.77 | 4.76 | 4.75 | 4.75 |
| I can think of many ways to get good grades. | 4.30 | 4.34 | 4.33 | 4.31 | 4.30 | 4.31 | 4.34 | 4.40 |
| I energetically pursue my goals. | 4.24 | 4.23 | 4.19 | 4.14 | 4.10 | 4.07 | 4.09 | 4.17 |
| I can find lots of ways around any problem. | 3.82 | 3.83 | 3.84 | 3.85 | 3.86 | 3.90 | 3.97 | 4.06 |
| I know I will find a good job after I graduate. | 4.54 | 4.54 | 4.49 | 4.41 | 4.30 | 4.21 | 4.15 | 4.15 |
| ENGAGEMENT GRANDMEAN BY GRADE <i>(out of 5)</i> | 4.37 | 4.28 | 4.10 | 3.93 | 3.87 | 3.74 | 3.71 | 3.73 |
| I have a best friend at school. | 4.66 | 4.65 | 4.59 | 4.48 | 4.30 | 4.23 | 4.16 | 4.09 |
| I feel safe in this school. | 4.33 | 4.21 | 4.03 | 3.89 | 3.88 | 3.78 | 3.80 | 3.88 |
| My teachers make me feel my schoolwork is important. | 4.56 | 4.45 | 4.23 | 4.06 | 4.00 | 3.84 | 3.81 | 3.85 |
| At this school, I have the opportunity to do what I do best every day. | 4.25 | 4.18 | 3.99 | 3.80 | 3.85 | 3.67 | 3.64 | 3.68 |
| In the last seven days, I have received recognition or praise for doing good schoolwork. | 3.99 | 3.84 | 3.59 | 3.39 | 3.29 | 3.15 | 3.12 | 3.16 |
| My school is committed to building the strengths of each student.* | 4.44 | 4.36 | 4.09 | 3.84 | 3.80 | 3.51 | 3.41 | 3.43 |
| I have at least one teacher who makes me excited about the future.* | 4.50 | 4.45 | 4.28 | 4.11 | 3.99 | 3.92 | 3.98 | 4.06 |
| WELLBEING GRANDMEAN BY GRADE <i>(out of 10)</i> | 8.37 | 8.56 | 8.56 | 8.53 | 8.51 | 8.45 | 8.44 | 8.48 |
| On which step of the ladder would you say you personally feel you stand at this time? | 7.63 | 7.62 | 7.53 | 7.40 | 7.25 | 7.14 | 7.07 | 7.11 |
| On which step do you think you will stand about five years from now? | 8.37 | 8.56 | 8.56 | 8.53 | 8.51 | 8.45 | 8.44 | 8.48 |
| <i>The following item scores are % Yes responses</i> | | | | | | | | |
| Were you treated with respect all day yesterday?* | 74% | 72% | 67% | 64% | 65% | 64% | 65% | 67% |
| Did you smile or laugh a lot yesterday?* | 81% | 84% | 85% | 84% | 83% | 81% | 80% | 80% |
| Did you learn something interesting yesterday?* | 83% | 81% | 76% | 72% | 72% | 69% | 69% | 70% |
| Did you have enough energy to get things done yesterday?* | 85% | 83% | 78% | 73% | 66% | 60% | 56% | 58% |
| Do you have health problems that keep you from doing any of the things other people your age normally can do?* | 19% | 17% | 16% | 16% | 16% | 17% | 16% | 16% |
| If you are in trouble, do you have family or friends you can count on to help whenever you need them?* | 93% | 94% | 93% | 92% | 92% | 91% | 91% | 91% |

- No data available

* Not included in Wellbeing Index or GrandMean calculations

¹ WB Index calculated from responses to "Step at this time" and "Step in five years". WB GrandMean calculated from responses to "Step in 5 Years".

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APPENDIX

SHARING GALLUP STUDENT POLL RESULTS

Gallup encourages schools and districts to share their Gallup Student Poll results with your local community and key stakeholders. Below are some guidelines for the public release of school, district, and the overall convenience sample data and results.

- You may share the Gallup Student Poll participation results for your school and/or district. The total number of respondents for your school or district is represented by the wellbeing n size on the scorecard. Your school or district participation rate is based upon the total number of eligible students in your school. Students in grades 5 through 12 are eligible to participate in the Gallup Student Poll.
- Please include the Gallup Student Poll methodology and limitations of polling. If most eligible students in grades five through twelve were polled, the district (or school) may indicate that the data represent a census.
- Please do not compare your school or district's data to the overall line of data on your scorecard when publicly sharing results. Since the overall data found in your school or district report is an aggregate of a convenience sample of all schools and districts that opted to participate in the Gallup Student Poll within that survey year, the data are not representative of the U.S. population of students in grades 5 through 12 and are thereby not fit for data comparisons.
- Please communicate ranges in data across schools within the district.
- You may share district or school plans to utilize the data to inform strategies and focus.

If you would like more information on how to publicly share Gallup Student Poll data, please email Gallup at Studentpoll@gallup.com.

GALLUP STUDENT POLL METHODOLOGY

The annual Gallup Student Poll is offered at no cost to public schools and districts in the United States. The online poll is completed by a convenience sample of schools and districts each fall. Schools participating in the annual Gallup Student Poll are not randomly selected and are neither charged nor given any incentives beyond receipt of school-specific data. Participation rates vary by school. The poll is conducted during a designated survey period and available during school hours Tuesday through Friday only. The Gallup Student Poll is administered to students in grades 5 through 12. The primary application of the Gallup Student Poll is as a measure of non-cognitive metrics that predicts student success in academic and other youth development settings.

The overall data from the annual administration of the Gallup Student Poll may not reflect responses from a nationally representative sample of students, and the overall data are not statistically weighted to reflect the U.S. student population; thereby, overall data and scorecards should be used cautiously by local schools and districts as a data comparison. School and district data and scorecards provide meaningful data for local comparisons and may inform strategic initiatives and programming, though the results are not generalizable beyond the universe of the participating school or district.

“The transparency that Clarity provides through CASE allows us to coordinate activities across dozens of schools by using one common language.”

Jo Ann Wheeler
Former CEO
Region 4 ESA, Texas

THE CASE FRAMEWORK

The CASE framework is at the heart of BrightBytes’ Clarity for Schools, a research-based data platform used by thousands of schools to improve the impact of technology on student learning.

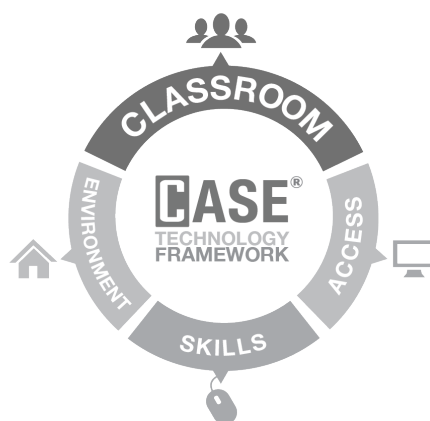
What is the CASE framework?

CASE is a flexible, research-based framework founded on decades of research, practice and analysis. It informs the data gathering and analytical processes used to improve the impact of technology on learning outcomes.

CASE has four domains which enable BrightBytes’ data scientists and practitioners prioritize and strategically target opportunities to positively impact student learning outcomes.

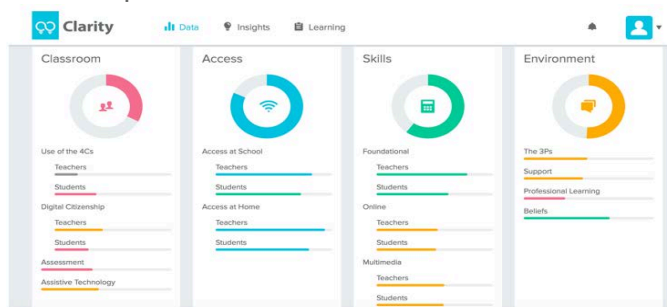
CASE AT A GLANCE

- **Research-based framework** used to improve the impact of technology on student learning
- **Comprehensive** assessment of school’s and district’s current state of technology use
- **Easy-to-understand** overviews of strengths and gaps through visual aids, such as infographics, and benchmark comparisons
- **Actionable** recommendations for improvement, including quick wins and in-depth project plans

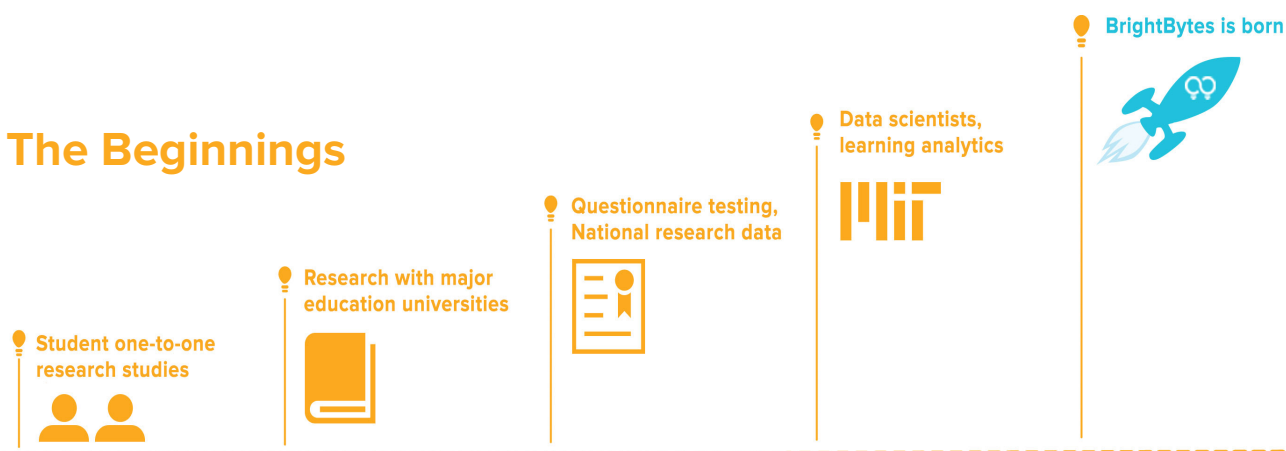


Classroom
Access
Skills
Environment

Each domain contains between three and eight Success Indicators, areas that the research has shown are linked to student outcomes. For example, the Classroom Domain contains Success Indicators that measure teacher and student use of the 21st Century Skills of critical thinking, communication, creativity, and collaboration. In total, there are 20 Success Indicators in the Clarity Schools platform.



The Beginnings



CASE IN ACTION AT



SOUTH MIDDLETON SCHOOL DISTRICT

- **Context:** Director of Instructional Technology sought to improve learning in South Middleton School District
- **Challenge:** CASE framework helped discover that students were using web 2.0 tools at home, but teachers were not comfortable using it personally or professionally
- **Resolution:** Used Clarity to target professional development and created trainings for Google Apps & DropBox, bootcamps for proper use of Moodle and Websperation, and lessons on discussion forums and online chats
- **Results:** Teachers grew more comfortable incorporating new tools into classes. Students who had struggled in traditional classroom settings thrived in social media environments and learning improved

Where does CASE data originate?

The CASE framework began with the study of the first student one-to-one laptop programs in 1999. It was developed to measure whether those technologies, and concurrent changes in pedagogy, were impacting student learning. In the following decades, CASE has grown through the work of researchers, data scientists and practitioners who are among the best in their field at studying and using technology for learning.

Each domain is supported by an extensive library of thousands of articles, from education to business and cognitive science sectors. Behavioral, demographic, psychographic, and student performance data are collected directly from schools and dozens of third-party sources through efficient methods that require very little time from the schools.

Selective data are then integrated into a customized “system dynamics” model developed by the BrightBytes analytics team. The system dynamics approach was first developed by MIT professor Jay Forrester in the mid-1950s and helps us understand how complex systems behave over time.

How does the CASE framework inform each school?

The CASE framework summarizes information into an overall technology maturity score. Scores are a function of the technology within each of the four CASE domains. A school’s CASE score is calculated using advanced algorithms that have been developed by data scientists working with a team of educators, educational researchers, and school practitioners.

Bend – La Pine School Board Adopted Schools for 2015-16

| ELEMENTARY SCHOOL | BOARD MEMBER |
|-------------------------------------------------------------------------|---------------------------|
| Amity Creek Elementary | Cheri Helt |
| Bear Creek Elementary | Ron Gallinat |
| Buckingham Elementary | Ron Gallinat |
| Elk Meadow Elementary | Andy High |
| Ensworth Elementary | Nori Juba |
| Highland Elementary | Cheri Helt |
| High Lakes Elementary | Cheri Helt |
| Jewell Elementary | Peggy Kinkade |
| Juniper Elementary | Julie Craig |
| La Pine Elementary | Stuart Young |
| La Ridge Elementary | Julie Craig |
| Pine Ridge Elementary | Andy High |
| Ponderosa Elementary | Julie Craig |
| Rosland Elementary | Stuart Young |
| Silver Rail Elementary | |
| Three Rivers Elementary | Stuart Young |
| W.E. Miller Elementary | Peggy Kinkade |
| Westside Village | Peggy Kinkade |
| | |
| MIDDLE SCHOOL | BOARD MEMBER |
| Cascade Middle School | Nori Juba, Cheri Helt |
| High Desert Middle School | Ron Gallinat |
| La Pine Middle School | Stuart Young |
| Pacific Crest Middle School | |
| Pilot Butte Middle School | Nori Juba, Andy High |
| Sky View Middle School | Julie Craig |
| | |
| HIGH SCHOOL | BOARD MEMBER |
| Bend High School | Nori Juba, Ron Gallinat |
| La Pine High School | Stuart Young |
| Marshall High School | Ron Gallinat |
| Mountain View High School | Andy High, Julie Craig |
| Summit High School | Peggy Kinkade, Cheri Helt |
| | |
| SCHOOLS | BOARD MEMBER |
| Ensworth, Cascade Middle, Pilot Butte Middle, Bend High | Nori Juba |
| Elk Meadow, Pine Ridge, Pilot Butte Middle, Mt. View High | Andy High |
| Bear Creek, Buckingham, High Desert Middle, Bend High, Marshall High | Ron Gallinat |
| Amity Creek, Highland, High Lakes, Cascade Middle, Summit High | Cheri Helt |
| Juniper, Lava Ridge, Ponderosa, Sky View Middle, Mt. View High | Julie Craig |
| Jewell, Westside Village, W.E. Miller, Summit High | Peggy Kinkade |
| La Pine Elementary, Rosland, Three Rivers, La Pine Middle, La Pine High | Stuart Young |

2015-16
Board Leadership Meeting Schedule
 Board Representatives and Superintendent

Date listed: 8:00 – 9:00a

Board Chair and Vice Chair will rotate dates and will include two other board members at each meeting, for a total of three board members.

Chair and/or Vice Chair and:

| | |
|--------------------------|---------------------------|
| August 11 | Cheri Helt & Stuart Young |
| August 18 | |
| August 25 | |
| September 1 / no meeting | District Welcome Back |
| September 8 | |
| September 15 | |
| September 22 | |
| September 29 | |
| October 6 | |
| October 13 | |
| October 20 | |
| October 27 | |
| November 3 | |
| November 10 | |
| November 17 | |
| November 24 | |
| December 1 | |
| December 8 | |
| December 15 | |
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| January 19 | |
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| February 16 | |
| February 23 | |
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| March 8 | |
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| April 5 | |
| April 12 | |
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| April 26 | |
| May 3 | |
| May 10 | |
| May 17 | |

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| May 24 | |
| May 31 | |
| June 7 | |
| June 14 | |
| June 21 | |
| June 28 | |