

**Bend-La Pine Schools**  
**Bend, OR 97703**  
**May 24, 2016**

Regular Meeting 5:00 p.m.

The Board of Directors of Bend-La Pine Schools will meet in a regular meeting on May 24, 2016 at 5:00 p.m. in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

**Regular Meeting Agenda**

Call to Order	Chair Juba
Pledge of Allegiance	Stuart Young
Review of Agenda	Chair Juba

**Discussion**

IP 65 Discussion	Chair Juba
IP 28 Discussion	Chair Juba

**Public Input**

<i>Public Input</i> 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
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**Public Hearing**

2016-17 Budget	Chair Juba
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**Consent Agenda**

Approval of Minutes – May 10, 2016 <i>Reference: ORS 192.650 and ORS 332.057</i>	Chair Juba
Approval of Budget Committee Meeting Minutes – May 10, 2016	
Approval of Personnel Recommendations <i>Reference: ORS 332.505</i>	Deputy Superintendent Mathisen

**Action Items**

Mathematics Instructional Materials Adoption	Lora Nordquist
English Language Arts Instructional Materials Adoption	Lora Nordquist
Health Supplemental Instructional Materials Adoption	Lora Nordquist

**Reports**

Executive Limitation 9 – Technology	Skip Offenhauser & Ben Hansen
2015-16 Bend-La Pine Schools Alternative Learning Options Report	Dave Holmberg

**Board Comments**

**Adjourn**

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

The Board of Directors for Bend-La Pine Schools met in a regular session on May 10, 2016 in room 314 of the Education Center, 520 NW Wall Street, Bend, OR.

**Board Members Present**

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

**Board Members Absent**

Julie Craig

**Call to Order**

The meeting was called to order at 6:23p by Chair Juba, the Pledge of Allegiance followed.

**Review of Agenda**

Superintendent Mikalson noted the updated agenda, specifically that the IP 28 discussion will happen on May 24 or June 14 depending on schedules.

**Public Input**

Don Stearns, BEA President, invited Board members to an upcoming Schools Out for Summer community event on June 3, 5:00-8:00p at the Des Chutes Historical Museum front lawn. The event will have food and music and all proceeds will go to the Historical Museum and the Boys and Girls Club.

**Superintendent's Report**

Superintendent Mikalson said Sonja Donohue was originally scheduled for tonight to share the success of the partnership with the district and The Center Foundation, however she had to cancel and will present to the Board at a later meeting. Mikalson shared Mt. View High School student Sage Hassell recently won the Congressional Art Contest for her acrylic painting. Her artwork will be displayed at the US Capitol for a year and she was also awarded two round trip tickets to visit Washington D.C. to attend the opening reception for the artwork. Peggy Kinkade added Hassell was recently crowned prom queen and is a wonderful person.

Mikalson reminded all of the Oregon Rising event at Summit High School scheduled for May 12 at 6:00p. The goal is to have conversations about what Oregonians dream for their students. He encouraged all to attend and noted there is also an online survey to share ideas. Mikalson said this is a great opportunity to extend the conversation from the state level about Student B and what our high schools are doing.

**Consent Agenda**

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

**Action Item**

***RFP Process***

Brad Henry reviewed the executive summary in the board packet on the Request for Proposals (RFP) Process. He said with the approval of Executive Limitation 7 – Facilities, the RFP process for Architectural and CMGC construction services has been updated. The updated process has been used once already and

Peggy Kinkade shared that having participated in the previous process and the new process; she finds the updated system to be more fair and less arbitrary especially in the scoring system. Chair Juba asked about steps two and three which seem to conflict one another because contracts are really being compared to one another. Mike Tiller noted the overall goal is to compare the proposals to the RFP scoring guide. Discussion ensued on how the process can continue to be fine-tuned and Kinkade suggested updating the summary language to match the process and practices that are currently taking place. Cheri Helt added she would like to have documentation about interviews and the reasons for or not conducting interviews with architects or contractors as part of the process.

Chair Juba said the 2016 summer bond projects need to get going and emphasized the importance of approving the RFP Process tonight so as not to delay things further. He added that Tiller and Angus Eastwood have always been more than diligent in their practice. Andy High agreed, adding that most of the language in the RFP Process proposal is from the Attorney General's office.

***Andy High moved to approve the RFP Process with amendments discussed. Peggy Kinkade seconded the motion. Unanimous approval.***

## **Reports**

### *Executive Limitation 7 – Facilities*

Brad Henry reviewed pages 12-15 in the board packet and Mikalson noted a couple of areas staff would like to seek Board direction on:

- 4: suggestion of changing the language in 'E' because in the way it reads now, the Board would see every pre-construction drawing for approval. Juba suggested using the word 'notify'
- 7: suggestion of clarification of the name or naming process and the way the EL 7 is written

Andy High asked about 2: Compliance, and the balance of safety vs. efficiency, noting some school campuses are well light outside at night, while others are totally dark. Mike Tiller said the exterior building lights are at the discretion of each principal, all interior lights are on a timer system and part of an alarm system and at this time there is not a way to sync the interior and exterior systems. He understood High's concern and said there is a split in opinions for light and dark campuses. Stuart Young suggested a look at dark campuses and possibly lighting adjustments that could be made.

Chair Juba asked about a new branch of Mid Oregon Federal Credit Union opening in a school. Jay Mathisen shared there has been discussion at La Pine High School, but nothing has been determined yet. Peggy Kinkade noted a scenario like this would fall under 6: Public Use of Facilities, and she would begin to work on some language and possible processes for circumstances that arise.

Juba asked about 4 and the process for visiting other facilities as part of programming and asked if the 'lessons learned meeting' has happened. Tiller said these meetings take place 6 months after completion and again after the school year and provide staff with valuable feedback.

Juba said a detailed summary of facility usage along with the district's fee structure was provided to Board members and would like to continue to see regular reports of the same data presented each year during policy monitoring.

## **Discussion**

### *2016 Summer Board Calendar*

Board members discussed June, July and August dates for meetings and the Board retreat.

- June 28, 2016 meeting is cancelled
- July 12, 2016 meeting will be held at noon
- August 2, 2016 Board retreat will be held from 8:00a – noon, location TBD.

Andy High asked for clarification on the IP 28 and IP 65 discussion, adding his preference would be to host the discussion on separate dates to avoid a debate and make it more of a learning opportunity. All Board

members agreed. Kinkade suggested starting the board meeting on May 24 at 5:00p as the agenda is quite full, however, to still have public input at 6:00p. All Board members agreed.

#### *Student B Learning – What Does It Look Like?*

Chair Juba complimented Superintendent Mikalson on his efforts to reach out in schools and to the community to share and help people understand Student B. He thanked Summit High School Principal, Alice DeWittie, for joining the meeting tonight to share about work she has been a part of, which is a great example of vision translated to action.

DeWittie shared her experiences in high school as both a student and in her professional career and said about four years ago the staff at Summit High challenged each other to push the envelope and think of ways to change the average high school experience. She said this past summer, she became aware of XQ Super School and a dedicated team from Summit has been working on a proposal to submit in the next couple of weeks. DeWittie shared the model for ‘Redesign High School,’ and explained what each year would be like for a high school student from their daily schedule to meeting testing requirements and state standards to internships and capstone projects. Students have been included in the design process and have been a key part of concept development, and students are excited about the idea.

Stuart Young asked about the timelines for notification from the XQ Super School. DeWittie said the application will be submitted on May 23 and they should find out something in mid-August. DeWittie shared how important she feels it is that a new high school design is part of the public school system rather than a charter or private school. She feels the public school system can support this kind of thinking and that students are ready and will be engaged with this type of learning.

Andy High asked what type of student Redesign High School targets, those who want to pursue post-secondary education or those who want to enter the work force after graduation? DeWittie said it is designed for all students because there are times for students to explore through internships and community learning opportunities that can help them find what they excel at and are passionate about. There are actually more opportunities for students to do hands on learning and receive credit than in a traditional high school model.

Cheri Helt said she likes the idea and feels it highlights the 4 C’s and is a great example of teachers and leaders working together to do something new and meaningful for students. Mikalson agreed and said this is a great example of the school design work each level leader (Jay Mathisen, Jim Boen and Gary Timms) have been helping their schools with this school year.

High asked about plans to help manage student expectations so they understand the most glamorous jobs and opportunities will take time to obtain. DeWittie explained the internship format will help students learn basic work skills necessary in any type of job. She added, the capstone project could also provide students an opportunity to learn what they excel in, or what they may not excel in, both are equally valuable lessons to learn. She is hopeful to develop thinkers and feels students are ready for the opportunity. Juba thanked DeWittie for her work, passion and presentation to the Board.

Chair Juba asked Peggy Kinkade to share about her learnings around creativity from her recent trip to the NSBA Convention. Kinkade shared a short video and noted that creativity is one of the most valued assets employers are seeking. She is excited about DeWittie’s idea encouraging students to be creative, take risks and finding ways to honor the process rather than the outcome. Kinkade added that creativity is not just limited to the performing arts as there are ways to be creative in all curricular areas. Helt agreed and said learning from taking risks helps students become resilient. Juba also agreed and shared a personal story of how a failure in life helped him learn and move forward to greater successes.

Jay Mathisen said principals around the district are doing similar work to what DeWittie shared at all levels. The school design work has been an exciting process and is thankful for the creative thinkers who are

passionate leaders at our schools. Juba said he would appreciate hearing more from other schools about their work.

Juba shared a letter from the Executive Director at the Bethlehem Inn thanking the students and staff from Bend International School who recently completed a beautification project for the Inn. He too appreciates BIS's community service and Kinkade added there is often talk of a "5<sup>th</sup> C" and that being compassion. Juba agreed and thanked all for the great discussion.

Juba took a moment to extend the budget conversation from earlier in the evening and asked High to share reasons for voting against the proposed budget. High said his no vote was based on the dollars in the reserve fund, and philosophically, he struggles with the idea that there are millions of dollars not being used when there are so many needs across the district those funds could help support. Juba understood, noting he too goes back and forth on reserve funds vs. pressing demands. Ron Gallinat noted the stronger reserve funds the district has, the stronger borrowing power we have when it comes time for bonds, etc. Brad Henry said that is true and does drive interest rates when the district sells bonds. Juba shared his thoughts on thinking outside of the box on funding and is tired of waiting on the state to provide the dollars the districts need. He reviewed a 10-year trend on enrollment figures and commented that budgeted dollars per student has increased. Cheri Helt noted that once the 5% reserve fund is established, the district will not take more dollars out of the general fund. Juba feels the 10-year trend for the district is generally positive, but to be at the national average for funding, Oregon needs \$2 billion more dollars, which would translate to \$30 million more dollars per year to Bend-La Pine Schools specifically. Over time, Juba feels district money has been directed to the right places, but the fundamental problem is that we simply do not have enough to work with.

#### **Board Comments**

Cheri Helt thanked Representative Whisnant, Senator Knoop and Representative Buehler for the time they spent recently with the OSBA Revenue Reform Committee, she was very pleased to hear their positive comments and overall support for education.

Stuart Young thanked Andy High for his insight and shared his concerns about the amount of reserves in the budget, however, he ultimately feels that reserves are necessary. He would like to continue the discussion around the amount of reserves in the future. He enjoyed the Student B conversations and would like to see and learn more about the creativity taking place in schools.

Ron Gallinat thanked Don Stearns for the invitation to the School's Out for Summer event. He enjoyed what Alice DeWittie shared and would like to see how this kind of work can translate into other parts of the district, and if the grant isn't awarded, what are the plans in place to continue this work?

Andy High shared he, Peggy Kinkade and Chair Juba met with Plan B, the firm selected by the Board to do the performance review of bond projects. Plan B will be spending time meeting with staff, architects, contractors, touring buildings, etc. over the next few weeks. High said his son is the only student who opted out of Smarter Balance testing and High noted his son has made significant advances in mathematics because of the one-on-one instruction he has had in place of testing.

Meeting adjourned at 8:24p.

Respectfully submitted,  
Andrea Wilson

Bend-La Pine Schools  
520 NW Wall Street  
Bend, Oregon 97703

**Budget Meeting Minutes  
May 10, 2016**

The Budget Committee of Administrative School District No. 1 met on Tuesday, May 10, 2016, preceding the regular school board meeting. The meeting was held in the Board Room of the Administrative Center, 520 NW Wall Street, Bend, Oregon.

**Budget Committee members present**

Tom Bahrman  
Julie Craig  
Brady Fuller  
Ron Gallinat  
Cheri Helt  
Andy High  
Matt Hillman  
Nori Juba  
Peggy Kinkade  
Natasha McFarland  
Rick Olegario  
Heidi Slaybaugh  
Ron Smith  
Dr. Stuart Young

**Absent**

**Call to Order**

Chair Juba called the meeting to order at 5:00. The Pledge of Allegiance led by Cheri Helt followed.

**Public Input**

**None**

**Approval of Minutes**

Chair McFarland requested approval of the minutes if no changes were needed. Ron Smith made a motion to approve. Peggy Kinkade seconded the motion.

Superintendent Mikalson shared how much he appreciated all the hard work and input that has transpired since the last budget meeting, especially the thoughtful questions and informative answers that have been exchanged by the group via e-mail. Superintendent Mikalson gave a brief update on the foundational eight measurements from the Comp Plan that are the framework for this current budget proposal. This document is central to the work we measure ourselves against and is the culmination of 100 plus staff collaborating and goal setting.

Superintendent Mikalson explained how strategic investments are attached to priorities. Utilization of wise spending to phase in timelines and dollars attached to them will move us towards the districts goals. He mentioned that with a multiple-year look ahead we do not have the funding to address all of our issues and goals. By setting out a three-year look ahead it will help stay focused on the districts goals.

Zhai Logan began with a thank you for all of the thoughtful questions. She sent out two sets of questions and answers since the last meeting of April 26, 2016. Brad Henry shared that it is not common policy to go over every question, rather address any new questions moving forward.

Nori Juba asked about the cost of the Alternative Learning Options. Brad Henry mentioned that the majority of substitutes are coded through the High Desert ESD, but not all. This is a large portion of the increase. Nori asked if there might be some way to measure the time spent by staff on professional development and a way to share and quantify the value added, in answer to the board mandate. The team will work to find a solution to report this, it might be difficult to capture in the current budget document.

Cheri Helt asked if the future impacts of Senate Bill 454 had been planned for in the budget, with the requirements for sick time pay for our substitutes. Brad Henry assured the group this had been part of the planning; additionally most of the substitutes are hired through High Desert ESD. Zhai Logan assured the committee that we continue to review all new legal and business issues and their impact on the budget and planning.

Peggy Kinkade asked about a specific line item that was at a low cost and now has increased by approximately \$40,000. Brad Henry mentioned that he would look into specific software and counselors. It was also mentioned that the costs for Wi-Fi have increased, in direct correlation with increase in student internet usage.

Nori Juba mentioned that when the iPad rollout was first discussed, the neutral exchange of cost of books versus ipads, no thought given to the increase of expense for Wi-Fi. Brad Henry will look into the actual current costs of this usage. Superintendent Mikalson mentioned that he would be happy to prepare a graphic similar to the Investment Analysis for a comparison and review in the future.

Cheri Helt mentioned that she would like to track the new teacher compensation program over the life span of the five-year MOU with BEA to see actual completion rates and financial impacts.

Andy High apologized for missing much of the previous conversation, but again wished to express his concern about the current reserve fund. He realizes that Moody's suggests we have more in reserve and this is in keeping with board policy but he would like to see this re-visited. He would like to know what triggers the use of these funds and when are they utilized?

Brad Henry stated that the Moody's analysis compared us to like districts across the nation and our ending fund balance is lower in comparison. Maintaining our fund balance is advantageous to our bond rating, which speaks to the financial health of our district.

Nori Juba thinks the 5% reserve was strongly advocated by the board approximately 10 years ago. The single biggest investment over this period of time has been the reserve fund, on one hand he agrees, yet he also feels some of it should be put to use. He understands the credit rating for future bonds, but asked the committee if funds could be borrowed with the reserve as collateral. Cheri Helt feels that our current funding structure is rather fragile and volatile. She is concerned about future PERS increases over the next biennium; she takes comfort in having the reserve fund as a cushion.

Stuart Young appreciates the questions and answers in response to the ODE structured budget document. He would like to see some way to quantify how we proceed forward with the philosophy of world class.

Heidi Slaybaugh asked if increasing school days is on the table. Shay stated the reality is, current Oregon funding does not make adding days back possible.

Tom Bahrman made a motion: I approve the assessment of the permanent tax rate of \$4.7641 per \$1,000 of assessed value in support of the general fund, to approve a tax of \$22,790,258 in the Debt Service Fund for the purpose of the payment of bonded debt owed by the school district, and to approve the budget in the aggregate amount of \$252,648,014.

Natasha McFarland requested a second motion, Ron Gallinat seconded. Thirteen in favor and one opposed (Andy High), motion carried

Natasha McFarland thanked the committee for their work. She adjourned the meeting at 6:05.

Respectfully Submitted,

Marsha Baro  
Recording Secretary

The Budget Hearing will be held at the School Board meeting on May 24th.



**HUMAN RESOURCES**  
*Education Center*  
 520 N.W. Wall Street  
 Bend, Oregon 97703-2699  
 (541) 355-1100  
 Fax: (541) 355-1109

DATE: May 19, 2016

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

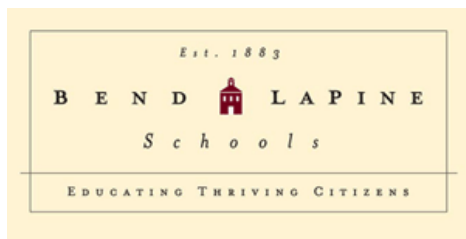
FROM: Jay Mathisen, Deputy Superintendent  
 Jon Lindsay, Director of Human Resources - Certified

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 May 24, 2016. All hires are subject to successful drug testing, background check, and Oregon licensure.

**CERTIFIED HIRES 2016/17**

<b>NAME</b>	<b>POSITION</b>	<b>LOCATION</b>	<b>STATUS</b>	<b>HIRE DATE</b>
Adrien, Connie	Study Skills @ .167 FTE #106179	Bend Sr HS	Temporary	05/24/2016
Amman, Ian	Language Arts #106140	Bend Sr HS	Temporary to Regular	05/24/2016
Arsenault, Trevor	Intermediate Teacher #106154	Rosland ES	Temporary to Regular	05/24/2016
Baisch, Jeffrey	Business Educ Teacher .92 FTE #106145	La Pine HS	Regular	05/24/2016
Becker, Benjamin	Intermediate Teacher #106104	La Pine ES	Temporary	05/24/2016
Blaho, Julia A	Speech Language Pathologist #106116	Special Programs	Regular	05/24/2016
Buck, Linda	Language Arts/Social Stds #106111	La Pine MS	Regular	05/24/2016
Cooper, Kristin	Study Skills .0835 FTE #106180	Bend Sr HS	Part-time to Full-time Temporary	05/24/2016
Deaner, Jason	Dean of Students 106119	La Pine MS	Regular	05/24/2016
Gregory, Adam	Intermediate Teacher #106107	La Pine ES	Regular	05/24/2016
Holden, Kirsten	Study Skills .0835 FTE #106180	Bend Sr HS	Part-time to Full-time Temporary	05/24/2016
Hollingsworth, Liana	Math Teacher .75 FTE #106133	La Pine MS	Temporary 2 to Regular	05/24/2016
Hunter, Zoe	Counselor @ .50 FTE #106156	Pine Ridge ES	Temporary to Temporary 2	05/24/2016
Keesling, Karen	Child Development @ .333 FTE #106139	Bend Sr HS	Non-Contract	05/24/2016
Kent, Brian	Advanced Math @ .667 FTE #106166	Cascade MS	Temporary to Part-time Regular	05/24/2016
Kitchen, Matthew	Social Studies Teacher #106132	High Desert MS	Regular	05/24/2016



## HUMAN RESOURCES

*Education Center*

*520 N.W. Wall Street*

*Bend, Oregon 97703-2699*

*(541) 355-1100*

*Fax: (541) 355-1109*

MacFarland, Gavin	Counselor @ .50 FTE #106150	Pilot Butte MS	Part-time to Full-time Regular	05/24/2016
Meservy, Jay	Alternative Education Teacher #106181	Teaching & Learning/ STRIVE	Regular	05/24/2016
Mooney, Mary	Primary Teacher #106101	Ponderosa	Regular	05/24/2016
Olechnowica, Kyle	NJROTC #106090	La Pine HS	Regular	05/24/2016
Ragnarsson, Kristin	Speech Language Pathologist #106116	Special Programs	Regular	05/24/2016
Roberts, Jacob	Physical Education Teacher #106155	Lava Ridge ES	Regular	05/24/2016
Rogers, Josi	Primary Teacher #106101	Wm E Miller ES	Temporary to Regular	05/24/2016
Schwab, Marie-Therese	Intermediate Teacher #106067	Bear Creek ES	Regular	05/24/2016
Scott, Nicole	Primary Teacher #106107	La Pine ES	Regular	05/24/2016
Scruggs, Alyssa	Primary Teacher #106101	Lava Ridge ES	Regular	05/24/2016
Seymour, Christen	Language Arts #106140	Bend Sr HS	Temporary to Regular	05/24/2016
Shaw, Robert	Meteorology Teacher @ .167 FTE #106146	Bend Sr HS	Non-Contract	05/24/2016
Siegrist, Monica	School Psychologist #106114	Special Programs	Regular	05/24/2016
Traut, Andrew	Athletic Trainer @ .167FTE #106147	Bend Sr HS	Non-Contract	05/24/2016
White, Dannika	Primary Teacher #106103	Pine Ridge ES	Temporary to Temporary 2	05/24/2016
Williams, Kayla	Primary Teacher #106101	Elk Meadow ES	Regular	05/24/2016

### **CERTIFIED RESIGNATION**

<b><i>NAME</i></b>	<b><i>POSITION</i></b>	<b><i>LOCATION</i></b>	<b><i>RESIGN DATE</i></b>
Abrams, Scott	Special Programs .50 FTE OF 1.0 FTE	Teaching & Learning STRIVE	05/24/2016

May 19, 2016

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 and Resignations

The Human Resources Department recommends approval of the following hires and resignations at the School Board meeting on May 24, 2016.

**Classified Hiring**

<b>Name</b>	<b>Position/Posting No.</b>	<b>Location</b>	<b>Temp/Regular Position</b>	<b>Hire Date</b>
Cheney, Noah	106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/5/16
Garrett, James	106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/6/16
McIntyre, Mackenzie	106184 Media Tech Assistant	Bend High	Reg 8 hrs / day	5/12/16
Murphy, Katie	106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/6/16
Ruby, Austen	106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/12/16
Sutton, Preston	106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/18/16
Wallskog, Kenneth	106092 Summer Mowing Crew	Maintenance	Temp 8 hrs / day	5/4/16

**Classified Resignations**

<b>Name</b>	<b>Position</b>	<b>Location</b>	<b>Resign Date</b>
Blakinger, Teresa	EA – Student Instruction	Three Rivers	9/21/15 – 5-10-16
Currie, Robert	FAN Advocate / EA – Student Instruction	Bear Creek	12/8/95 – 6/30/16
Hasenoehrl, Susan	EA – Inclusion	WE Miller	9/26/05 – 5/2/16
Hoeper, Sylvia	Nutrition Server I	Buckingham	3/17/16 – 5/31/16
Hunter, Zoe	EA – Inclusion	Pine Ridge	8/26/14 – 5/6/16
Munsey, Christine	Nutrition Server I	Buckingham	12/1/14 – 5/27/16
O'Leary, Aaron	Custodial Assistant II	Summit	6/15/09 – 5/11/16
Powell, Stephen	Custodial Crew I	WE Miller	8/17/15 – 5/6/16
Schneider, Jason	Repair Technician	Transportation	4/30/01 – 6/8/16
Spurgeon, Cathy	EA – Inclusion	Mountain View	6/11/96 – 6/30/16

## **EXECUTIVE SUMMARY**

### **Instructional Materials Adoption: Mathematics, English Language Arts, Health**

**Lora Nordquist, Assistant Superintendent for Teaching and Learning**

#### **Mathematics**

During the 2015-16 school year, the mathematics curriculum review team engaged in a thorough process to identify core beliefs about mathematics instruction, learn more about best instructional practices, and evaluate the merits of a variety of instructional materials.

Included with this executive summary are the following:

- recommendations for high school and elementary programs
- list of members of the Mathematics Curriculum Review Team (MCRT)
- core beliefs document
- overview of the MCRT process

#### **English Language Arts**

During the 2015-16 school year, selected secondary English language arts teachers in the district piloted *StudySync* (McGraw-Hill Education), a digital literacy program, and began the first phase of implementation of the adopted *Units of Study for Teaching Writing* (6<sup>th</sup> grade only).

Included with this executive summary are the following:

- recommendations for secondary ELA materials adoptions
- overview of the secondary ELA adoption process

#### **Health**

Included with this executive summary is a recommendation for the adoption of two supplemental health programs/materials.

**Recommended motion: *I move to approve the materials recommendations for mathematics, English language arts, and health.***

## **Mathematics Instructional Materials Adoption Recommendations May 24, 2016**

### **Elementary Schools**

The district's recommendation for elementary school mathematics materials is *Bridges in Mathematics* (Math Learning Center, second edition).

### **Middle Schools**

The district anticipates making a recommendation for middle school materials at the June 10<sup>th</sup> school board meeting. Currently, two programs are under consideration:

- *Eureka Math* (Great Minds)
- *CPM*

### **High Schools**

The district's recommendation to the school board is a split adoption, allowing schools to choose between the two programs selected by the MCRT as the finalists:

- *Big Ideas Math (HMH)*: Bend High, Mountain View, La Pine High
- *CPM*: Summit, Marshall

**Bend-La Pine Schools**  
**Mathematics Core Beliefs (adopted 2015-16)**

***We believe our district program, aligned with Oregon's standards of mathematical content and practices and designed for all students' success as mathematicians, must include the following components:***

**Effective Teaching and Learning**

*An excellent mathematics program requires effective teaching that engages ALL students in meaningful learning through individual and collaborative experiences that promote their abilities to make sense of mathematical ideas and reason mathematically. We commit to...*

- Establishing mathematical goals to focus learning;
- Providing all students access to rigorous tasks that promote reasoning and problem solving;
- Using and connecting mathematical representations;
- Posing purposeful questions that facilitate meaningful discourse;
- Commit to instruction that emphasizes the relationship between conceptual understanding and procedural fluency, i.e. conceptual understanding is a critical tool in building procedural fluency, and conversely, procedural fluency supports conceptual understanding
- Supporting productive struggle in learning mathematics;
- Eliciting and utilizing evidence of students' thinking; and
- Eliciting and developing the creative use of knowledge and promote the "fun" in mathematics.

**Access and Equity**

*An excellent mathematics program requires that ALL STUDENTS have access to a high-quality mathematics curriculum, effective teaching and learning, high expectations, and the support and resources needed to maximize their learning potential. We commit to...*

- Accepting a shared responsibility for educating each student as a unique learner, differentiating instruction so that all students can participate in rigorous activities and achieve high standards;
- Promoting the beliefs that success, learning and intelligence are dynamic, depending on opportunity, experience, effort and a growth mindset;
- Fostering communities of learners, understanding and leveraging students' cultures, circumstances and languages to support and enhance learning in mathematics;
- Providing open ended problems that provide multiple entry points and extensions
- Ensuring targeted, integrated intervention and enrichment to accelerate students' learning both within and beyond core instruction;
- Communicating with parents and students about curriculum, support, and resources.

**High-Quality Curriculum**

*An excellent mathematics program includes a curriculum that develops important mathematics along coherent learning progressions and develops connections among areas of mathematical study and between mathematics and the real world. We commit to...*

Using materials that are vertically and horizontally aligned K-12 across sites within the district, including coherent sequencing of core mathematical ideas and vocabulary;  
Utilizing district-adopted materials as a foundation for core instruction focused on standards-driven instruction within every unit and lesson;

- Providing appropriate intervention and enrichment materials that attend to both conceptual understanding and procedural fluency;
- Providing access to content knowledge that supports core mathematical ideas.

## **Relevant Tools and Technology**

*An excellent mathematics program integrates the use of mathematical tools and technology as essential resources to help students learn and make sense of mathematical ideas, reason mathematically, and communicate their mathematical thinking. We commit to selecting tools that...*

- Assist students in visualizing, understanding and communicating mathematical concepts;
- Enhance instruction and promote mathematical teaching practices;
- Promote students' mathematical reasoning and sense-making;
- Enhance and extend students' capabilities in problem solving;
- Promote the investigation of rigorous mathematical concepts in efficient and effective ways.

*In addition, we commit to...*

- Emphasizing the importance of tools and technology as an enhancement of instruction rather than a replacement for it.
- Ensuring that students and families without digital access at home have full access to learning tools .

## **Integrated Assessment Systems**

*An excellent mathematics program ensures that assessment plays an integral part in instruction. High-quality assessment systems include a variety of strategies and data sources and generate useful information regarding student growth and/or proficiency in important mathematical content and practices, instructional decisions and program improvement needs. We commit to an assessment system that...*

- Offers varying formats to accommodate different strategies and multiple entry points;
- Promotes the use of standards based common assessments and collaborative scoring that meet the needs of individual sites, teachers, classes and students;
- Is manageable for teachers and students;
- Provides common rubrics for curriculum-based measures used in report card scoring;
- Includes diagnostic and formative assessments to provide teachers and students the necessary information to guide instruction and monitor learning;
- Gives meaningful information on students' growth and/or proficiency.

## **Professionalism**

*In an excellent mathematics program, educators hold themselves and their colleagues accountable for the mathematical success of every student, as well as for their personal and collective professional growth in effective teaching and learning of mathematics. We commit to...*

- Recognizing that expertise in content and pedagogy is a career-long process, supported by ongoing professional inquiry;
- Collaborating both within and among sites, vertically and horizontally k-12;
- Providing sufficient time for purposeful planning, collaboration and reflection;
- Making classroom practices transparent in order to promote effective teaching and learning.
- Providing ongoing professional learning for implementation of instructional materials, with effective teaching practices aligned to our core beliefs, content and practice standards, and tools and technology;
-

**Bend-La Pine Schools**  
**Mathematics Curriculum Review Team 2015-16**  
**District Leaders: Skip Offenhauser, Kerry Morton**  
**Consultant, Fred Rectanus, Teachers Development Group**

	<b>School/Department</b>	<b>Representative(s) 12 I, 8 P, 5 O</b>
1.	Amity	Dave Dallas 3
2.	Bear Creek	Sara Swedlund T Kinsey Martin DI
3.	Buckingham	Shelly Scheafer* 1
4.	Elk Meadow	Suzanne Lange T Conor Holmberg 5
5.	Ensworth	Randy King 3
6.	High Lakes	Allison Steinbaugh 3
7.	Highland	Anna Park k Cami Green 5
8.	Juniper	Jill Harrelson 3
9.	La Pine Elem.	Kaelynn Adams 1
10.	Lava Ridge	Jason Kingrey 4/5
11.	Pine Ridge	Amber Linn 4 Stephanie Johnson 1
12.	Ponderosa	Marissa Nehl 3 Kristin Shaw 5
13.	Jewell	Alisa Hayes, 1 Josh Marks** VP
14.	Rosland	Leslie Reif 1
15.	Silver Rail	Ona Larsell 4
16.	Three Rivers	Janet McLain 1
17.	WVMS	Gabe Linn K-8
18.	WE Miller	Julie Stirling, 5 Brenda Ayres 1 Jen Healy** P
19.	Cascade	Matea Haugen*
20.	High Desert	Jon Williams
21.	La Pine Middle	Dawn Thill
22.	Pacific Crest	Brian Miller Renee Skjersaa
23.	Pilot Butte	Kyle Gomez
24.	REALMS	Dante Biancucci
25.	Sky View	Tara Butler*, Scott Olszewski** Lyn Philibin
26.	Bend High	Denise Roberts, Karen Stiner** Adam Randall Doug Demirelli
27.	La Pine High	Erin Hoffman
28.	Marshall	Connie Peters Alex Greenwood
29.	Mt. View	Amy Romero Lauren Shore Sharon Sieveking
30.	Summit	Matt Johnson* Brandon Thompson Jacquelyn Greenwood
31.	Special Programs	Colleen Funderburg*

## 2016-17 Secondary ELA Recommendation Summary May 24, 2016

### ***Units of Study for Teaching Writing***

- Grades 6 and 7 teachers: at least two units (building choice)
- Ongoing professional learning to include at least one half-day lab or launch prep
- *Teachers may modify the delivery (choice of mentor text, number of days per week, breaks between “Bends,” alternate teacher stories, etc.) to meet their students’ needs, but will follow the design of the curriculum.*

### ***StudySync***

- Teacher Access Codes for all secondary ELA teachers as a resource
- Student Access Codes as requested (after May 18 overview)
- Professional learning at 9/14 and 10/5 SIWs

### ***Inquiry By Design***

- *The committee considers IBD to be a valuable methodology for critical reading and thinking, and not an approach to explicit writing instruction.*
- MicroCourse materials and labs as requested
- Inquiry pedagogy “Institute” for all secondary ELA teachers on Flex Day

### **Core and Supplemental Book List**

<b>Title, Author</b>	<b>Grade Band</b>
<i>Watsons go To Birmingham</i> , Curtis	6
<i>Giver</i> , Lowry	7
<i>Outsiders</i> , Hinton	7
<i>Call of the Wild</i> , London	8
<i>Diary of Anne Frank: A Play</i> Goodrich & Hackett	8
<i>Fahrenheit 451</i> , Bradbury	9/10
<i>Lord of the Flies</i> , Golding	9/10
<i>Night</i> , Wiesel	9/10
<i>Odyssey</i> , Homer	9/10
<i>Of Mice and Men</i> , Steinbeck	9/10
<i>Romeo and Juliet</i> , Shakespeare	9/10
<i>To Kill a Mockingbird</i> , Lee	9/10
<i>Beowulf</i>	11/12
<i>Brave New World</i> , Huxley	11/12
<i>Catcher in the Rye</i> , Salinger	11/12
<i>Crucible</i> , Miller	11/12
<i>Great Gatsby</i> , Fitzgerald	11/12
<i>Hamlet</i> , Shakespeare	11/12
<i>Macbeth</i> , Shakespeare	11/12

## **Secondary ELA Adoption Committee Process**

12/3/13 – 1/16/14

K-12 ELA/SpEd/ELD representatives read key texts to study best practices for each of the following categories:

- Curriculum and Instruction
- Assessment
- Professional Development
- Equity/Achievement Gap

1/16/14 – 5/13/14

Developed K-12 ELA Core Beliefs, vetted at sites, presented to board.

2/21/14 – 3/18/14

Secondary committee studied the CCSS and SBAC Sample Assessments to develop criteria for review of the following adoption components:

- Instructional Practices
- Professional Development
- Materials

3/18/14 – 4/18/14

Explored resources for the teaching of Writing, Speaking and Listening, and Language standards.

4/18/14 – 5/13/14

Developed Secondary ELA Agreements for 2014-15, vetted at sites, presented to board.

6/23/14 – 3/16/15

Piloted Lucy Calkins Units of Study (grades 6-8) in 5 classrooms/3 schools

- Piloters attended a full-day training.
- Piloters attended five 90-minute PLC meetings.
- Piloters and middle school committee members analyzed pre- and post- student work from two pilot units.

9/17/14, 11/19/14, 1/21/15, 3/18/15

Held All-District Secondary ELA/SpEd SIWs to implement Secondary ELA Agreements for 2014-15.

12/12/14 – 2/24/15

Piloted Inquiry by Design Close Reading of Informational and Literary Non-Fiction Texts

MicroCourse (grades 6-11) in 7 classrooms/5 schools/675 students

- Three committee members attended a full-day institute for pilot MicroCourse unit.
- Piloters and two committee members attended a full-day institute for “Writing in the Era of the Common Core” MicroCourse.
- Piloters, all committee members, and an administrator from every middle school and high school attended full-day institute for pilot MicroCourse unit.
- Piloters attended a half-day learning lab; some piloters received additional coaching and/or planning time.
- Piloters and all committee members analyzed student work from pilot MicroCourse unit.

3/19/15, 4/16/15

Reviewed instructional materials using an evaluation tool developed in alignment with established criteria for adoption; developed a plan to present to sites for input.

4/17/15 – 5/4/15

Provided guide for digital perusal to secondary ELA teachers; sought input at sites; presented overview of process and perusal guide to all middle school and high school principals.

5/5/15

Synthesized site input; adjusted and refined plan.

8/17/15 or 9/4/15

All sixth grade ELA teachers attended the following training in Lucy Calkins' Units of Study program

- Full-day introduction workshop
- Three SIWs devoted to implementation components (Mini-Lesson, feedback, grammar instruction)
- Half-day learning lab

9/4/15 – 12/15/15

All other secondary ELA teachers attended the following Inquiry by Design professional learning workshops

- Full-day institute for Close Reading of Informational and Literary Non-Fiction Texts MicroCourse
- Half-day learning lab
- Half-day Studying Student Work session
- Three SIWs devoted to inquiry practices

Every building had at least two pilots -- they received additional coaching and/or planning time.

1/16 – present

One middle school team and one high school team piloted an additional Inquiry by Design MicroCourse – they received additional training, planning time, and labs.

9/4/15 – present

Approximately twenty-five secondary ELA teachers piloted at least one StudySync thematic unit with approximately 2700 students

10/8/16, 12/3/16, 2/11/16, 4/7/16

Secondary ELA Committee (see below) revised book lists, collected pilot input, and determined recommendations for next steps.

School	Representative
Bend Senior High	Scott Gilsdorf
Cascade Middle	Michelle Hanford
High Desert Middle	Elissa Freeman
LaPine High	Daren vom Steeg
LaPine Middle	Carrie Baisch
Marshall High	Anita Thompson
Mountain View High	Kyle Suenaga
Pacific Crest Middle	Jenny Brown
Pilot Butte Middle	Judy Paradis
Sky View Middle	Brian Seguin
Summit High	Kristy Knoll
Three Rivers	Nicole Macht
At Large	Kristi Bourlai (Special Programs) Jana Clemons (Teaching and Learning) Julie Linhares (Administrator)

## **Health Supplemental Instructional Materials Recommendations May 24, 2016**

### **MindUP (This program has already been approved as a pilot program at the elementary level.)**

MindUP is a comprehensive, classroom-tested, evidence-based curriculum framed around easily implemented lessons that foster social and emotional awareness, enhance psychological well-being, and promote academic success. The MindUP classroom promotes and develops mindful attention to oneself and others, tolerance of differences, and the capacity of each member of the community to grow as a human being and a learner. Over the course of the MindUP experience, students learn about the brain and how it functions, in the process gaining insight into their own minds and behaviors as well as those of the people around them.

***Deschutes County Mental Health will provide the Mind Up materials to any interested middle school or elementary teacher in Bend-La Pine Schools. They are also working with the district to provide training in using the materials.***

### **Drug Refusal Skills Lessons and Video**

Drug Refusal Skills Lesson: Data from Deschutes County 11<sup>th</sup> graders indicate that youth access alcohol and other drugs from their peers or someone that they know. Thinking about how to handle a situation ahead of time is a very important tool for empowering young people to make a healthy choice in the face of perceived peer pressure. The Drug Refusal Skills videos and lesson have been developed to help middle and high school students be prepared to respond. The goals of the lesson are:

1. To understand and identify adolescent social pressures to use alcohol, tobacco, marijuana and other drugs;
2. To provide examples of how to avoid situations where drugs are present and determine how to respond to pressure to use them; and
3. To practice refusal skill techniques.

The videos were developed by Deschutes County Health Services, Prevention Program based off of a grant received from the Oregon Health Authority to encourage Innovative Prevention Projects. Video production was provided by White Knuckle Studios.

## **Board Report – Executive Limitation 9 : Technology**

### **May 15, 2016**

#### Background/Discussion:

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, District staff will report to the Board regarding one group of these policies, the Executive Limitations. These reports are designed to provide the School Board with information regarding how the Superintendent is meeting the criteria established within the adopted Executive Limitations.

#### **Executive Limitation 9 : Technology.**

The Superintendent shall not fail to establish and maintain a visionary technology environment that promotes the best teaching and learning for our students consistent with the Board Ends policies. Accordingly, the Superintendent shall not fail to:

##### **1. Provide equitable access to technology throughout the district.**

#### Evidence of Compliance:

It is a priority in Bend-La Pine Schools that staff and students are provided equitable access to technology and equitable online access. According to Clarity, the producers of our BrightBytes survey, teachers who have difficulty getting access to high quality computers for students when needed are much less likely to plan and implement classroom activities that include digital communication, digital collaboration, digital creativity, and critical thinking. Over the course of the last three years, as we have expanded our digital conversion initiative, the district has seen steady growth in our digital access and environment as measured by the BrightBytes survey. According to the survey all school sites reported increases in access for both teachers and students during our implementation period. Specifically, 91% of k-12 teachers reported they can get devices for their students when needed more than half the time and 75% of k-12 teachers report a typical student to computer ratio of 2:1 or 1:1.

#### Evidence of Non-Compliance:

None

## **2. Establish expectations for use of technology by staff and students.**

### Evidence of Compliance:

According to research done by Clarity, schools that support 21st Century Learning have leaders who regularly engage teachers in observations, class visits, and discussions about best practices for teaching with technology. In Bend-La Pine 94% of teachers either strongly agree or agree that their school encourages technology use for teaching and learning and over the past three years the BrightBytes survey revealed district wide growth in the policies, procedures, and practices of technology. Results show an increase in the percentage of teachers who reported that technology is part of classroom observations or visits and the amount of time that technology is a topic at department or grade-level meetings. Not surprisingly, survey results also show steady growth in both teacher and student technology skills during the past three years.

### Evidence of Non-Compliance:

None

## **3. Ensure that technology is used in a safe, positive and responsible manner.**

### Evidence of Compliance:

Bend-La Pine Schools strives to provide our students with the skills they will need to excel in the 21st Century workplace. Engaging students in 21st Century learning requires educating them on responsible behavior when using technology - proper care of their device, legal use of content, establishment of an online presence, online safety, and cyberbullying prevention. To address the responsibility, Bend-La Pine Schools has created the following practice and resources:

- Each grade level has digital citizenship lessons available to them with content and resources from Common Sense Media.
- Posters to be displayed throughout all schools communicating proper device usage and troubleshooting tips for students.
- On a yearly basis students and parents are required to read and sign the Bend-La Pine School's Acceptable use Policy (AUP). Doing so addresses the requirements of the Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).
- A robust mobile device management system (MDM) is utilized that allows for the standard setup and configuration of iPads. Access to the App store is managed via the MDM and different levels of restrictions exist depending on the grade level of a student.
- Apps requested by teachers are reviewed thoroughly via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).

- Home access to the internet occurs via a VPN connection to insure student internet usage is always filtered.
- Internet Filter Committee comprised of parents, educators and engineers has been established to review our systems, expectations, and processes.
- Parent information sessions have been conducted at several school sites to educate parents on the digital conversion initiative and to provide them with best practices of managing technology at home. Additionally, a parent website exists with links to information and resources.

Evidence of Non-Compliance:

None

**4. Ensure that the technology resources of the district are coordinated and managed for long-term sustainability.**

Evidence of Compliance:

Bend-La Pine Schools owns and makes use of substantial technology resources. Examples include:

Hardware

- Servers
- Storage
- Client Computers
- Mobile Devices
- Networking Gear
- Wireless

Services

- Data Lines (Leased fiber optics)
- Telecommunications (Phone services)
- Internet Connections
- Other Services (Email, etc.)

Software

- Operating Systems
- Office Suites
- Database Software

- Networking Services

Bend-La Pine IT uses various processes and purchasing vehicles to ensure that the most appropriate technical resources are scoped/defined, and that most favorable pricing is obtained. Care is also given to adhere to purchasing guidelines and regulations.

During the evaluation and negotiation phases, useful life of technical resources is established. As part of the purchase, BLS often negotiates long-term maintenance upfront, ensuring the best possible price for hardware and software maintenance. BLS often pre-purchases maintenance and support for the life of the asset if possible. This allows us to clearly define the “sunset” date of the technology resources, plan for future replacement or retirement and avoid unknown fees or repairs. It also limits recurring fees for support that can complicate budgets and hamper planning and resourcing for future needs.

All IT services undergo regular rigorous review, to ensure that performance agreements are met and that the service is adequate and appropriate. If needed, contracts are set up or terminated based on need and changing market conditions.

Much of the purchases of services, and some hardware, must meet federal guidelines for the eRate program. BLS IT works closely with identified eRate experts to maximize value in this program and follow the complex processes and required submissions of documentation, etc.

By focusing on current and future needs, and dovetailing with a technology lifecycle model, Bend-La Pine can ensure that all technology resources, assets and IP are managed and protected long-term, that assets are appropriately scoped and obtained, that staff and student needs are met, that a firm foundation exists for future needs and that district financial resources used to purchase technology resources are optimized.

Evidence of Non-Compliance:

None

**5. Ensure that all student data and information is protected.**

Evidence of Compliance:

Bend-La Pine student data and information is considered confidential, and is treated as such. Access to systems containing student data is given out on a needs basis. The largest, and most used, system is the Synergy Student Information System. Other minor systems (Google, etc.) contain some student information as well.

Explicit actions have been taken to protect student information within Bend-La Pine Schools. Such as:

- Communicating that student information shall not be transmitted via insecure systems (email, etc.)
- The recent change of all BLS staff passwords to a 12 character password, that must be changed (system enforced) at least every 12 months.
- The creation of a secure sending platform to transmit student information, so email can be avoided.
- The integration of most systems into the district's Active Directory platform, allowing for the management of user identities in one place, automatic access termination across systems, etc.
- Adherence to JOA (Directory Information), which defines student record request limitations.
- The hardening of IT systems that contain student information, to the degree possible.
- Apps requested by teachers are reviewed thoroughly via a third-party organization to insure privacy levels and management of student data adhere the expectations of Child Online Protection Act (COPA) and the Children's Internet Protection Act (CIPA).

The above, coupled with communication of best practice, diligence and awareness helps to keep BLS student data and information safe.

Evidence of Non-Compliance:

None

**6. Protect the digital and information assets of the district, including intellectual property.**

Evidence of Compliance:

Bend-La Pine Schools employs physical and non-physical means to ensure that information assets are protected. Much of this revolves around following best practice and industry guidelines for preparedness, disaster recovery and business continuity. Some of the specific methods or tools employed include:

- Employing a best-in-class data backup system, used to back up critical data.
- Installing, configuring and maintaining an industry leading firewall, intrusion detection and intrusion prevention system.
- Utilizing a spam/virus filter.
- Performing a monthly PCI compliance scans on customer facing financial systems.
- Installing appropriate and cost-effective redundancy.
- Maintaining an off-site backup and recovery location.
- Enforcing district-wide password policies.
- Heavily leveraging virtualization, to limit reliance on individual physical servers and limit downtime when servers or drives fail.

- Moving from “lit-services” to “dark fiber”, which is much more secure and controllable, and provides some limited ring topologies.
- Working on the roll out of card lock access and cameras in data closets at all sites.
- Beginning the construction of a new district server location, which will provide increased security and reliability, have generator back-up, etc.

Intellectual property is protected by ensuring that clear ownership exists for Bend-La Pine developed solutions, systems and software, and that lines between personal and Bend-La Pine work exist. All developed solutions are shared internally, providing visibility, and code is stored appropriately. IT will review the feasibility of NDA’s and/or employee agreements over the next 12 months.

Bend-La Pine continuously monitors and evaluates IT security threats and our preparedness. Our ongoing activities in this domain are dynamic and increasing, with ongoing planning and resources allocated to information asset protection.

Evidence of Non-Compliance:

None

**Addendum:**

Please see attached BrightBytes survey summary.

Detailed information about summary information is available by logging into BrightBytes:

[https://clarity.brightbytes.net/users/sign\\_in](https://clarity.brightbytes.net/users/sign_in)

TECHNOLOGY & LEARNING

# Bend La-Pine

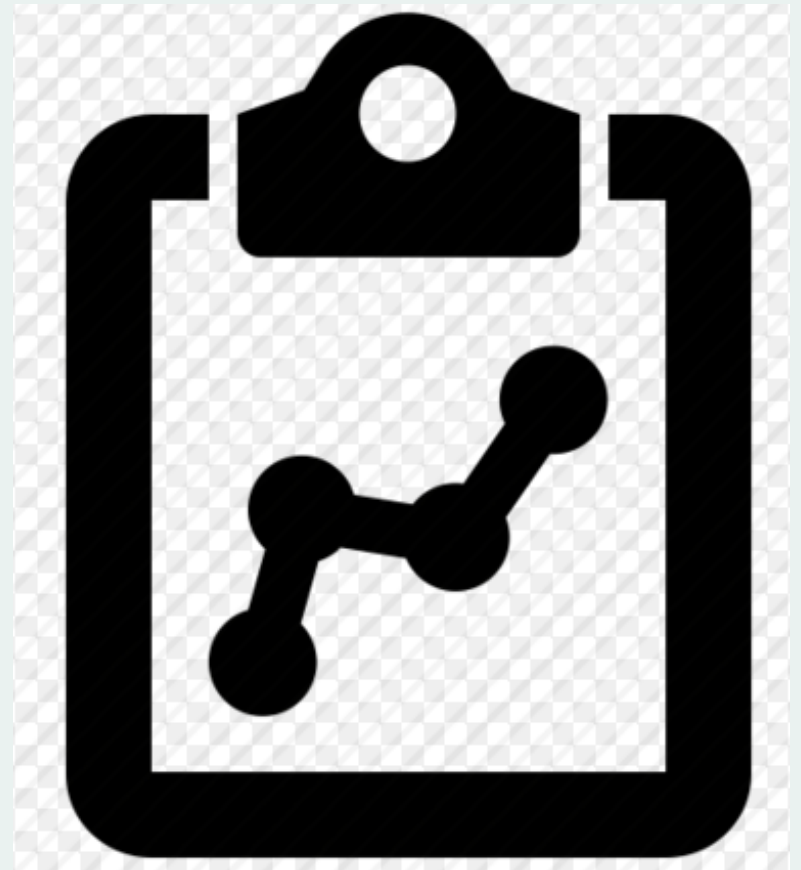


# Changes over Time



# Basic Metrics

- Custom analytics were used to compare three populations of schools, beginning with data collected in the Fall of 2013
- Cohort 1 consisted of 8 schools with collections between October 2013 and June 2014;
- Cohort 2 consisted of 10 schools that first collected in January of 2015. These schools had ipads deployed in 2015;
- Cohort 3 consisted of 12 schools, two of which were newly built, one which was a reconstituted charter.



# Most Recent – Cohort 1

## Technology & Learning

Cohort 1 Schools  
As of Feb 16, 2016

[Dashboard](#) [Reports](#) [Trends](#)

[Map](#) [List](#)

CASE™ Score Legend

- Beginning
- Emerging
- Proficient
- Advanced
- Exemplary

[Show More](#)

CASE™ Score

**1072 Proficient** → Same as last data collection

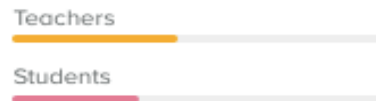
### Classroom



#### Use of the 4Cs



#### Digital Citizenship



#### Assessment

#### Assistive Technology

### Access



#### Access at School



#### Access at Home



### Skills



#### Foundational



#### Online



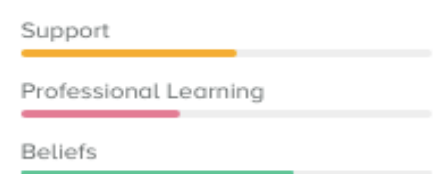
#### Multimedia



### Environment



#### The 3Ps



#### Beliefs



# Most Recent – Cohort 1

## Technology & Learning

Cohort 1 Schools  
Jul 1, 2015 to Dec 31, 2015

Dashboard Reports Trends

Map List Filter

CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Show More +

CASE™ Score

1075 Proficient

BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of Apr 20, 2016	1060	975	1178	1125	1080

Districts

Schools

DISTRICTS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
Cohort 1 Schools	Jul 1, 2015 to Dec 31, 2015	1075 ↗	989 ↗	1227 ↗	1129 ↗	1086 ↗
	Jan 1, 2015 to Jun 30, 2015	1064	983	1225	1112	1064
	Jan 1, 2014 to Jun 30, 2014	1086	1006	1233	1125	1102
	Jul 1, 2013 to Dec 31, 2013	1048	954	1193	1113	1064

# Most Recent – Cohort 1

CASE™ Score

**1075** Proficient

BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of Apr 20, 2016	1060	975	1178	1125	1080

Districts Schools

⊕ Expand All

SCHOOLS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
⊕ Buckingham Elementary School Cohort 1 Schools	Oct 1, 2015 - Nov 23, 2015	1059 ↗	971 ↗	1225 ↗	1116 ↗	1060 ↘
⊕ High Lakes Elementary School Cohort 1 Schools	Oct 1, 2015 - Nov 17, 2015	1082 ↗	1005 ↗	1247 ↗	1129 ↗	1076 ↗
⊕ Juniper Elementary School Cohort 1 Schools	Oct 1, 2015 - Nov 10, 2015	1072 ↗	988 ↘	1202 ↘	1111 ↗	1102 ↗
⊕ Lava Ridge Elementary School Cohort 1 Schools	Oct 1, 2015 - Dec 8, 2015	1044 ↗	945 ↗	1207 ↘	1097 ↗	1069 ↗
⊕ Mountain View Senior High School Cohort 1 Schools	Oct 1, 2015 - Nov 3, 2015	1075 ↗	991 ↗	1238 ↗	1133 ↗	1071 ↘
⊕ Ponderosa Elementary Cohort 1 Schools	Oct 1, 2015 - Nov 4, 2015	1054 ↗	976 ↗	1206 ↗	1104 ↗	1055 ↗
⊕ Rosland Elementary Cohort 1 Schools	Oct 1, 2015 - Nov 17, 2015	1065 ↗	968 ↗	1224 ↗	1102 ↗	1101 ↗
⊕ Summit High School Cohort 1 Schools	Oct 1, 2015 - Nov 23, 2015	1089 →	1005 ↘	1221 ↘	1154 ↗	1100 ↗

# Changes Over Time

2016

CASE<sup>®</sup> Score

**1072 Proficient** → Same as last data collection

Classroom



Access



Skills



Environment



2013

CASE<sup>®</sup> Score

**1047 Proficient** → Same as last data collection

Classroom



Access



Skills



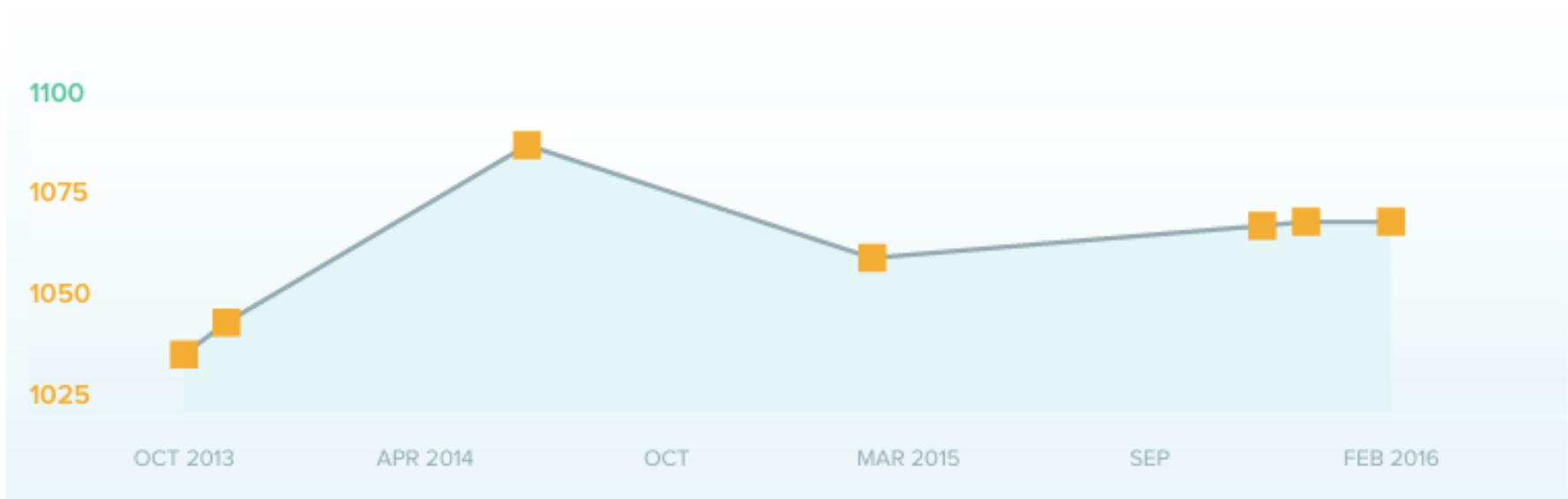
Environment



# Changes Over Time

## Trends

[Overall →](#) Domains



### Notes:

- June 2015 skewed by high Case Scores of High Lakes (1116) and Juniper (1125)
- Juniper not in earliest collections

# Access

2013

Jan 2016

## Access



### Access at School

Teachers



Students



### Access at Home

Teachers



Students



## Access



### Access at School

Teachers



Students



### Access at Home

Teachers



Students



## Takeaways:

- For **Overall Access**, all sites had increases during the period and are at the exemplary level
- **Teacher Access at School** at high end of advanced or exemplary;
- **Student Access at School** distributed between high end of advanced and low end of exemplary

## Data Highlight:

- 65% of teachers reported 1:1 student to computer ratio
- 90% of teachers report online storage availability from school and home and 91% report availability of an online site for syllabi and homework.

# Skills

2013

Jan 2016

## Skills



### Foundational

Teachers



Students



### Online

Teachers



Students



### Multimedia

Teachers



Students



## Skills



### Foundational

Teachers



Students



### Online

Teachers



Students



### Multimedia

Teachers



Students



## Takeaways:

For **Skills**, all sites experienced gains during the period;

**Teacher Foundational Skills** at exemplary for most sites, indicating readiness for most educational technology applications

**Student Foundational Skills** remained strong;

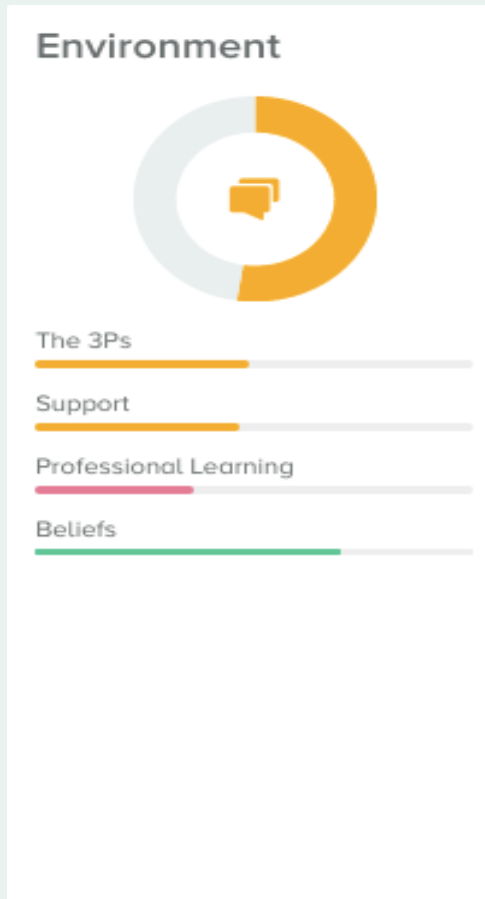
**Student Multimedia Skills** were the success indicators of greatest growth;

**Online Skills**, a measure of connectedness in personal life was predominantly proficient for teachers. Rosland and Lava Ridge were at Emerging for students.

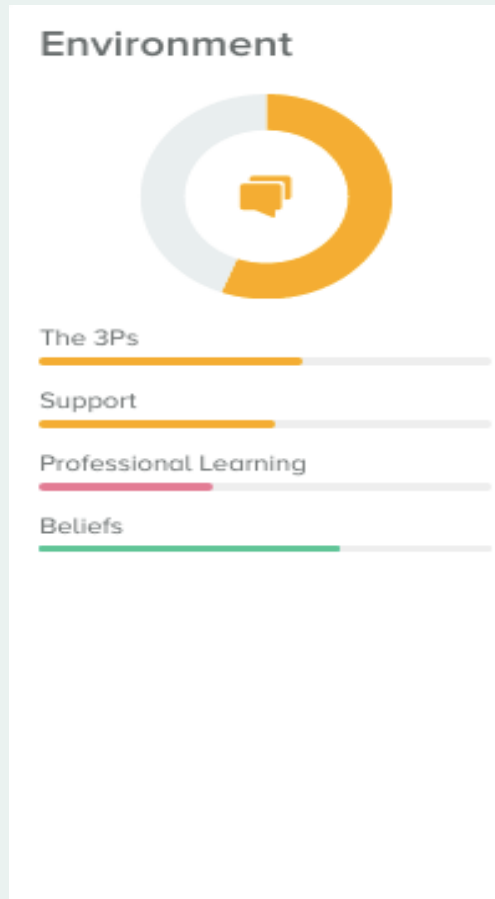
**Data Highlight:** 80% of students and 71% of teachers found it easy to collaborate using online documents.

# Environment

2013



Jan 2016



**Data Highlight:** 48% of teachers indicating discussion of technology at least half of the time during grade or department level meetings.

## Takeaways:

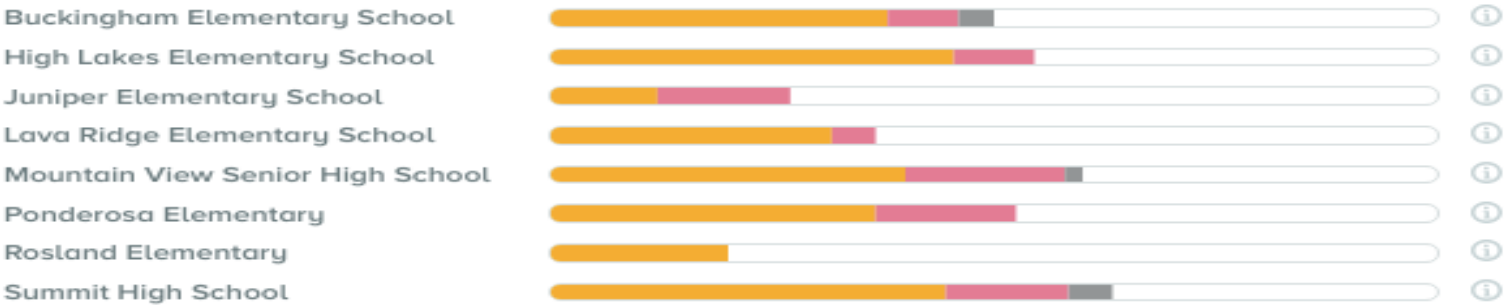
- **Overall** domain had most variation across it;
- **The 3 P's (Policies, Procedures, Practices)** revealed increases at all schools with domain scores from 1055 to 1102
- **Support** for technology was proficient for all schools except one at advanced.; ten were at Proficient; Support for problems affecting instruction, answers to routine questions, instructional planning, and repair are areas to be addressed;
- **Professional Learning** with technology is an area of indicated need although growth has been evident. Multimedia Skills, Collaboration, and Classroom Management with Technology were the most frequently mentioned areas of interest;
- **Beliefs** remained strong across the district.




# Environment

 Teachers discuss technology use during department or grade-level team meetings





 COMPARE

Schools  
[Change](#)

Responses


☐ Always

☐ More than half of the time

☒ Less than half of the time

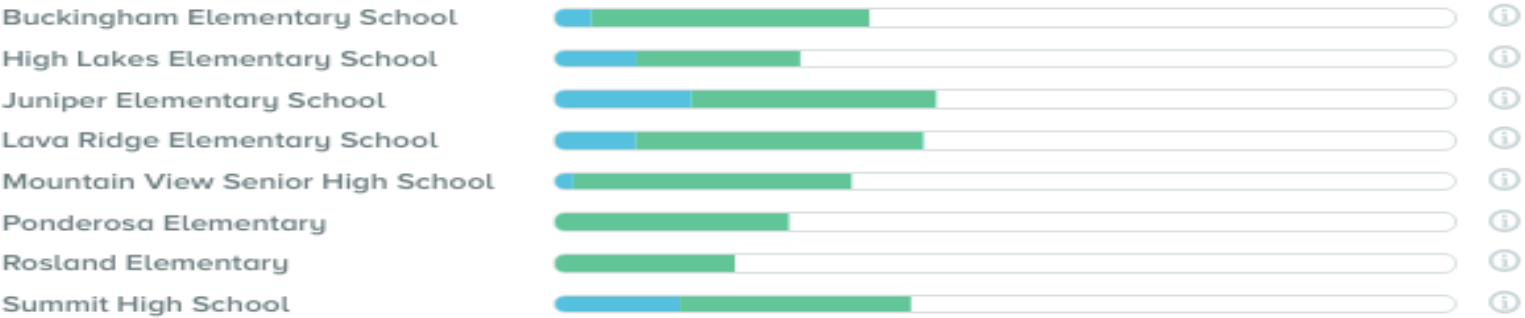
☒ Rarely

☒ Never



 Teachers feel rewarded for integrating technology into teaching





 COMPARE

Schools  
[Change](#)

Responses

☒ Always

☒ More than half of the time

☐ Less than half of the time

☐ Rarely

☐ Never



# Classroom

**Data Highlight: 26% of students report collaborating with students online weekly, but 69% report being asked to use online space for documents weekly.**

2013

Jan 2016

## Classroom



### Use of the 4Cs

Teachers

Students

### Digital Citizenship

Teachers

Students

### Assessment

### Assistive Technology

## Classroom



### Use of the 4Cs

Teachers

Students

### Digital Citizenship

Teachers

Students

### Assessment

### Assistive Technology

## Takeaways:

- **Overall**, two schools at proficient and the rest are at the upper end of emerging;
- **Use of the 4Cs** is an area of indicated need across the district and is a hallmark of the degree of transformational learning taking place. Schools were divided between making gains or losses. **Student Use of 4 C's** was higher than teachers and increased at all but one site;
- **Digital Citizenship** – All schools but one were proficient in this area. Overall, 23% of teachers felt highly knowledgeable in the area and 11% of the students said they were taught monthly, indicating a potential area for growth;
- **Assessment** scores moved to proficient since the initial collection . About 54% teachers regularly using online assessments and 56% of teachers report using grade or subject specific software with regularity .
- **Assistive Technology** – 60% of teachers report regular use of digital textbooks and 79% also report using digital displays regularly..

# Most Recent – Cohort 2

## Technology & Learning

Cohort 2 Schools  
Jul 1, 2015 to Dec 31, 2015

[Dashboard](#) [Reports](#) [Trends](#)

[Map](#) [List](#) | [Filter](#)

CASE™ Score Legend | ● Beginning ● Emerging ● Proficient ● Advanced ● Exemplary

[Show More](#) [+](#)

CASE™ Score

**1078 Proficient** ↗ Up since last data collection

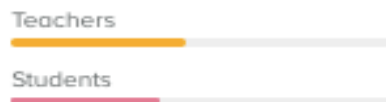
### Classroom



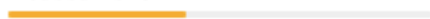
#### Use of the 4Cs



#### Digital Citizenship



#### Assessment



#### Assistive Technology



### Access



#### Access at School



#### Access at Home



### Skills



#### Foundational



#### Online



#### Multimedia



### Environment



#### The 3Ps



#### Professional Learning



#### Beliefs



# Most Recent – Cohort 2

## Technology & Learning

Cohort 2 Schools  
Jul 1, 2015 to Dec 31, 2015

Dashboard Reports Trends

Map List Filter

CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

Show More +

CASE™ Score

1078 Proficient

BENCHMARKS

DATE

OVERALL

CLASSROOM

ACCESS

SKILLS

ENVIRONMENT

All Technology & Learning

As of Apr 20, 2016

1060

975

1178

1125

1080

Districts

Schools

DISTRICTS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
Cohort 2 Schools	Jul 1, 2015 to Dec 31, 2015	1078 ↗	1000 ↗	1237 ↗	1134 ↗	1069 ↗
	Jan 1, 2015 to Jun 30, 2015	1063	987	1215	1112	1060
	Jul 1, 2013 to Dec 31, 2013	1051	967	1190	1112	1058

# Most Recent – Cohort 2

CASE Score

**1078 Proficient**

BENCHMARKS	DATE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
All Technology & Learning	As of Apr 20, 2016	1060	975	1178	1125	1080

Districts
Schools

⊕ Expand All

SCHOOLS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
⊕ Bend Senior High School Cohort 2 Schools	Oct 1, 2015 - Jan 8, 2016	1071 ↗	986 ↗	1240 ↗	1137 ↗	1060 ↗
⊕ Cascade Middle School Cohort 2 Schools	Oct 1, 2015 - Dec 14, 2015	1081 ↗	993 ↗	1238 ↗	1144 ↗	1084 ↗
⊕ High Desert Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 20, 2015	1081 ↗	1015 ↗	1219 ↗	1142 ↗	1061 ↘
⊕ Lapine Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 17, 2015	1068 ↗	999 ↗	1226 ↘	1105 ↗	1062 ↗
⊕ Lapine Senior High School Cohort 2 Schools	Oct 1, 2015 - Nov 29, 2015	1065 ↗	977 ↘	1237 ↗	1138 ↗	1052 ↘
⊕ Marshall High School Cohort 2 Schools	Oct 1, 2015 - Nov 5, 2015	1107 ↗	1025 ↘	1254 ↗	1154 ↗	1119 ↗
⊕ Pilot Butte Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1082 ↗	1007 ↗	1245 ↗	1136 ↗	1068 ↗
⊕ Sky View Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1071 ↗	990 ↗	1228 ↗	1121 ↗	1073 ↗
⊕ Three Rivers Elementary School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1056 ↗	974 ↗	1236 ↗	1115 ↗	1041 ↗
⊕ Westside Village Magnet School At Kingston Element Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1104 ↘	1060 ↘	1222 ↘	1128 →	1089 ↘

# Changes Over Time

January 2016

CASE<sup>™</sup> Score

**1078** Proficient ↗ Up since last data collection

Classroom



Access



Skills



Environment



2014

CASE<sup>™</sup> Score

**1048** Proficient

Classroom



Access



Skills



Environment



# Cohort Comparisons – Current Data

## Cohort 1

CASE<sup>®</sup> Score

**1072 Proficient** → Same as last data collection

### Classroom



### Access



### Skills



### Environment



## Cohort 2

CASE<sup>®</sup> Score

**1078 Proficient** ↗ Up since last data collection

### Classroom



### Access



### Skills



### Environment



2014

## Access



### Access at School



### Access at Home



Jan 2016

## Access



### Access at School



### Access at Home



# Access

Districts

Schools

DISTRICTS	DATE RANGE	OVERALL ACCESS	TEACHERS AT SCHOOL	STUDENTS AT SCHOOL	TEACHERS AT HOME	STUDENTS AT HOME
Cohort 2 Schools	Jul 1, 2015 to Dec 31, 2015	1237 ↗	● ↗	● ↗	● ↗	● ↗
	Jan 1, 2015 to Jun 30, 2015	1215	●	●	●	●
	Jul 1, 2013 to Dec 31, 2013	1190	●	●	●	●

SCHOOLS	DATE RANGE	OVERALL ACCESS	TEACHERS AT SCHOOL	STUDENTS AT SCHOOL	TEACHERS AT HOME	STUDENTS AT HOME
⊕ Bend Senior High School Cohort 2 Schools	Oct 1, 2015 - Jan 8, 2016	1240 ↗	● ↗	● ↗	● ↗	● ↘
⊕ Cascade Middle School Cohort 2 Schools	Oct 1, 2015 - Dec 14, 2015	1238 ↗	● ↘	● ↗	● ↗	● ↘
⊕ High Desert Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 20, 2015	1219 ↗	● ↘	● ↗	● ↘	● ↗
⊕ Lapine Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 17, 2015	1226 ↘	● ↘	● ↘	● ↗	● ↗
⊕ Lapine Senior High School Cohort 2 Schools	Oct 1, 2015 - Nov 29, 2015	1237 ↗	● ↗	● ↗	● ↘	● ↘
⊕ Marshall High School Cohort 2 Schools	Oct 1, 2015 - Nov 5, 2015	1254 ↗	● ↗	● ↗	● ↗	● ↗
⊕ Pilot Butte Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1245 ↗	● ↗	● ↗	● ↗	● ↗
⊕ Sky View Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1228 ↗	● ↗	● ↗	● ↘	● ↗
⊕ Three Rivers Elementary School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1236 ↗	● ↗	● ↗	● ↘	● ↘
⊕ Westside Village Magnet School At Kingston Element Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1222 ↘	● ↘	● ↗	● ↗	● ↗

2014

Jan 2016

## Skills



### Foundational

Teachers



Students



### Online

Teachers



Students



### Multimedia

Teachers



Students



## Skills



### Foundational

Teachers



Students



### Online

Teachers



Students



### Multimedia

Teachers



Students



# Skills

DISTRICTS	DATE RANGE	OVERALL SKILLS	TEACHER FOUNDATIONAL SKILLS	STUDENT FOUNDATIONAL SKILLS	TEACHER ONLINE SKILLS	STUDENT ONLINE SKILLS	TEACHER MULTIMEDIA SKILLS	STUDENT MULTIMEDIA SKILLS
Cohort 2 Schools	Jul 1, 2015 to Dec 31, 2015	1134 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
	Jan 1, 2015 to Jun 30, 2015	1112	●	●	●	●	●	●
SCHOOLS	DATE RANGE	OVERALL SKILLS	TEACHER FOUNDATIONAL SKILLS	STUDENT FOUNDATIONAL SKILLS	TEACHER ONLINE SKILLS	STUDENT ONLINE SKILLS	TEACHER MULTIMEDIA SKILLS	STUDENT MULTIMEDIA SKILLS
⊕ Bend Senior High School Cohort 2 Schools	Oct 1, 2015 - Jan 8, 2016	1137 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Cascade Middle School Cohort 2 Schools	Oct 1, 2015 - Dec 14, 2015	1144 ↗	● ↗	● ↘	● ↘	● ↗	● ↗	● ↗
⊕ High Desert Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 20, 2015	1142 ↗	● ↘	● ↗	● ↗	● ↗	● ↘	● ↗
⊕ Lapine Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 17, 2015	1105 ↗	● ↗	● ↗	● ↘	● ↗	● ↗	● ↗
⊕ Lapine Senior High School Cohort 2 Schools	Oct 1, 2015 - Nov 29, 2015	1138 ↗	● ↗	● ↗	● ↘	● ↗	● ↗	● ↗
⊕ Marshall High School Cohort 2 Schools	Oct 1, 2015 - Nov 5, 2015	1154 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Pilot Butte Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1136 ↗	● ↗	● ↗	● ↗	● ↘	● ↗	● ↗
⊕ Sky View Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1121 ↗	● ↘	● ↗	● ↘	● ↗	● ↗	● ↗
⊕ Three Rivers Elementary School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1115 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Westside Village Magnet School At Kingston Element Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1128 →	● ↘	● ↗	● ↘	● ↘	● ↘	● ↗

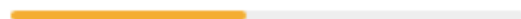
# Environment

2014

## Environment



The 3Ps



Support



Professional Learning



Beliefs



Jan 2016

## Environment



The 3Ps



Support



Professional Learning



Beliefs



# Environment

DISTRICTS	DATE RANGE	OVERALL ENVIRONMENT	THE 3 PS: POLICIES, PROCEDURES, AND PRACTICES	SUPPORT	PROFESSIONAL LEARNING	BELIEFS
Cohort 2 Schools	Jul 1, 2015 to Dec 31, 2015	1069 ↗	● ↗	● ↗	● ↗	● ↘
	Jan 1, 2015 to Jun 30, 2015	1060	●	●	●	●
	Jul 1, 2013 to Dec 31, 2013	1058	●	●	●	●

SCHOOLS	DATE RANGE	OVERALL ENVIRONMENT	THE 3 PS: POLICIES, PROCEDURES, AND PRACTICES	SUPPORT	PROFESSIONAL LEARNING	BELIEFS
⊕ Bend Senior High School Cohort 2 Schools	Oct 1, 2015 - Jan 8, 2016	1060 ↗	● ↗	● ↗	● ↗	● ↘
⊕ Cascade Middle School Cohort 2 Schools	Oct 1, 2015 - Dec 14, 2015	1084 ↗	● ↗	● ↗	● ↗	● ↘
⊕ High Desert Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 20, 2015	1061 ↘	● ↘	● ↗	● ↘	● ↘
⊕ Lapine Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 17, 2015	1062 ↗	● ↗	● ↘	● ↗	● ↗
⊕ Lapine Senior High School Cohort 2 Schools	Oct 1, 2015 - Nov 29, 2015	1052 ↘	● ↘	● ↗	● ↘	● ↘
⊕ Marshall High School Cohort 2 Schools	Oct 1, 2015 - Nov 5, 2015	1119 ↗	● ↗	● ↗	● ↘	● ↘
⊕ Pilot Butte Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1068 ↗	● ↗	● ↘	● ↗	● ↘
⊕ Sky View Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1073 ↗	● ↗	● ↗	● ↘	● ↘
⊕ Three Rivers Elementary School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	1041 ↗	● ↗	● ↗	● ↗	● ↗
⊕ Westside Village Magnet School At Kingston Element Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1089 ↘	● ↘	● ↗	● ↘	● ↘

# Classroom

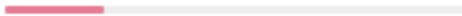
2014

## Classroom



### Use of the 4Cs

Teachers



Students



### Digital Citizenship

Teachers



Students



### Assessment



### Assistive Technology



Jan 2016

## Classroom



### Use of the 4Cs

Teachers



Students



### Digital Citizenship

Teachers



Students



### Assessment



### Assistive Technology





# Classroom

DISTRICTS	DATE RANGE	OVERALL CLASSROOM	TEACHER USE OF THE 4CS	STUDENT USE OF THE 4CS	TEACHER DIGITAL CITIZENSHIP	STUDENT DIGITAL CITIZENSHIP	ASSESSMENT	ASSISTIVE TECHNOLOGY
Cohort 2 Schools	Jul 1, 2015 to Dec 31, 2015	1000 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
	Jan 1, 2015 to Jun 30, 2015	987	●	●	●	●	●	●
	Jul 1, 2013 to Dec 31, 2013	967	●	●	●	●	●	●

SCHOOLS	DATE RANGE	OVERALL CLASSROOM	TEACHER USE OF THE 4CS	STUDENT USE OF THE 4CS	TEACHER DIGITAL CITIZENSHIP	STUDENT DIGITAL CITIZENSHIP	ASSESSMENT	ASSISTIVE TECHNOLOGY
⊕ Bend Senior High School Cohort 2 Schools	Oct 1, 2015 - Jan 8, 2016	986 ↗	● ↗	● ↘	● ↗	● ↘	● ↗	● ↗
⊕ Cascade Middle School Cohort 2 Schools	Oct 1, 2015 - Dec 14, 2015	993 ↗	● ↗	● ↗	● ↘	● ↗	● ↘	● ↘
⊕ High Desert Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 20, 2015	1015 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Lapine Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 17, 2015	999 ↗	● ↘	● ↗	● ↗	● ↗	● ↘	● ↘
⊕ Lapine Senior High School Cohort 2 Schools	Oct 1, 2015 - Nov 29, 2015	977 ↘	● ↘	● ↗	● ↘	● ↗	● ↘	● ↘
⊕ Marshall High School Cohort 2 Schools	Oct 1, 2015 - Nov 5, 2015	1025 ↘	● ↘	● ↘	● ↗	● ↘	● ↘	● ↗
⊕ Pilot Butte Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1007 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● →
⊕ Sky View Middle School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	990 ↗	● ↗	● ↗	● ↘	● ↗	● ↗	● ↗
⊕ Three Rivers Elementary School Cohort 2 Schools	Oct 1, 2015 - Nov 10, 2015	974 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Westside Village Magnet School At Kingston Element Cohort 2 Schools	Oct 1, 2015 - Nov 19, 2015	1060 ↘	● ↘	● ↗	● ↘	● ↘	● ↗	● ↘

# Most Recent – Cohort 3

## Technology & Learning

Cohort 3 Schools  
Jul 1, 2015 to Dec 31, 2015

[Dashboard](#) [Reports](#) [Trends](#)

[Map](#) [List](#) | [Filter](#)

CASE™ Score Legend

● Beginning

● Emerging

● Proficient

● Advanced

● Exemplary

[Show More](#) [+](#)

CASE™ Score

**1049 Proficient** [↗](#) Up since last data collection

### Classroom



#### Use of the 4Cs

Teachers

Students

#### Digital Citizenship

Teachers

Students

#### Assessment

#### Assistive Technology

### Access



#### Access at School

Teachers

Students

#### Access at Home

Teachers

Students

### Skills



#### Foundational

Teachers

Students

#### Online

Teachers

Students

#### Multimedia

Teachers

Students

### Environment



#### The 3Ps

Support

Professional Learning

Beliefs

# Most Recent – Cohort 3

⊕ Expand All

SCHOOLS	DATE RANGE	OVERALL	CLASSROOM	ACCESS	SKILLS	ENVIRONMENT
⊕ Amity Creek Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 20, 2015	977 ↘	901 ↗	1095 ↘	1067 →	959 ↘
⊕ Bear Creek Elementary School Cohort 3 Schools	Oct 4, 2015 - Nov 4, 2015	1038 ↗	940 ↗	1194 ↗	1102 ↗	1057 ↗
⊕ Elk Meadow Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1009 ↗	907 →	1189 ↗	1084 ↗	1013 ↘
⊕ Ensworth Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 4, 2015	1033 ↗	954 ↗	1190 ↗	1078 ↗	1034 ↗
⊕ Highland School At Kenwood Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1044 ↗	947 ↗	1225 ↗	1111 ↗	1047 ↗
⊕ Lapine Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 10, 2015	1036 ↗	951 ↗	1188 ↗	1086 ↗	1046 ↘
Pacific Crest Middle School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1082	1000	1247	1150	1067
⊕ Pine Ridge Elem Cohort 3 Schools	Nov 12, 2015 - Nov 20, 2015	860 ↘	852 ↘	883 ↘	938 ↘	800 ↘
⊕ R E Jewell Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1048 ↗	958 ↗	1211 ↗	1096 ↗	1062 ↗
Realms Cohort 3 Schools	Oct 4, 2015 - Dec 14, 2015	1077	1002	1257	1116	1065
Silver Rail Elementary School Cohort 3 Schools	Oct 2, 2015 - Dec 15, 2015	1063	965	1239	1114	1079
⊕ William E Miller Elementary Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1061 ↗	964 ↗	1232 ↗	1107 ↗	1085 ↗

Note: Pine Ridge had only 1 teacher response and 20 students.

Jan 2016

## Access



### Access at School

Teachers



Students



### Access at Home

Teachers



Students



SCHOOLS	DATE RANGE	OVERALL ACCESS	TEACHERS AT SCHOOL	STUDENTS AT SCHOOL	TEACHERS AT HOME	STUDENTS AT HOME
⊕ Amity Creek Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 20, 2015	1095 ↘	● ↘	● ↘	● ↘	● ↗
⊕ Bear Creek Elementary School Cohort 3 Schools	Oct 4, 2015 - Nov 4, 2015	1194 ↗	● ↗	● ↗	● →	● ↗
⊕ Elk Meadow Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1189 ↗	● ↗	● ↗	● ↗	● ↗
⊕ Ensworth Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 4, 2015	1190 ↗	● ↗	● ↗	● ↗	● ↗
⊕ Highland School At Kenwood Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1225 ↗	● ↗	● ↗	● ↘	● ↗
⊕ Lapine Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 10, 2015	1188 ↗	● ↗	● ↗	● ↘	● ↗
Pacific Crest Middle School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1247	●	●	●	●
⊕ Pine Ridge Elem Cohort 3 Schools	Nov 12, 2015 - Nov 20, 2015	883 ↘	● ↘	● ↘	● ↘	● ↘
⊕ R E Jewell Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1211 ↗	● ↗	● ↘	● ↗	● ↗
Realms Cohort 3 Schools	Oct 4, 2015 - Dec 14, 2015	1257	●	●	●	●
Silver Rail Elementary School Cohort 3 Schools	Oct 2, 2015 - Dec 15, 2015	1239	●	●	●	●
⊕ William E Miller Elementary Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1232 ↗	● ↗	● ↗	● ↗	● ↗

# Skills

Jan 2016

## Skills



### Foundational

Teachers



Students

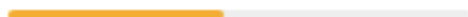


### Online

Teachers



Students



### Multimedia

Teachers



Students



SCHOOLS	DATE RANGE	OVERALL SKILLS	TEACHER FOUNDATIONAL SKILLS	STUDENT FOUNDATIONAL SKILLS	TEACHER ONLINE SKILLS	STUDENT ONLINE SKILLS	TEACHER MULTIMEDIA SKILLS	STUDENT MULTIMEDIA SKILLS
Amity Creek Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 20, 2015	1067 →	● ↘	● ↗	● ↗	● ↗	● ↘	● ↗
Bear Creek Elementary School Cohort 3 Schools	Oct 4, 2015 - Nov 4, 2015	1102 ↗	● ↘	● ↗	● ↗	● ↗	● ↘	● ↗
Elk Meadow Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1084 ↗	● ↗	● ↗	● ↗	● ↘	● ↗	● ↗
Ensworth Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 4, 2015	1078 ↗	● ↘	● ↗	● →	● ↗	● ↗	● ↗
Highland School At Kenwood Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1111 ↗	● ↗	● ↘	● ↗	● ↗	● ↗	● ↗
Lapine Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 10, 2015	1086 ↗	● ↘	● ↗	● ↗	● ↗	● ↘	● ↗
Pacific Crest Middle School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1150	●	●	●	●	●	●
Pine Ridge Elem Cohort 3 Schools	Nov 12, 2015 - Nov 20, 2015	938 ↘	● ↘	● ↘	● ↘	● ↘	● ↘	● ↘
R E Jewell Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1096 ↗	● ↗	● ↗	● →	● ↗	● ↗	● ↗
Realms Cohort 3 Schools	Oct 4, 2015 - Dec 14, 2015	1116	●	●	●	●	●	●
Silver Rail Elementary School Cohort 3 Schools	Oct 2, 2015 - Dec 15, 2015	1114	●	●	●	●	●	●
William E Miller Elementary Cohort 3 Schools	Oct 2, 2015 - Nov 25, 2015	1107 ↗	● ↘	● ↗	● ↗	● ↘	● ↘	● ↗

# Environment

Jan 2016

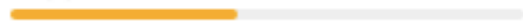
## Environment



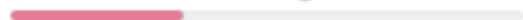
The 3Ps



Support



Professional Learning



Beliefs



SCHOOLS	DATE RANGE	OVERALL ENVIRONMENT	THE 3 PS: POLICIES, PROCEDURES, AND PRACTICES	SUPPORT	PROFESSIONAL LEARNING	BELIEFS
Amity Creek Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 20, 2015	959 ↘	● ↘	● ↘	● ↗	● ↗
Bear Creek Elementary School Cohort 3 Schools	Oct 4, 2015 - Nov 4, 2015	1057 ↗	● ↗	● ↘	● ↗	● ↗
Elk Meadow Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1013 ↘	● ↗	● ↘	● ↗	● ↗
Ensworth Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 4, 2015	1034 ↗	● ↗	● ↗	● ↗	● ↗
Highland School At Kenwood Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1047 ↗	● ↗	● ↘	● ↗	● ↘
Lapine Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 10, 2015	1046 ↘	● ↗	● ↘	● ↗	● ↘
Pacific Crest Middle School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1067	●	●	●	●
Pine Ridge Elem Cohort 3 Schools	Nov 12, 2015 - Nov 20, 2015	800 ↘	● ↘	● ↘	● ↘	● ↘
R E Jewell Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	1062 ↗	● ↗	● ↗	● ↗	● ↘
Realms Cohort 3 Schools	Oct 4, 2015 - Dec 14, 2015	1065	●	●	●	●
Silver Rail Elementary School Cohort 3 Schools	Oct 2, 2015 - Dec 15, 2015	1079	●	●	●	●
William E Miller Elementary Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1085 ↗	● ↗	● ↗	● ↗	● ↘

# Classroom

Jan 2016

## Classroom



### Use of the 4Cs

Teachers

Students

### Digital Citizenship

Teachers

Students

### Assessment

### Assistive Technology

SCHOOLS	DATE RANGE	OVERALL CLASSROOM	TEACHER USE OF THE 4CS	STUDENT USE OF THE 4CS	TEACHER DIGITAL CITIZENSHIP	STUDENT DIGITAL CITIZENSHIP	ASSESSMENT	ASSISTIVE TECHNOLOGY
⊕ Amity Creek Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 20, 2015	901 ↗	● ↘	● ↗	● ↘	● ↗	● ↗	● ↘
⊕ Bear Creek Elementary School Cohort 3 Schools	Oct 4, 2015 - Nov 4, 2015	940 ↗	● ↗	● ↗	● ↗	● ↗	● ↘	● ↗
⊕ Elk Meadow Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	907 →	● ↘	● ↗	● ↘	● ↗	● ↘	● ↘
⊕ Ensworth Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 4, 2015	954 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Highland School At Kenwood Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	947 ↗	● ↘	● ↗	● ↗	● ↗	● ↗	● ↗
⊕ Lapine Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 10, 2015	951 ↗	● ↗	● ↗	● ↘	● ↗	● ↘	● ↗
Pacific Crest Middle School Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	1000	●	●	●	●	●	●
⊕ Pine Ridge Elem Cohort 3 Schools	Nov 12, 2015 - Nov 20, 2015	852 ↘	● ↘	● ↘	● ↘	● ↘	● ↘	● ↘
⊕ R E Jewell Elementary School Cohort 3 Schools	Oct 2, 2015 - Nov 19, 2015	958 ↗	● ↗	● ↗	● ↗	● ↗	● ↗	● ↗
Realms Cohort 3 Schools	Oct 4, 2015 - Dec 14, 2015	1002	●	●	●	●	●	●
Silver Rail Elementary School Cohort 3 Schools	Oct 2, 2015 - Dec 15, 2015	965	●	●	●	●	●	●
⊕ William E Miller Elementary Cohort 3 Schools	Oct 2, 2015 - Nov 23, 2015	964 ↗	● ↘	● ↗	● ↘	● ↗	● ↗	● ↗

# **Contract & Charter School Evaluations**

**2015-2016**

## **Bend-La Pine Schools**

**May 24, 2016**

**Prepared By: Dave Holmberg**

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# EXECUTIVE SUMMARY

**EXECUTIVE SUMMARY**  
**CONTRACT ALTERNATIVE EDUCATIONAL PROGRAMS, 2015-2016**  
**by**  
**Dave Holmberg**

As required by School Board Policy IGBHA Alternative Educational Policies, by June 30, the Superintendent shall provide an evaluation of each alternative education program for the prior school year. Based upon the evaluation of student needs and specific requirements of the Oregon Department of Education for alternative educational programs, the Superintendent shall adjust, eliminate, or expand these programs in scope and number.

Administrative Regulation, IGBHAA-AR, Evaluation of Alternative Education Programs is used as part of the assessment tools to evaluate the effectiveness of the Bend-La Pine contract and Charter Schools. The Administrative Regulation is included with this executive summary as **Attachment A**. The compiled evidences required by this administrative regulation are on display for your review in The Teaching and Learning Center.

In October, 2006, the Ben –La Pine School Board requested additional information regarding the performance of the contract and Charter Schools. The results for the 2015-16 SY are included as **Attachment B** and are titled Contract/Charter School Qualifiers – 2015-2016. Data from the matrix qualifiers include; 1) students served, 2) credits achieved, 3) achieving a high school diploma, 4) graduating with a Bend La Pine Schools High School Diploma, and 5) achieving a GED, have been graphed and are included as **Attachment C**.

A written statement (**Attachment E**) from the BLPSD Business Office, stating that for the fiscal year 2015-2016 all independent Alternate Learning Options (ALO) providers have submitted financial and enrollment information as required and it that all providers are in compliance with their contracts regarding expenditures.

Goals that were set for the 2015-2016 school year for the contract and Charter Schools were reviewed during the evaluation cycle and goals for the 2016-2017 school year have been set or are in the process of being set. Included with this Executive Summary are the 2015-2016 evaluation reports for:

- 1) COIC Bend and La Pine Centers
- 2) COIC Juvenile Detention Program
- 3) J Bar J Transitional Program and the Academy at Sisters
- 4) Oregon Youth Challenge Program (OYCP)
- 5) Bend International School (BIS)

For the purposes of ORS 336.635(1), all private alternative education programs receiving public funds must comply with the Private Alternative Education Standards established by the Oregon State Board of Education. Each private alternative education program must register with the Oregon Department of Education. Applications are due by March 31 for all private alternative learning education programs receiving public funds. Included in this report are letters from ODE which verify the contract programs sponsored by Bend-LaPine applied within the required timelines and have been approved for the 2016-17 school year. The contract programs are COIC, J-Bar-J, Academy at Sisters, and Oregon Youth Challenge. All contract and Charter Schools evaluated are meeting the conditions set forth in their respective contracts.

**Recommendations:**

I recommend that the Bend-La Pine School Board:

- 1) Accept these reports as written.
- 2) Approve new contracts for the 2016/17 school year for all the Contract Schools evaluated including any recommendations as noted on the individual contract program schools evaluated.

# **ATTACHMENT A**

## **Evaluation of Alternative Educational Programs**

In accordance with OAR 581-022-1350, the Bend – La Pine Schools are required to evaluate alternative education programs i.e.; Contract Schools under ORS 336.615 and Charter Schools under ORS 338.095, annually. Documentation is required and must be returned to the Bend – La Pine Schools Instructional Services Department no later than January 15 annually. A copy of the district's written evaluation shall be provided to the program coordinator upon completion.

The following questions and information requests will be posed during the evaluation documentation.

### **1. Staff**

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607, & 342.232)?

1.1.1 Provide a list of individuals subject to criminal records checks and copy of Form 2283 from the Oregon Department of Education (ODE).

### **2. Curriculum**

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the CIM/CAM?

2.1.1 Attach supportive documentation including such evidence as program overview, curriculum guide, course syllabi or other material that demonstrates that program curriculum is aligned with standards.

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

2.2.1 Attach copy of summary report and sample of information reported to student, parents and the school district.

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

2.3.1 Attach a copy of report used.

2.4 How are Special Education and other special needs students served?

2.4.1 Attach the procedures.

### **3. Discrimination**

3.1 Does the program comply with nondiscrimination requirements of law - program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

3.1.1 Attach student enrollment/withdrawal summary based on above criteria.

### **4. Registration (Private alternative programs only)**

4.1 Is the program registered with the ODE?

4.1.1 Attach a copy of registration application and approval.

## **5. Site Evaluation**

5.1 Does the program comply with health and safety statutes and rules?

5.1.1 Attach copy of appropriate documentation, including first aid and emergency procedures plan, such as staff/student handbooks, in-service agenda, fire marshal's report, safety inspection reports, etc

## **6. Tuition and Fees**

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, & 339.155)?

6.1.1 Attach a list of any fees required and explanation.

## **7. Contract**

7.1 The program complies with any state or federal statute, rule or school district policy specified in the contract with the alternative education program.

7.1.1 Attach as applicable.

7.2 Does the contract with the alternative program state that noncompliance with a rule or statute may result in termination of the contract?

7.2.1 Contract on file with district and program, as applicable.

## **8. Expenditures**

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

8.1.1 Attach annual statement of expenditures.

## **9. Achievement of Standards**

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

9.1.1 Attach Standards

## **10. Attendance**

10.1 Are students residents of the Bend – La Pine School District as defined in ORS 339.133 – 137?

10.1.1 Submit evidence of student residency

Compliance indicators are intended as examples only. District may modify, as appropriate.

An extension to submit the required documentation for evaluation may be submitted, in writing, 10 working days prior to the January 15th annually. The District may grant an extension upon reasons deemed sufficient.

### **Legal References:**

ORS 337.150

ORS 338.615 - 338.665

ORS 339.133

ORS 339.134

ORS 339.137

ORS 339.141

ORS 339.147

ORS 339.155

ORS 181.539

ORS 326.603

ORS 326.607

ORS 342.232

ORS 549.850

ORS 659-855

OAR 581-022-1350

Reviewed : 9/19/05, 9/25/06, 07/15/10

Approved: 10/06/05, 9/25/06, 07/15/10

# ATTACHMENT B

## 2015-2016 Qualifier Matrix

## Bend-La Pine Schools 2015-16 Contract/Charter School Qualifiers

Internal Assessments	COIC Classroom	COIC Juvenile Department	J Bar J	The Academy	Oregon Youth Challenge - OYCP	Bend International School - BIS
Measure of Academic Progress System (MAPS)	N/A	155				3 times a year grades 2-8
Reading Fluency Scores	N/A	N/A				Diebels/K-1 MAP/ 2-8
Scored Portfolio & Self Evaluation	13 Students Work Crew Evals	N/A	Note # 1	Note # 1		Portfolios highlighting projects and work
Scored Work Samples	Yes	N/A	Note # 1	Note # 1		Portfolios available on request
STAR Test for Math and Reading	N/A	N/A	Note #2	Note # 2		Easy CBM K-1st
Student Evaluations	13 Students Work Crew Evals	N/A				Teacher Evaluations 2 per year
Test of Adult Basic Education (TABE)	Yes Data provided.	N/A			Note #1	
Weschler Individual Achievement Test (WIAT)	N/A	N/A	Note #2	Note #2		

External Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	Bend International School - BIS
Oregon State Assessments	Yes Data provided.	0 (testing scheduled in near future)	Note #3	Note #3	Note #2	SBA

Demographics	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	Bend International School - BIS
# Courses (year round School)	190	193	25	24	40	
# Credits Achieved(Sept-April)	167.5	36	162	46.5	2270	
# Credits achieved in Summer School	N/A No summer program	N/A Year-around	40	24		
# Credits Attempted	299 Sept-Mar	36 July-March	189	62.5	2270	
# Credits Recovered	169	36	40	24	2270	
# Students in Service Learning	9	1	59	27	275	
# Field Work Projects (Hrs./days); # of students involved	13 students; 16 projects; 80 work days; 2,550 Hours	N/A				
# Service projects (hrs./days); # students involved	(see above)	32 Hours 4 Days 1 Student	1180 hours 59 students	513 hours 27 students	275 cadets in 355 projects for 23875 hours	Project-Based Learning 4 times a week 3 culminating service projects per year
# Students achieving 8 or more credits per class	N/A	N/A			259	
# Students achieving less than 8 or more credits per class	N/A	N/A			0	
# Program Graduates	N/A	N/A	3	1	259	

## Bend-La Pine Schools 2015-2016 Contract/Charter School Qualifiers

Internal Assessments	COIC Classroom	COIC Juv. Dept.	J Bar J	The Academy	OYCP	Bend International School - BIS
# Students achieving a diploma	3 As of 4/15/16	N/A	2 expected in June	1 expected in June	26	
# Students achieving a GED	51 As of 4/15/16	N/A	0	0	10	
# Students graduating with a BLS Diploma	3 As of 4/15/15	N/A	1	1 expected in June	Note #3	
# Students attending COIC Summer School	N/A No Summer Prog.	N/A Year-round Prog.				
# Students enrolled (as of 3/24)	146 As of 4/15/16	207 July-April 15	27 as of 5/1 59 total	17 as of 5/1 27 total	312	134
# Students deficient at time of enrollment	320	186	34/59 58%	3/27 11%	312	
# Students current on credits at discharge	11 Sept-Mar Does not include GRAD/GED	21	62%	100%		
# Students exited / dropped	75 Non- completers with no confirmed reenrollment as of April 15	Exit and length of stay determined by the court.	32	10	53	
# Students on active IEP	48	47	48%	21%	54	10
# Students referred to COIC	320 Sept-April 15	207 total enrollments 132 discrete students July-April 15				
# Students returning to school and/or employment	Workforce Investment Performance Standard	N/A	100%	100%	251	
# Students referred back to district	34	N/A				
# Students returning to BLS	34	N/A			7	
# Students served	320 Sept-April 15	207 July-April 15	59	27	312	134
# Students who are current & on-track for HS graduation	16	21	11/27 41%	16/17 94%	207	
Average length of stay	58 days average 48 days median	8.6 days	7 months	14 months	22 Weeks	
Basic skill remediation	180 More than 50%	All students				
Recidivism rate	N/A	35%	*Note: #4			
Track alumni GPA and class ranking in 9/1- year of HS	N/A	N/A				
Youth Retention Rate	N/A	N/A				

## Notes: J Bar J & Academy at Sisters

### Note #1

Each student has a scored portfolio including self-evaluations completed by each student and scored work samples. These portfolios are presented to a portfolio panel comprised of key stakeholders and peers and are the basis of mid-term and end-of-term teacher/student conferences and final grades.

### Note #2

#### J Bar J Boys Ranch

Reading: 75% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are 3.9 grade levels below grade level at enrollment
2. Average grade level gains in Reading are 1.3 grade levels

Math: 80% of students tested below grade level at time enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are 4.6 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.4 grade levels.

Writing: 75% of students tested below grade level at time of enrollment.

1. Based on WIAT testing, average scores are 3.8 grade levels below grade level at enrollment.
- Average grade level gains in Writing are 1.3 grade levels.

#### Academy at Sisters

Reading: 33% of students tested below grade level at time of enrollment

1. Based on WIAT testing and STAR Reading assessments, average scores are 1.2 grade level below grade level at enrollment.
2. Average grade level gains in Reading is 1.2 grade level.

Math: 37% of students tested below grade level at time of enrollment.

1. Based on WIAT testing and STAR Math assessments, average scores are 1.6 grade levels below grade level at enrollment.
2. Average grade level gains in Math are 1.5 grade levels

Writing: 17% of students tested below grade level at time of enrollment

1. Based on WIAT testing, average scores are 1.2 grade levels below grade level at enrollment.
- Average grade level gains in Writing is 1.0 grade level.

### Note #3

Oregon State Assessments are administered to all 8<sup>th</sup> and 11<sup>th</sup> graders. Results are reported to students, parents, Bend/LaPine SD, and other stakeholders (case managers, probation officers, ed. consultants, etc.). Testing for 2015-16 is in progress as of 3/1/2016. Student data will be available this summer and will be made available to the Bend-LaPine School Board in the fall 2016.

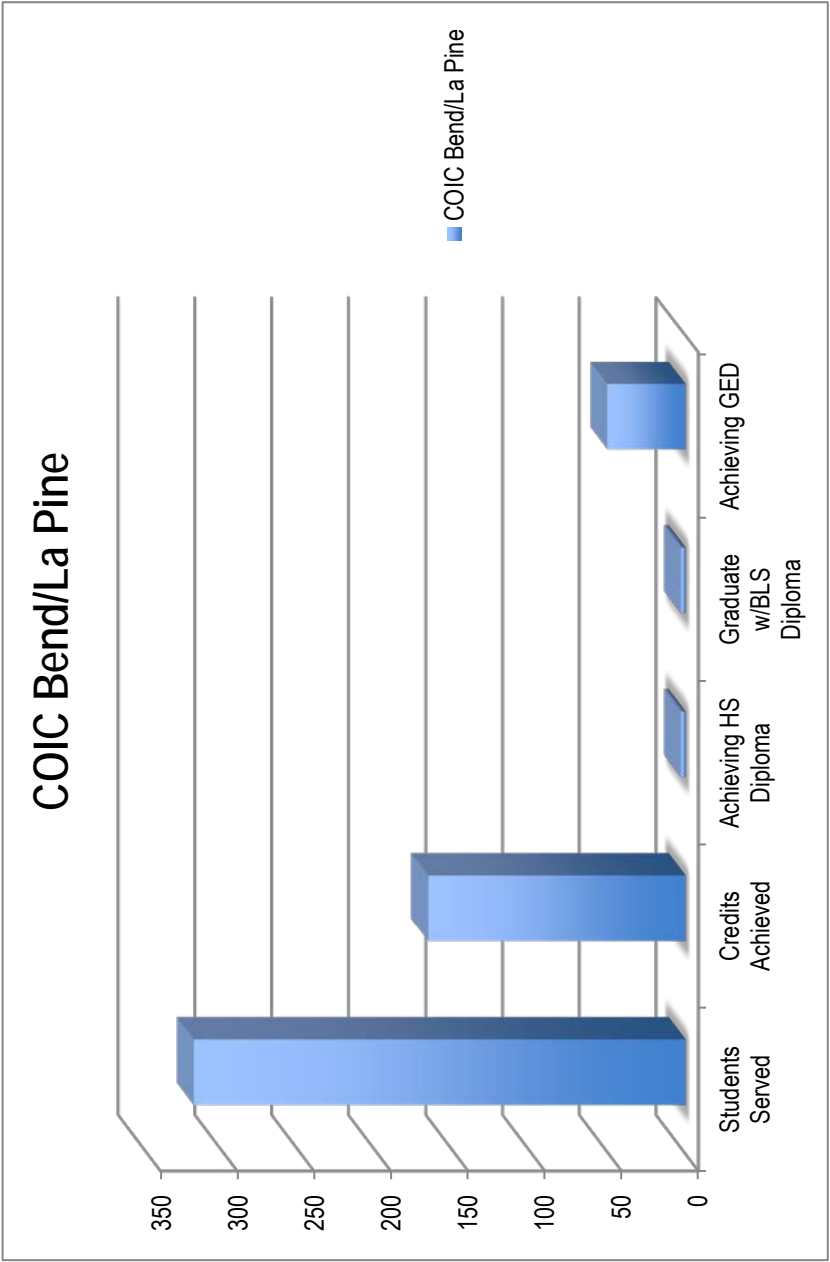
### Note #4

Recidivism data is compiled by the Oregon Youth Authority (OYA). OYA uses a tool called OYA Recidivism Risk Assessment. It is used to better understand what contributes to the risk of recidivating for youth and to evaluate the effectiveness of programs. For the purpose of this data collection, recidivism is defined as an adjudication or adult conviction of a felony within 36 months of commitment to probation or release. As of last school year, the average recidivism rate for residents discharged from J Bar J Boys Ranch in the previous 36 months was 18%.

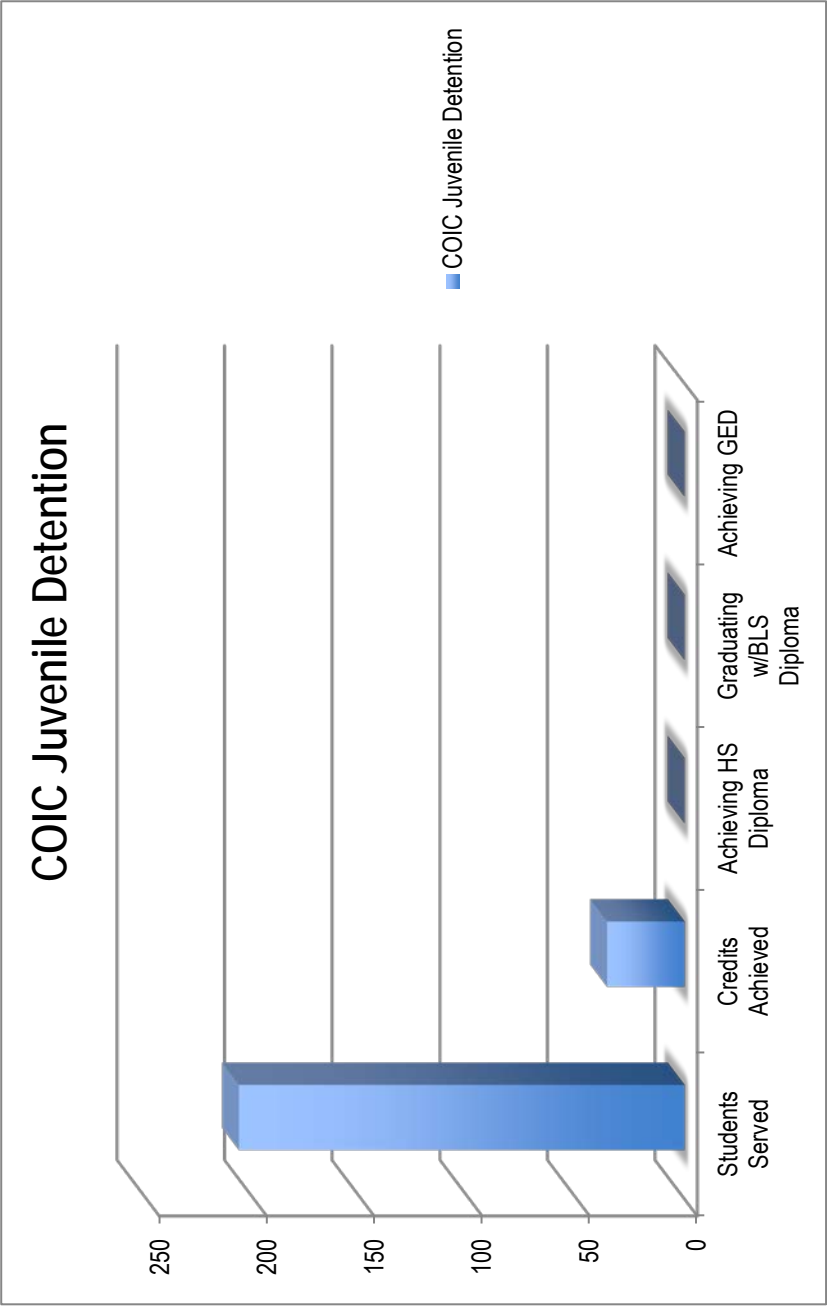
# **ATTACHMENT C**

## **Data and Graphs**

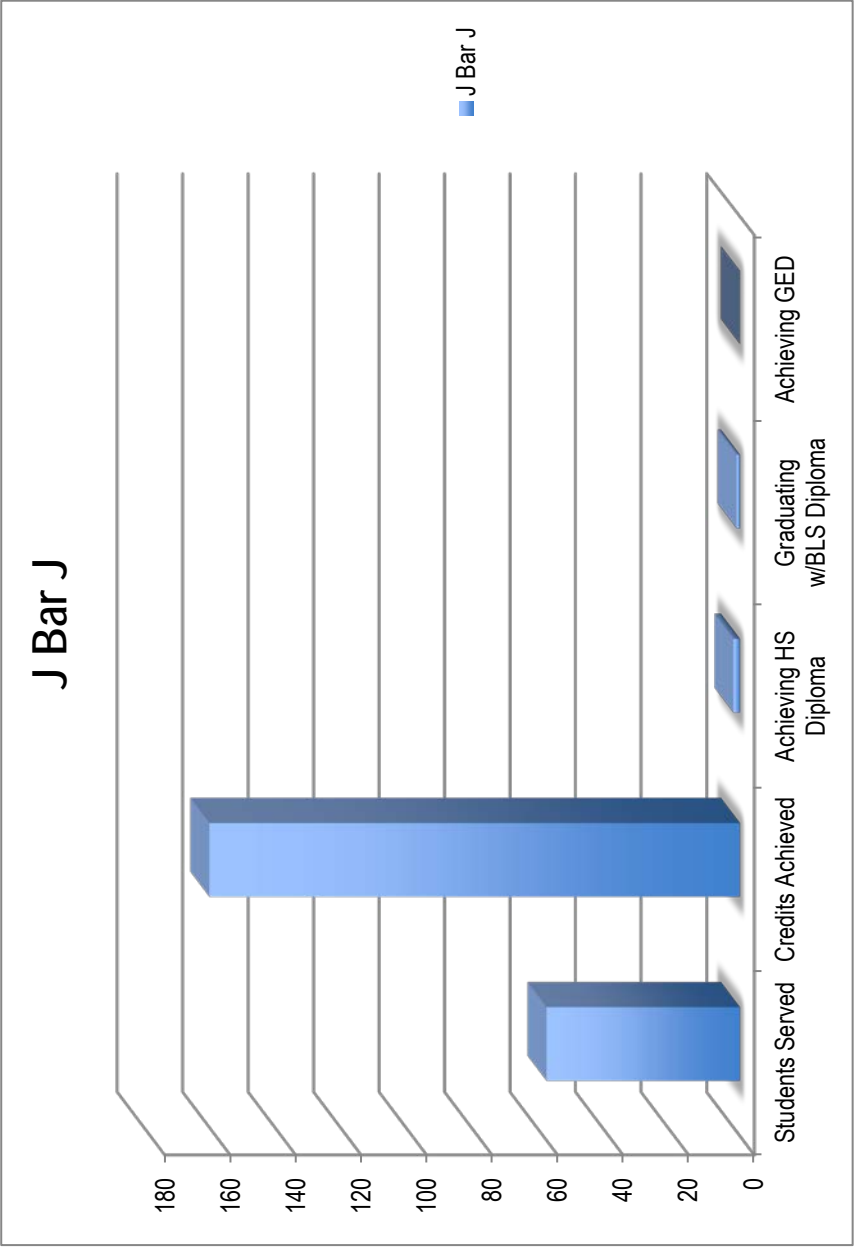
COIC Bend/La Pine	Students Served	Credits Achieved	Achieving HS Diploma	Graduate w/BLS Diploma	Achieving GED
	320	167.5	3	3	51



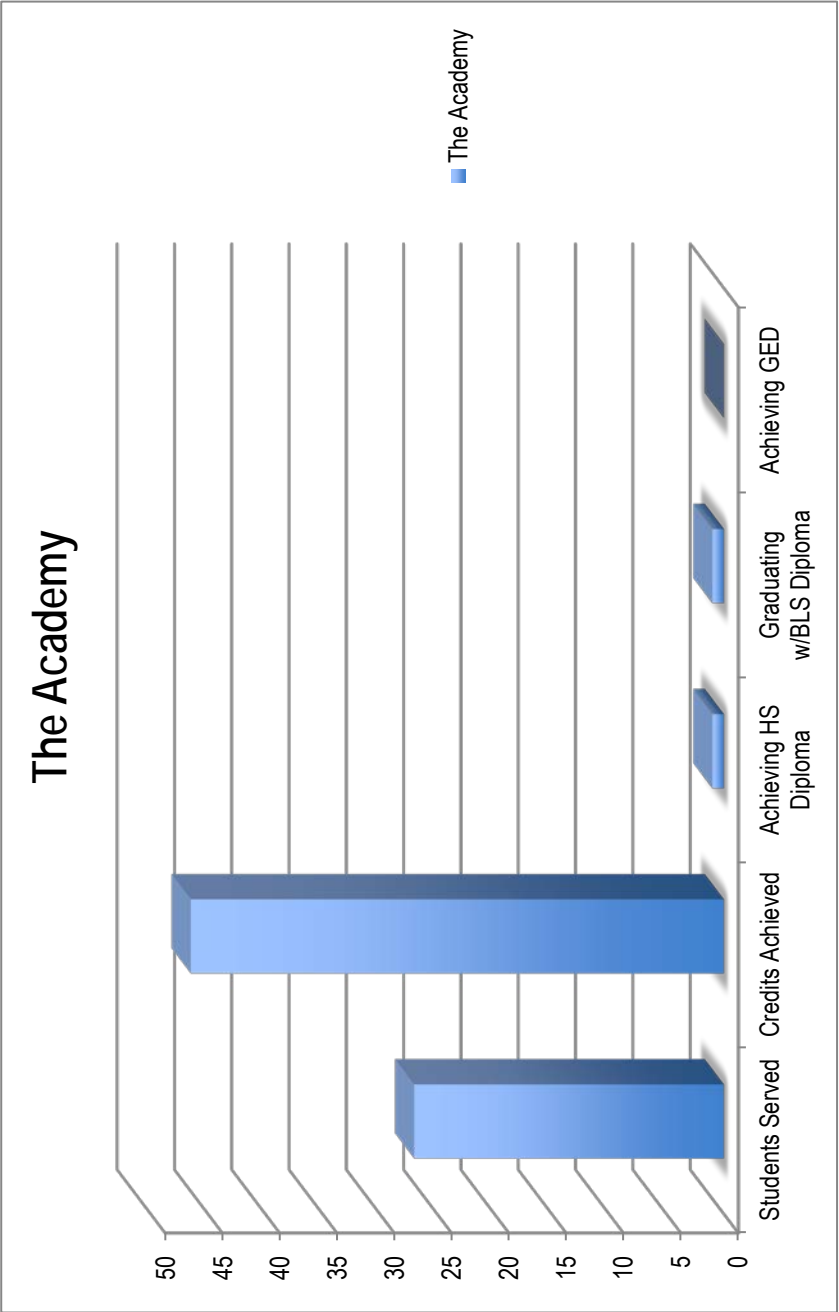
COIC Juvenile Detention	Students Served		Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	207		36	N/A	N/A	N/A



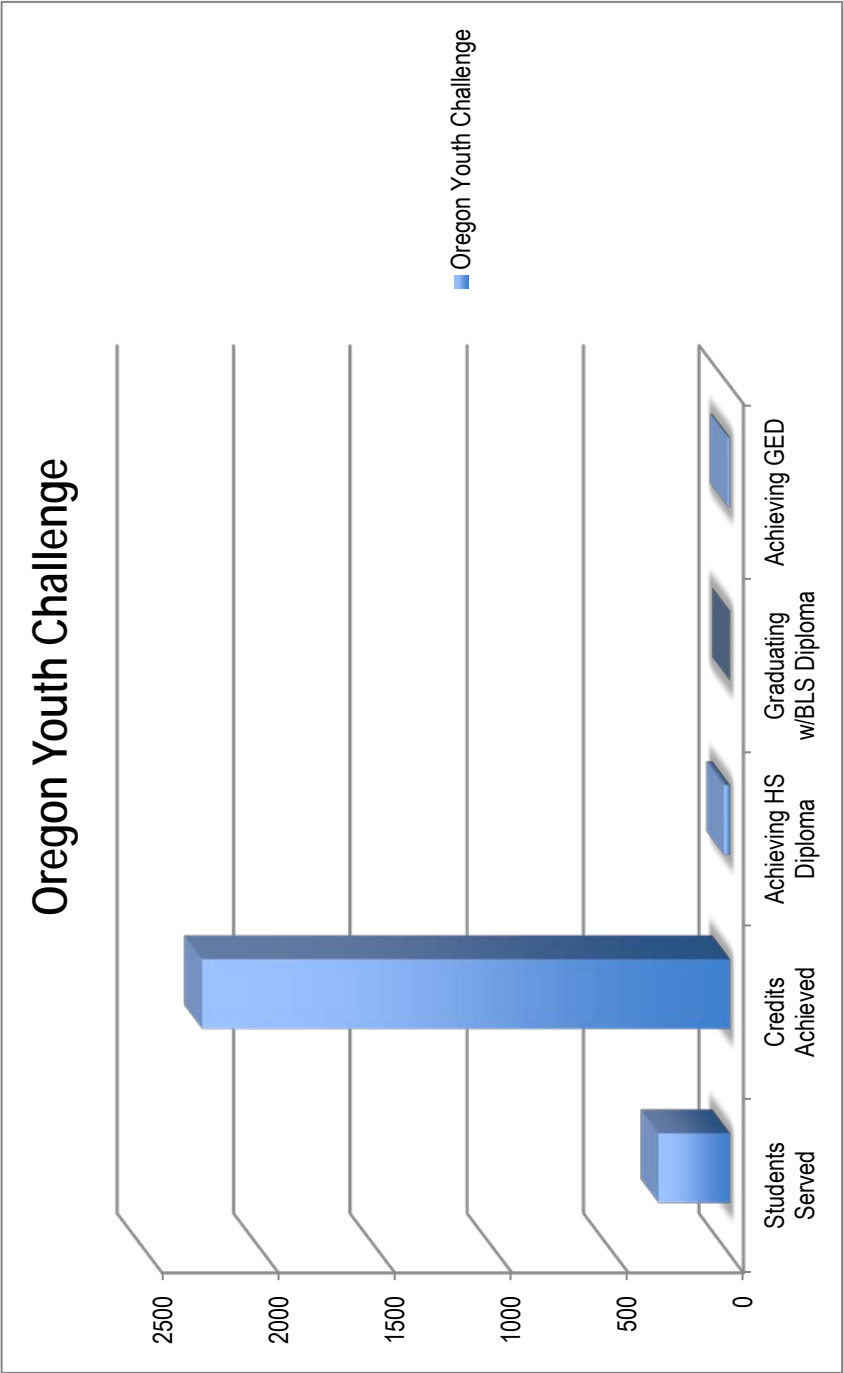
J Bar J	Students Served		Credits Achieved		Achieving HS Diploma		Graduating w/BLS Diploma		Achieving GED	
	59		162		2	Expected in June	1		0	



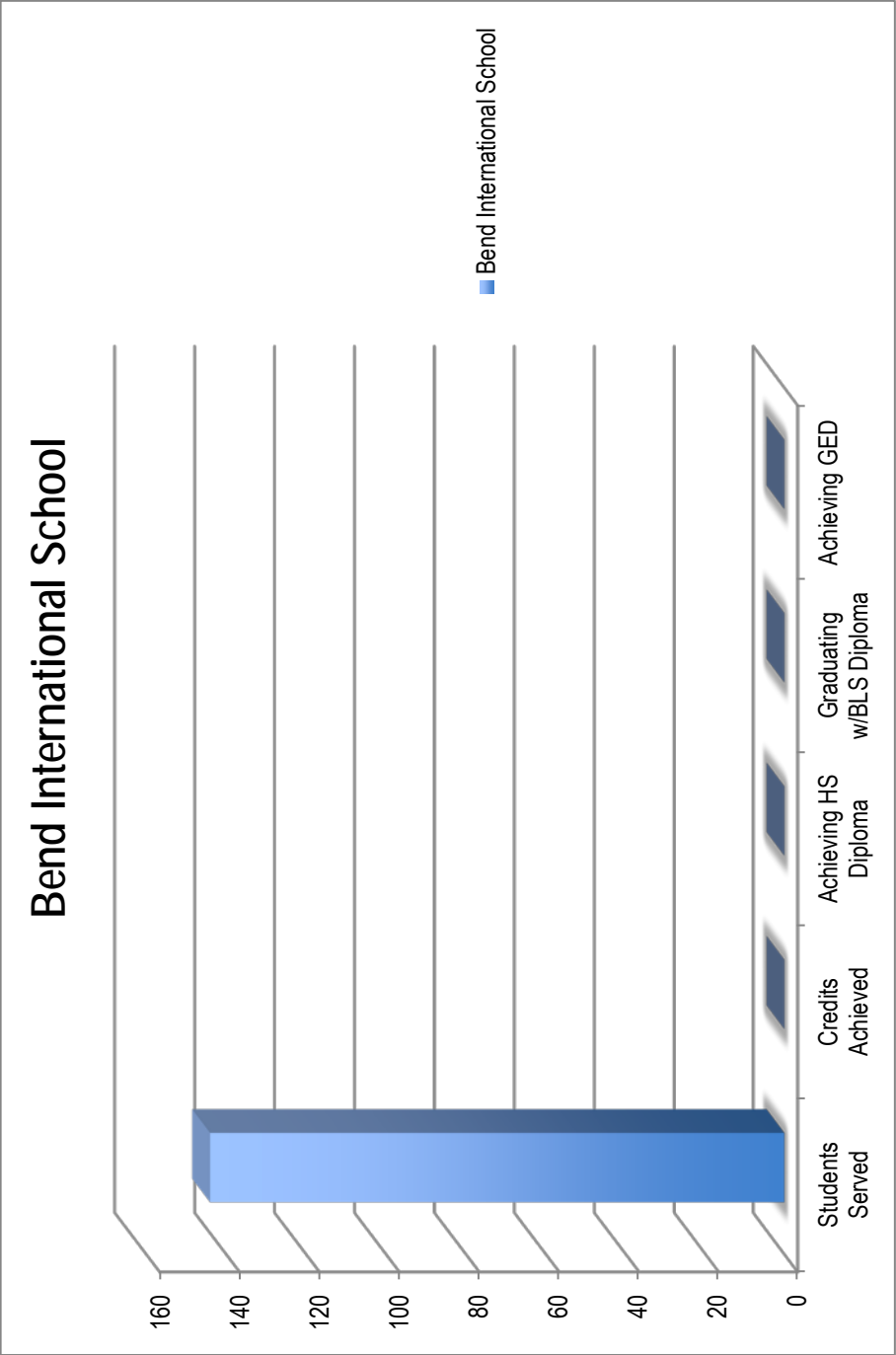
The Academy	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	27	46.5	1 Expected in June	1 Expected in June	0



Oregon Youth Challenge	Students Served				Credits Achieved		Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	312				2270		26	N/A	10



Bend International School	Students Served	Credits Achieved	Achieving HS Diploma	Graduating w/BLS Diploma	Achieving GED
	144	N/A	N/A	N/A	N/A



# ATTACHMENT D

## Oregon Assessment of Knowledge and Skills Report

Testing data is expected July 1, 2016. Results will be reported to the Bend-La Pine School Board in September.

# **ATTACHMENT E**

## **Fiscal Compliance**



Business Office  
520 NW Wall Street  
Bend, OR 97701  
Fax: (541) 355-1129

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April 21, 2016

Dave Holmberg  
HDESD  
145 SE Salmon Avenue  
Redmond, OR 97756

Re: ALO annual review

Dave,

As part of the contracts with our independent alternative learning option (ALO) providers, Bend-La Pine Schools (BLS) requires that the ALO provide to BLS financial information periodically during the year. BLS reviews this information for compliance with the contract.

For the current fiscal year all independent ALO providers have submitted financial information and it appears that all providers are in compliance.

Sincerely,

A handwritten signature in blue ink that reads "Marcia Copple".

Marcia Copple  
Accounting Supervisor  
Bend-La Pine Schools

**COIC**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2015-2016

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In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

---

Date: May 9, 2016

Evaluator: Dave Holmberg

School/Program: COIC: 1) Bend Classroom 2) LaPine Classroom 3) Deschutes County Juvenile Justice Classroom

---

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: \_\_\_\_\_

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: \_\_\_\_\_

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: \_\_\_\_\_

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: \_\_\_\_\_

2.4 How are Special Education and other special needs students served?

Meets: X

Does Not Meet: \_\_\_\_\_

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets:  X

Does Not Meet: \_\_\_\_\_

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets:  X

Does Not Meet: \_\_\_\_\_

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets:  X

Does Not Meet: \_\_\_\_\_

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets:  X

Does Not Meet: \_\_\_\_\_

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets:  X

Does Not Meet: \_\_\_\_\_

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets:  X

Does Not Meet: \_\_\_\_\_

8. Expenditures

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets:  X

Does Not Meet: \_\_\_\_\_

9. Achievement of Standards

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets:   X  

Does Not Meet:                     

10. Attendance

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets:   X  

Does Not Meet:                     

---

School/Program

Meets Criteria:   X  

Does Not Meet Criteria:

## CENTRAL OREGON INTERGOVERNMENTAL COUNCIL

### Student Profile COIC Bend and La Pine Centers

April 15, 2016

The COIC Bend and LaPine Centers are two of three COIC contract schools for the Bend-LaPine School District that provide alternative education services for Bend-LaPine students grades 9-12.

#### Student Profile

The COIC Bend and LaPine centers serve high school students who are not succeeding in the regular school system. They are considered to be “at-risk” because they are behind in classes and credits, they have either dropped out of school or have attendance problems, or they are unable to complete school assignments at the pace and to the expectation level of the high school. In addition, some students have been expelled from district schools and COIC provides an alternative setting for these students. At COIC students earn credits toward their high school diploma or study for their GED in order to get back on track.

Pages 6-14 show outcomes, frequency distributions of the referring schools, the grade at referral, the breakdown of GED/Diploma referrals by grade, Pre-GED scores at student intake and eventual GED test scores.

#### Curriculum

Because of the student’s at risk status, both the Bend and La Pine Centers use a Differentiated Instruction model to provide small group instruction. When deficiencies are noted, the curriculum is modified to address the basic skills needs of the students in terms of their uniqueness and diversity as learners.

In addition to the class work, the COIC Bend Center offers a well-developed work study program which students can attend for nine weeks, receiving classroom credits. The Bend Center’s instructional style includes classes offered through direct instruction and independent study in a Block Schedule. The staff believes that a mix of these styles of instruction helps the students achieve more success in their courses while allowing for needed credit recovery.

At the COIC La Pine Center, most of the student work is done independently with students working through developed packets of curriculum and with staff monitoring their progress. On Monday and Friday the instructor teaches Math, Writing, and Reading focusing on the Common Core.

## BEND CENTER

April 15, 2016

### Goals for the 2016-2017 School Year- Bend Center

1. Students who are receiving a regular or modified high school diploma are required to demonstrate proficiency in the Essential Skills. COIC will increase opportunities for students to prove that they have mastered the Essential Skills of Reading, Writing or Math by providing a variety of approved assessment options throughout the school year.
2. Maintain the number of GED passers achieved in 2015-2016.
3. Maintain the number of credits recovered to assist district graduation rates.

### Progress on Goals for the 2015-2016 School Year- Bend Center

1. Introduce National Career Readiness Certificate testing at regular intervals throughout the school year, at least once each semester. The NCRC, developed by ACT, is a portable industry-recognized credential that certifies an individual's workplace readiness. NCRC WorkKeys assessment is an assessment option approved by the State Board of Education to demonstrate proficiency in the Essential Skill of Reading and Applied Math.

*Meeting the Essential Skills requirement is always a challenge for COIC students who by definition are at-risk. COIC experience is that ACT WorkKeys is a more accurate reflection of at-risk students' essential skills than OAKS, especially for 12<sup>th</sup> graders who did not meet the requirements through OAKS. Additionally, WorkKeys is more objective and less time consuming to administer than the work samples, which is the alternative.*

- a) 25 students participated in NCRC testing by March 2016
- b) 12 students achieved the required Level 5 to meet an essential skill of math or reading, an Oregon diploma requirement
- c) 1 Gold Level Certificate (Level 5)
- d) 13 Silver Level Certificates (Level 4)
- e) 6 Bronze Level Certificates (Level 3)

2. Maintain the 2014-2015 pass rate for individual tests and GED completions.

*Table 1 shows that we not only met our GED goal of 41, but may substantially exceed it!*

Table 1

*Comparison of GED program outcomes for the school years 2014 - 2016*

	Jan 2014-June 2014 (new exam Jan 1, 2014)	2014-2015	2015-April 15, 2016
# Students Referred	102 for new exam	140	166
# Tests passed	80 (new exam)	199	275 (project 300)
GED Certificates	19 (new exam)	41	46 (project 60)

*However, the new GED exam still presents a serious challenge due to its increased rigor. Because it appears even harder to pass than the OAKS math and reading exam (See Appendix A,) it may be beyond the reach of students who, in the past, would have earned the GED. Appendix B discusses this issue and proposes a solution.*

3. Provide opportunities for students to familiarize themselves with Smarter Balanced Assessments. Preparation to include practice tests and embedded activities which model Smarter Balanced Performance Tasks, tasks that challenge students to apply their knowledge and skills to respond to real-world problems.

a) *Language Arts: COIC will offer the SBA Practice Test in April 2016 prior to May Smarter Balanced assessments.*

*In Language Arts course, students have had the opportunity to engage in activities that facilitate the type of higher level thinking required to successfully complete Smarter Balanced Performance Tasks. Inquiry based learning activities assist students in developing problem solving skills that can be implemented in a variety of subject areas as well as when dealing with real-world dilemmas.*

b) *Mathematics: COIC will offer the SBA Practice Test in April 2016 prior to May Smarter Balanced assessments.*

*In addition: Every student taking the SBAC in Mathematics gets a copy of the scoring rubric for work samples, which they keep. A completed work sample from the strand they're working on (e.g., "Don't Hit the Ceiling" for Algebra) is shared along with the Scores and Commentary from the grader. We discuss these items, and then students complete a practice work sample from that strand. After scoring and discussion of the practice work sample, the student completes an official work sample. All activities are embedded within the appropriate unit of the course that the student is currently taking.*

- i. Integrated 1A - Geometry Work Sample In Unit 3 (Geometry) after Quiz 4 (Circles and Spheres)*
- ii. Integrated 1B - Probability and Statistics Work Sample in Unit 9 (Probability and Statistics) after Quiz 3 (Probability)*
- iii. Geometry B- Geometry Work Sample in Unit 8 (Area and Volume) after Quiz 3 (Volume of Solids)*
- iv. Probability and Statistics Work Sample in Unit 12 (Probability) after Quiz 3 (Conditional Probability)*
- v. Algebra 2A - Algebra Work Sample in Unit 3 (Linear Equations and Inequalities) after Quiz 3 (Linear Equations and Inequalities)*
- vi. Algebra 2B - Algebra Work Sample in Unit 8 (Quadratic Relations and Systems) after Applications of Conic Sections Part 3*

## 2015-2016 Accomplishments Bend Center

1. 46 GEDs earned Sept-April 15, 2016 and more to come! COIC staff also presented at the November, 2015 Annual GED Summit. The presentation described the practices that made COIC the top GED performer in the state.
2. A new partnership with Deschutes County Health Service's Young Adults in Transition (YAT) Program now provides COIC students direct access to counseling, family support, outreach and education, academic and vocational support, group meetings, peer support network, employment support, assistance with adulthood transition and empowerment of under-supported youth. The YAT Outreach Peer Support Specialist is on campus weekly to meet with referred or self-referred youth.
3. COIC's WIOA Performance YTD:
  - a. Placement in Employment and Education – 75% (state goal 72 %)
  - i. 32 paid Work Experiences ranging from Forest Conservation to Veterinary offices
  - b. Attainment of Degree or Certificate – 68% (state goal 72 %)
  - c. Numeracy and Literacy – 62% (state goal 50 %)
4. COIC staff participated in proctor training for NCRC WorkKeys to enable on-site proctoring of exam.
5. COIC staff enrolled in COCC class to learn first-hand the post-secondary educational experience as it relates to COIC program completers.
6. COIC staff trained and granted access to ORSkills, the ODE – Willamette ESD collaboration that banks, scores and stores secure work samples for 12<sup>th</sup> graders who have not demonstrated proficiency in the essential skills. Because WorkKeys does not have a writing component, ORSkills writing is a necessary piece of the COIC program.
7. 25 potential 2016 GED/Diploma attended a COCC presentation put on by the COCC Admissions Coordinator, Lindsay Buccafurni at the COIC campus.

## LA PINE CENTER

This second branch of the COIC contract schools is located in La Pine approximately ¼ mile from La Pine HS and serves at-risk youth from La Pine High school. The program uses the Bend COIC curriculum to recover credits leading to graduation and prepare students for the GED.

### Goals for the 2016-2017 School Year – La Pine Center

1. Maintain the number of GED passers achieved in 2015-2016.
2. Maintain the number of credits recovered to assist district graduation rates.
3. Introduce WorkKeys as a means of meeting the essential skills requirement.
4. Maintain work experience opportunities for WIOA eligible youth.

### Progress on Goals for the 2015-2016 School Year- La Pine Center

1. Increase the number of GED completions and dual-track students (credit recovery & GED).

*See Table 2 below.*

2. Increase work experience opportunities for WIA eligible youth.

*Six students were enrolled in WIOA in 2014-15. This year five were added. There were 3 work experiences last year and three this year to date.*

3. Prepare juniors for SBAC testing by piloting several “performance tasks” throughout the school year.

*La Pine HS does preparation in house.*

Table 2

*Comparison of GED program outcomes for the school years 2014 - 2016*

	2013-2014	2014-2015	2015-April 15, 2016
# Students Referred for GED	6 *	25	37
# Tests passed	20*	45	50 (project 75)
GED Certificates	5*	11	7 (project 15)
Students Referred for Credit	35	6	8
Credits Earned	34	33.75	64
Students Graduated	0	2	4 projected

\*New GED exam introduced Jan 1, 2014. These numbers refer to time period Jan-Jun, 2014

## COIC JUVENILE DETENTION CENTER (DCJCJ)

This third branch of the COIC contract schools is housed at the Deschutes County Juvenile Justice Center. Students reside in the juvenile justice center.

### Student Profile

This alternative education program serves the youth who are incarcerated within the facility. During the 2015-16 school year, 83% of the students in detention were residents of the tri-county service area, 16% out of the tri-county service area in Oregon and 1% from out-of-state. These students are categorically at risk of dropping out.

### Curriculum

The primary purpose of the detention education program is to ensure that students do not fall behind in academics while incarcerated and receive remedial instruction and credit recovery curriculum as needed. Physical fitness activities are provided daily. There are also a broad range of other educational opportunities provided. A combination of teachers, facility staff, and community volunteers facilitate programs in anger management, drug and alcohol prevention, sex education, music, art, decision making strategies and citizenship. Individual counseling by county mental health staff and community work service are additional options available.

### Goals for the 2016-2017 School Year – Juvenile Center

1. Incorporate formative assessment concepts into classroom environment to increase student involvement and self-management of learning.
2. Complete conversion of sending student entries, exits, IEPs and SPED information from faxes to a secured online file transfer.

### Goals for the 2015-2016 School Year Progress– Juvenile Center

1. Increase technological use in classroom via Smartboard and build materials for use with Smartboard.

*We have developed a set of maps of continents, countries, and states that can quickly be pulled up and used. These maps are used daily in newspaper discussions so students can find locations of the stories being discussed to increase geography skills of students. The Smartboard use has also increased our video collection because of the ability to stream video and not always needing a DVD as you would with a television. It is easier to find something that demonstrates a point in the curriculum or give a visual picture to vocabulary. It is always a work in progress to continue to build more materials.*

2. Increase detention library offerings that are more organized and accessible to students to increase student participation in reading.

*The storage area for books has been organized and categorized on book shelves. Books have continued to be collected to add to the collection. We have been working on collecting the different books to different teen book series'. Students often have read one book in a series and then one to read another and often have to wait for the book to arrive from the library. As we have procured more books to series, the students do not have to wait and are more motivated to read.*

3. Bring in more guest speakers regarding curriculum and career related topics.

*This is an area that still needs further exploration into the process of bringing in volunteers. The process is somewhat lengthy including filling out a volunteer application, full background check and authorization to be able to come in and present to the class.*

4. Develop curriculum regarding legal system and Oregon laws to reduce offenses committed by students and decrease the recidivism rate.

*This project is in progress. Material has been located to use for the text of the course. The material has been divided into 27 packets and is currently in the process of developing quizzes for each packet.*

#### Highlights for 2015-2016 School Year - Juvenile Center

1. Created a resource box of games/worksheets and implemented a daily routine of games and worksheets to increase multiplication fact skills of students. Many students come to class lacking solid multiplication skills.
2. Classroom instructor completed six-month Formative Assessment Insights course.

#### Findings

The COIC classroom program, with 3 sites in the district, has met all the conditions of their contract with the Bend-LaPine School District for the 2015-16 school year. COIC has met all the evaluation criteria set forth in IGBHAA AR Evaluation of Alternative Programs

#### Recommendation

I recommend that the Bend-LaPine Board of Directors accept this report as written. I further recommend that the Bend-LaPine Board approve a new contract with COIC for the 2016-17 school year.

Friday, April 15, 2016

## 2015-2016 Bend COIC Outcomes

### Students Referred

Total: 265  
Full time: 239  
Shared Diploma: 26  
Full Time Diploma: 73  
GED: 166  
Summer: 0  
Grade 14: 16  
Grade 13: 40  
Grade 12: 104  
Grade 11: 73  
Grade 10: 27  
Grade 9: 8  
SPED: 39  
Hispanic or Latino: 22  
Not Hispanic: 244  
White: 237  
American Indian or Alaska Native: 15  
Hawaiian or Pacific Islander: 9  
African American: 4  
Asian: 1  
Female: 111  
Male: 156  
Working: 57  
Pregnant\_Parenting: 6  
Low\_Income: 30  
Enrolled\_WIOA: 24  
Juvenile\_Justice: 4  
Homeless: 5

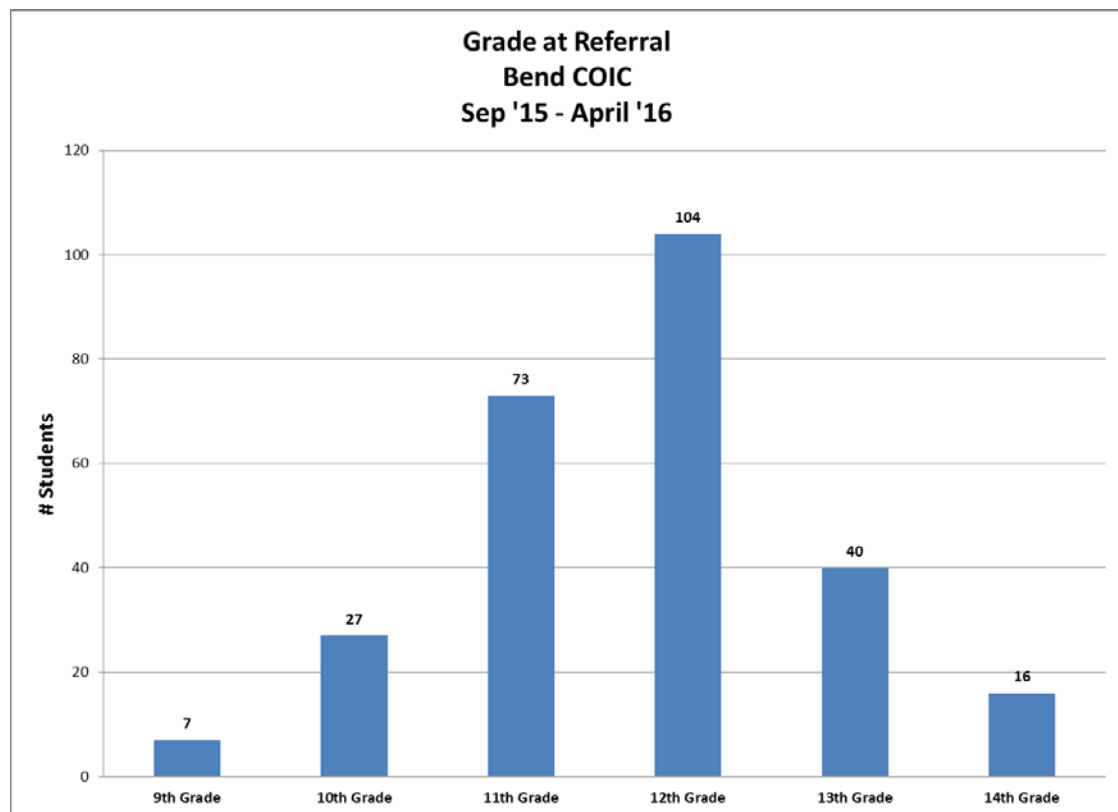
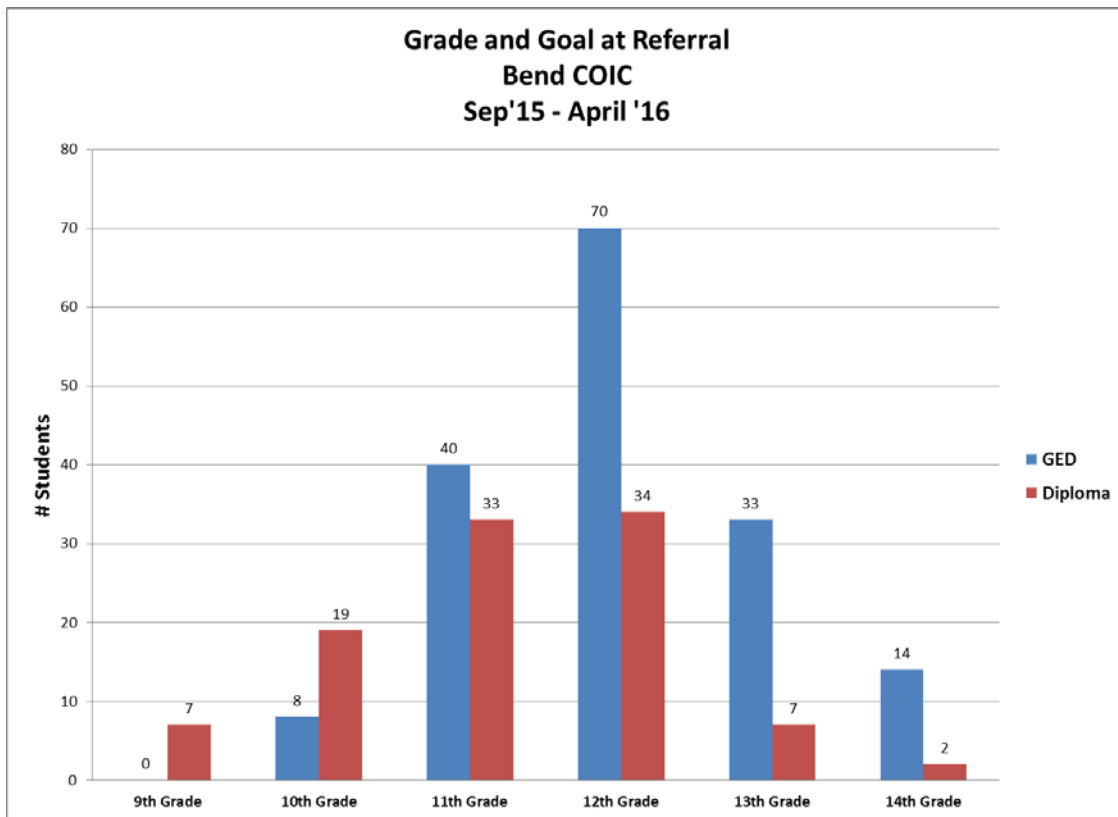
### Outcomes

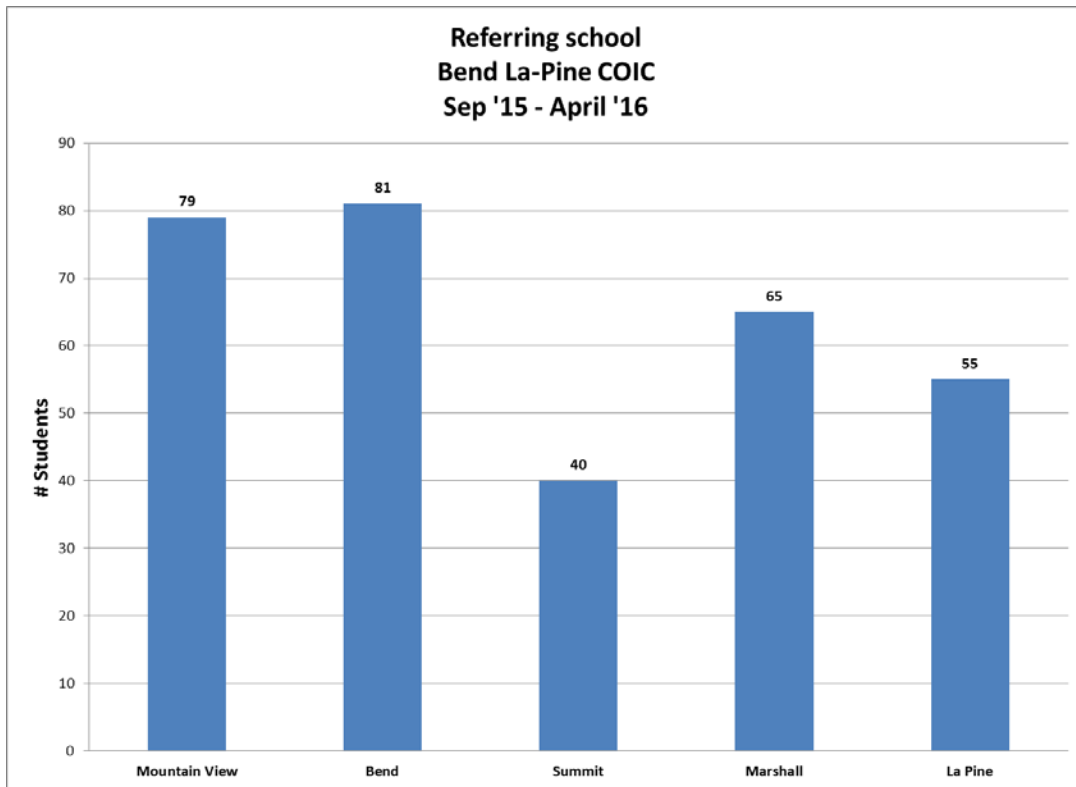
Credits Earned: 154.25  
Full TimeDiplomas: 3  
Shared Diplomas: 0  
Returned to HS Diplomas: 0  
Graduated and GED: 1  
GED: 43  
GED and Enrolled: 0  
Failed GED: 0  
Drop Attendance: 22  
Drop Attendance\_Over 18: 40  
Returned to HS: 15  
Currently enrolled FT in HS Program: 52  
Currently enrolled in GED Program: 53  
Shared Currently enrolled: 17  
Enrolled at Year End: 0  
Never Attended: 1  
Dropped for Behavior: 3  
Dropped Rehab: 0  
Dropped Jail: 5  
Job Corps: 0  
Deceased: 0  
Full\_Time\_Job: 0  
Medical: 1  
Moved: 9  
Other: 0  
Waiting List: 3

Thursday, April 14, 2016

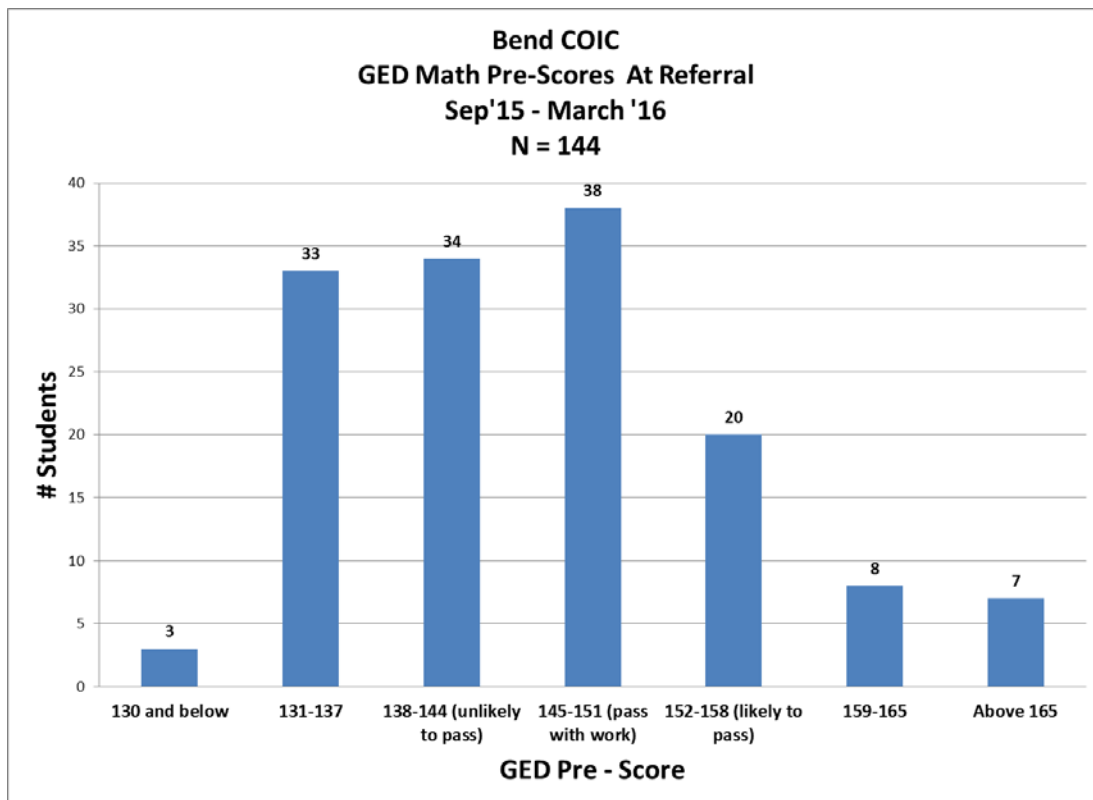
## COIC La Pine Outcomes 2015-2016:

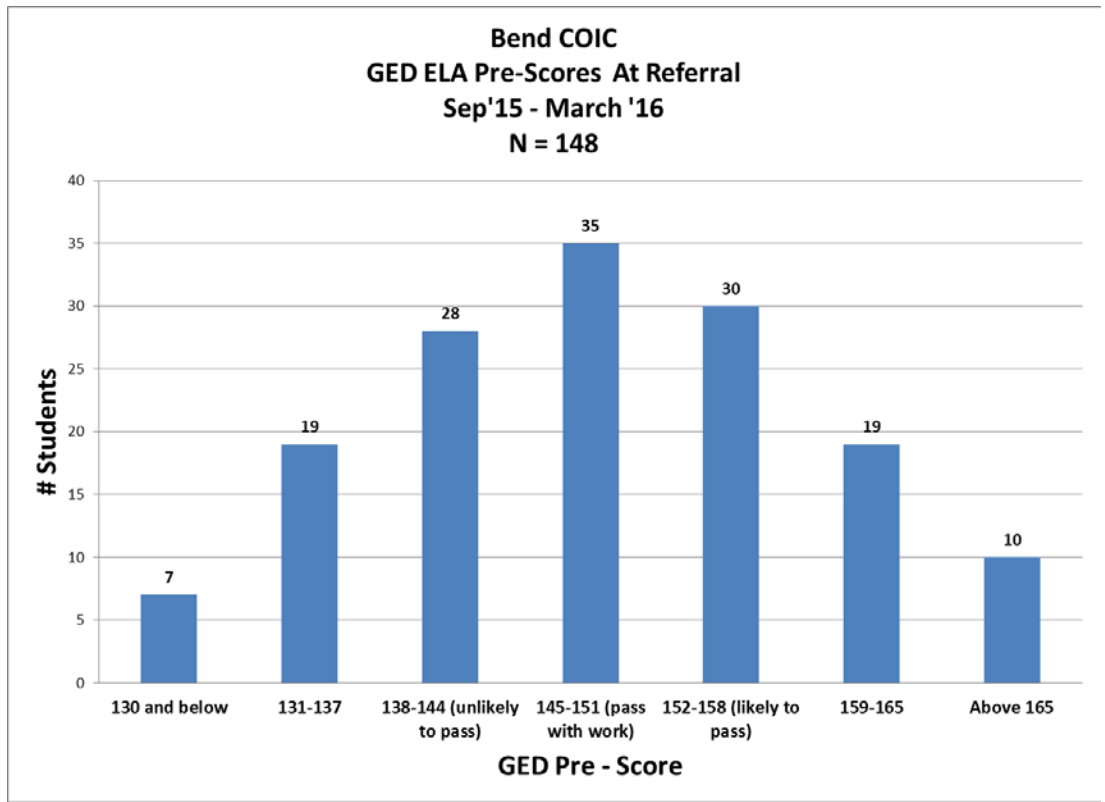
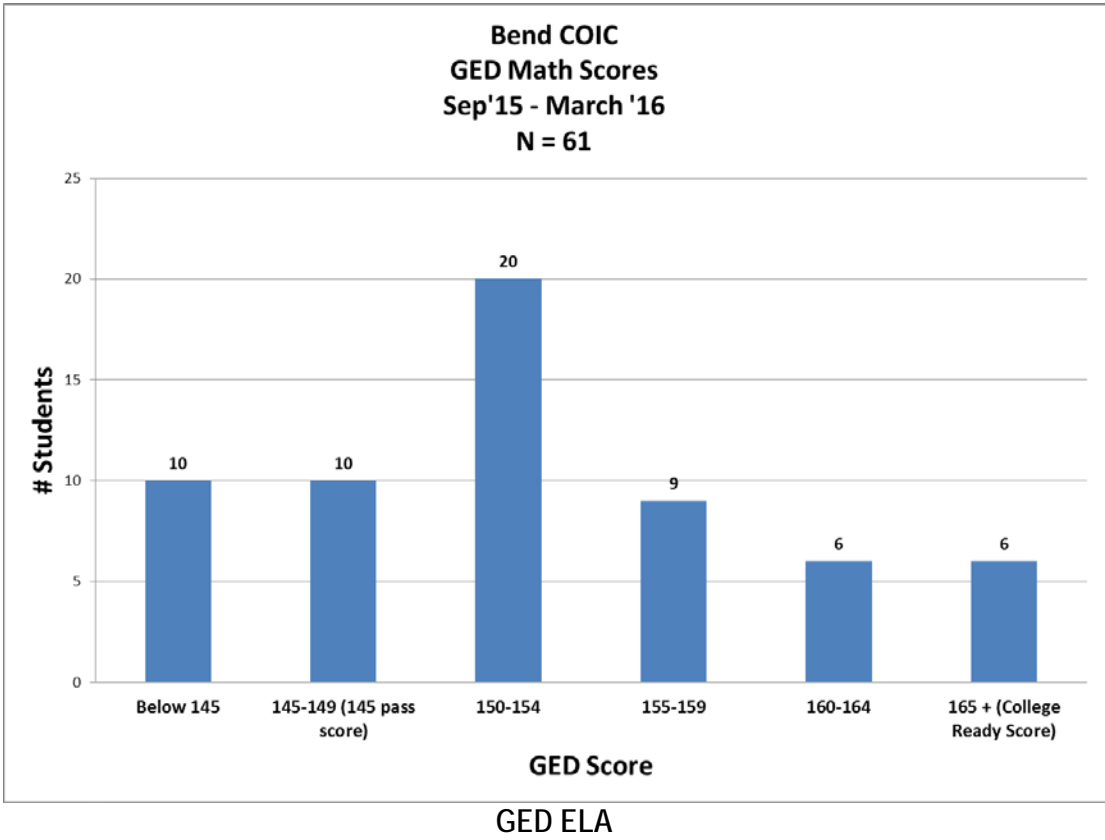
<u>Students Referred</u>	<u>Outcomes</u>
Total: 55	Credits: 64
Full time: 45	Full TimeDiplomas: 0
Shared: 10	Shared Diplomas: 0
GED: 37	Returned to HS Diplomas: 0
Summer: 0	Graduated and GED: 0
Grade 14: 1	GED: 7
Grade 13: 3	GED and Enrolled: 0
Grade 12: 17	Failed GED: 0
Grade 11: 16	Drop Attendance: 6
Grade 10: 11	Drop Attendance_Over 18: 7
Grade 9: 7	Returned to HS: 9
SPED: 9	Currently enrolled in HS Program: 8
Hispanic or Latino: 2	Currently enrolled in GED Program: 4
Not Hispanic: 53	Shared Currently enrolled: 2
White: 55	Enrolled at Year End: 0
American Indian or Alaska Native: 0	Never Attended: 0
Hawaiian or Pacific Islander: 0	Dropped for Behavior: 1
African American: 0	Dropped Rehab: 0
Asian: 0	Dropped Jail: 0
Female: 20	Job Corps: 1
Male: 34	Deceased: 0
Working: 6	Full_Time_Job: 0
Pregnant_Parenting: 1	Medical: 0
Low_Income: 1	Moved: 1
Enrolled_WIA: 0	Other: 1
Juevenile_Justice: 0	
Homeless: 0	

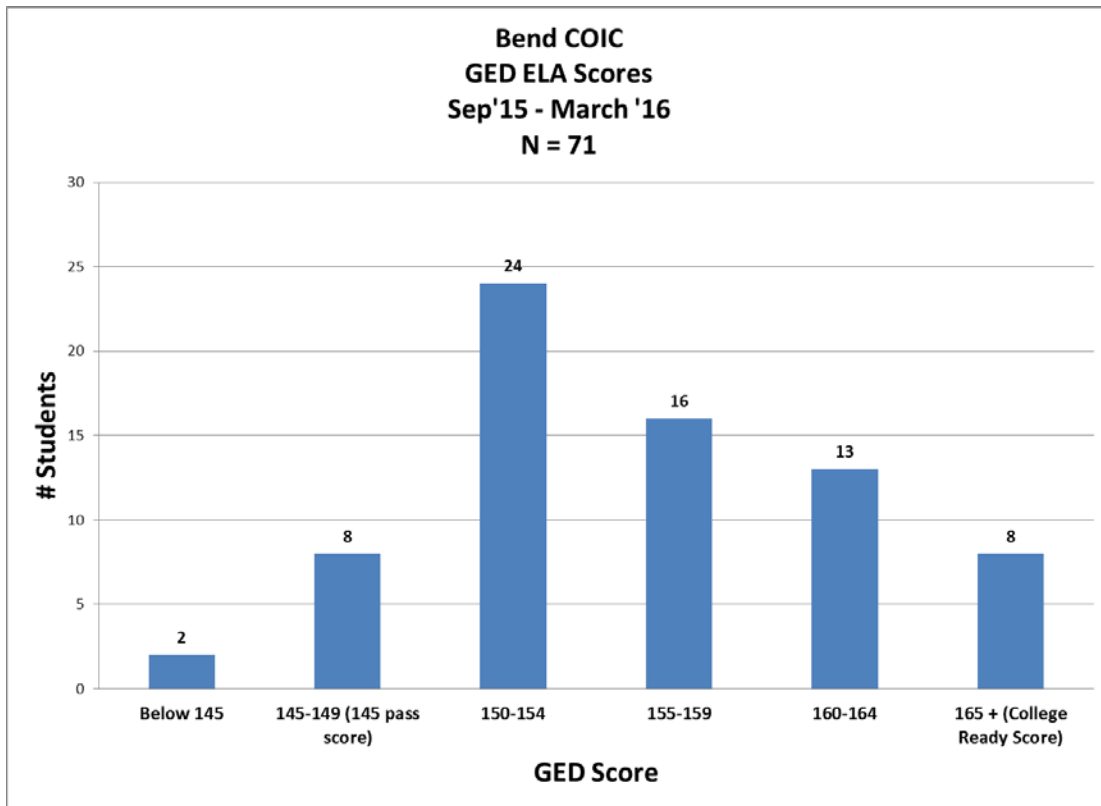




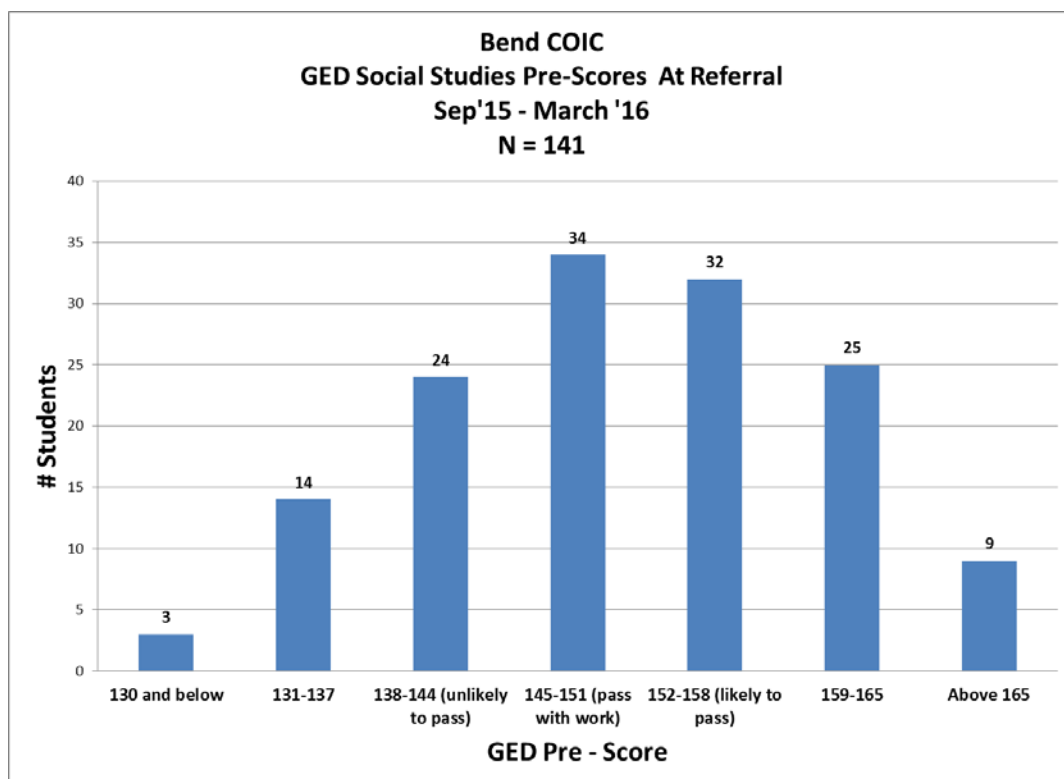
### GED Math

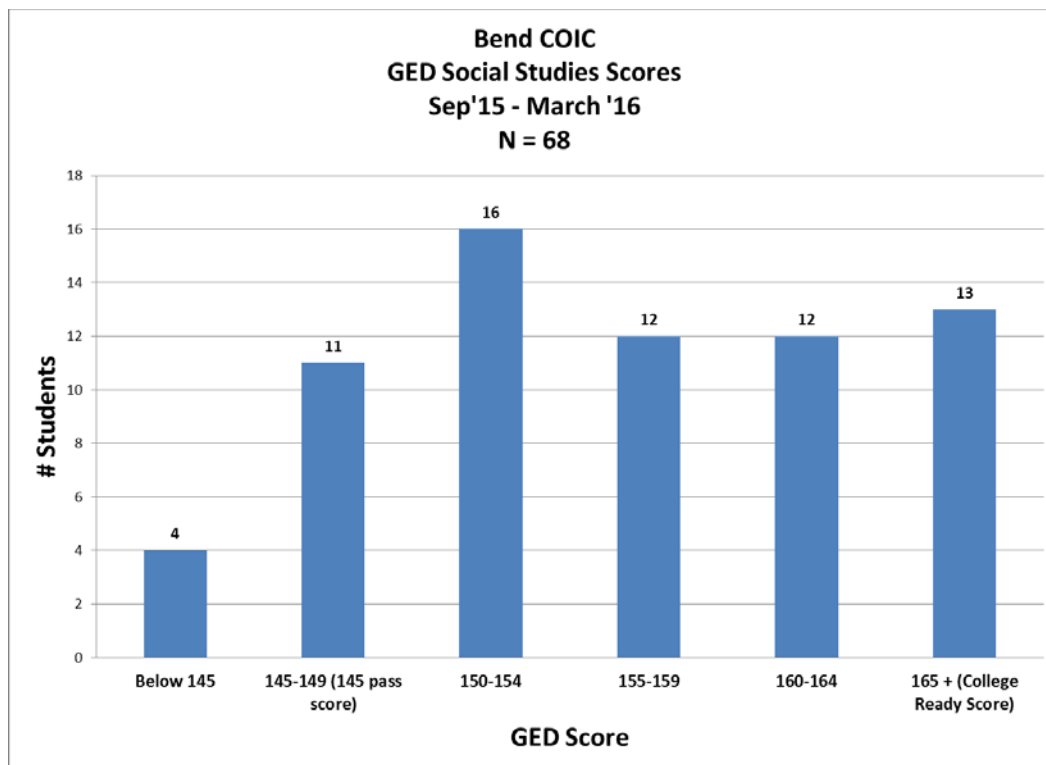




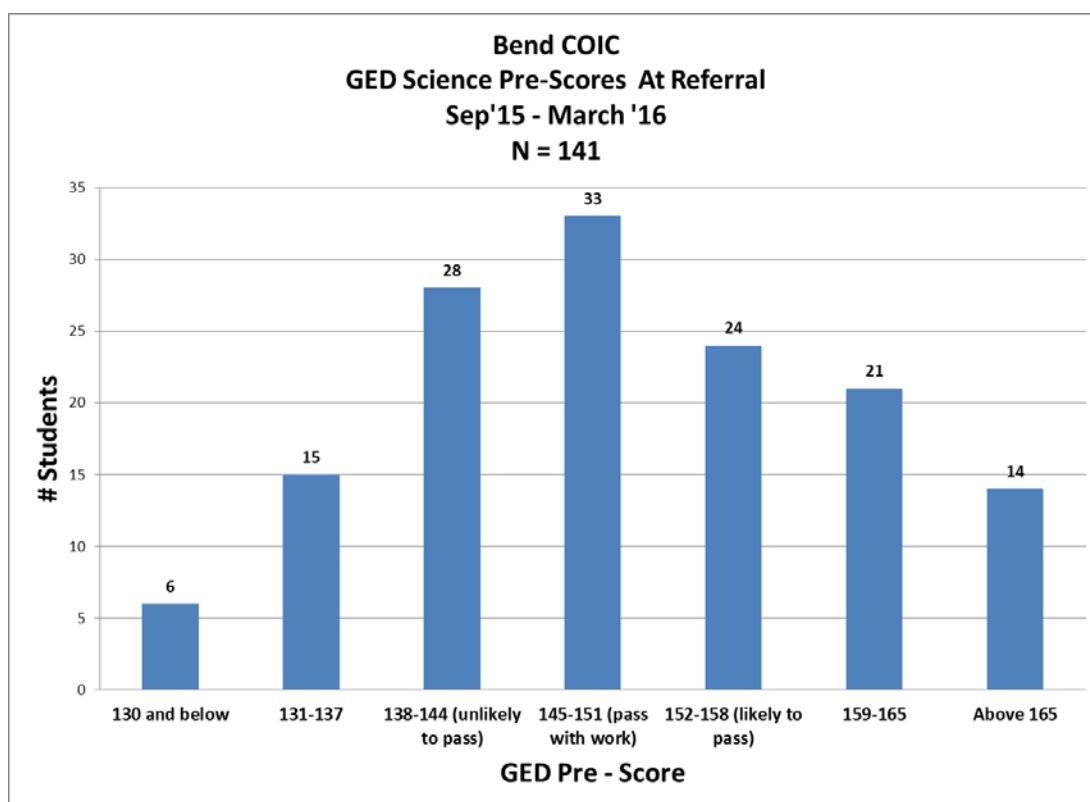


### GED Social Studies

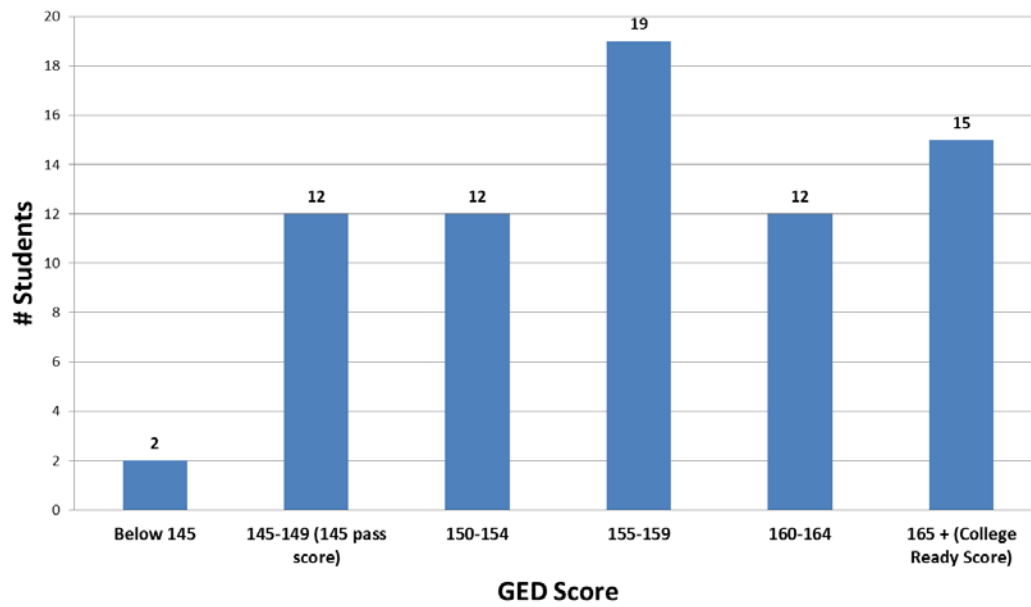




### GED Science



**Bend COIC  
GED Science Scores  
Sep'15 - March '16  
N = 72**



## Results of T-Test Comparison of OAKS Reading and Math Scores Between COIC Students Who Passed GED Series 2002 and GED Series 2014.

The basic premise of the GED 2014 is that, because of its increased rigor, those who pass the exam approach the academic equivalence of high school graduates and are thus more post-secondary ready. Data from the COIC GED program appear to back this assertion by means of comparing the OAKS Reading and Math scores of students who passed the GED 2002, the exam administered from 2002 through 2013, with those of students who passed GED 2014.

The observations were limited to students who passed the exam and had OAKS scores. Not all students who passed the GED exams had OAKS scores in both Math and Reading. The obvious limitation to the study is that the OAKS tests were taken before the students were in the GED program; in other words the OAKS scores measured academic and test-taking abilities *before* the students engaged in GED preparation activities.

### Sample

COIC students in Bend and Redmond with OAKS scores who passed the GED exam between September, 2012 and June 2015. The sample was made up of 110 students who passed the GED 2002 and 56 who passed GED 2014.

### Reading

Average OAKS Reading for those who passed GED 2002 Reading: 236. N = 105.

Average OAKS Reading for those who passed GED 2014 Language Arts: 241. N = 55.

An independent-samples t-test was conducted to compare OAKS Reading scores for GED 2002 and 2014 Language Arts test passers. There was a significant difference in the OAKS scores for GED 2002 ( $M = 235.89$ ,  $SD = 8.10$ ) and GED 2014 ( $M = 240.87$ ,  $SD = 7.31$ ) conditions;  $t(158) = 3.823$ ,  $p = .000$ . Effect size,  $d$ , is approximately .64 which is medium to large and is a typical size for effects in the behavioral sciences.

### Math

Average OAKS Math for those who passed GED 2002 Math: 232. N = 103.

Average OAKS Math for those who passed GED 2014 Math: 236. N = 52.

An independent-samples t-test was conducted to compare OAKS Math scores for GED 2002 and 2014 Math test passers. There was a significant difference in the OAKS scores for GED 2002 ( $M = 232.09$ ,  $SD = 5.97$ ) and GED 2014 ( $M = 235.69$ ,  $SD = 5.86$ ) conditions;  $t(153) = 3.571$ ,  $p = .000$ . Effect size,  $d$ , is approximately .64 which is medium to large and is a typical size for effects in the behavioral sciences.

```
T-TEST GROUPS=Test('2002', '2014')  
/MISSING=ANALYSIS  
/VARIABLES=mOAKS rOAKS  
/CRITERIA=CI(.95).
```

**T-Test**

**Group Statistics**

Test	N	Mean	Std. Deviation	Std. Error Mean
mOAKS 2002	103	232.09	5.972	.588
2014	52	235.69	5.860	.813
rOAKS 2002	105	235.89	8.100	.790
2014	55	240.87	7.308	.985

**Independent Samples Test**

	Levene's Test for Equality of Variances		t-test for Equality of Means							
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
								Lower	Upper	
mOAKS	1.633	.203	-3.571	153	.000	-3.605	1.010	-5.600	-1.610	
			-3.593	104.194	.001	-3.605	1.003	-5.594	-1.615	
rOAKS	2.519	.114	-3.823	158	.000	-4.987	1.305	-7.564	-2.410	
			-3.948	120.039	.000	-4.987	1.263	-7.488	-2.486	

## GED Option or Modified Diploma?

### Summary:

Because of the increase in difficulty of the new GED Exam, high school counselors and administrators need clarification in order to recommend GED or Modified Diploma for students whose credits are a year or more behind their cohort.

### Introduction: The GED Option Program

The GED Option Program is an authorization is from the American Council on Education (ACE) and GED Testing Service (GEDTS) that allows Oregon school districts to retain enrollment of 16 and 17-year-old students while they study for and take GED subtests. Bend School District and COIC have that authorization. Students not enrolled in the GED Option Program require an Exemption from Compulsory Attendance to access the GED tests. Students enrolled in the GED option program "...continue toward achieving the academic credits and Essential Skills required for graduation..." (<http://www.ode.state.or.us/search/results/?id=29>).

Two key elements of the program are that the prospective student's credits are a year behind their ninth grade cohort and are academically capable of following the course of instruction for passing the exam – which has not yet been established for the more rigorous exam that was put in place in 2014. The GED Option baseline criteria around the much less rigorous 2002 exam were:

- Met or exceeded the 8th grade reading benchmark;
- Scored at 400 on the GED science, social science, or reading Official Practice Tests;
- Scored 235+ on the Comprehensive Student Assessment System (CASAS) Reading;
- Scored at grade level 8.5 or above on the Test of Adult Basic Education (TABE) Forms 7 & 8.

Clearly, these are inadequate predictors for the GED 2014 which is aligned to current national standards for career and college readiness.

### GED 2014: The Game Changer

The 2014 GED exam represents a massive shift from GED 2002 that was administered from 2002 through 2013. The new exam is much more rigorous than any previous exam, demanding analysis of written text and practical application of algebra, geometry, statistics and probability. The increased rigor demands more preparation. In fact, nation-wide, there was an 80% drop in the number of 16 to 18 year-old test passers after GED 2014 was put in place! After 2014, GED candidates needed a higher math and literacy baseline than before.

In Table 1 below, Oregon Community College data compares remediation rates between high school graduates and GED 2014 during the 2014 – 2015 school year. GED earners required much less remediation than high school graduates! At least in Oregon, GED completers need less community college remediation than high school graduates.

Table 1

### *Comparison of Remediation Rates at Oregon Community Colleges*

Area of Remediation	GED Earners		High School Grads	
	Number	%	Number	%
Reading/Writing	89	14.9%	3955	47.5%
Math	233	39.1%	5196	62.4%
Total	595		8322	

Source: HECC Office of Research and Data (D4A)

However, this skill increase resulting from increased rigor comes at a cost—for many students, the GED is no longer an option. For them, a modified diploma is a more effective means to acquire the math and literacy skills to succeed in the work place.

The challenge, then, is to devise an equitable method of determining the pathway that is in the best interest of each student. Clearly an academically at-risk student would benefit from the increased rigor of GED 2014. And, just as clear, it is not in the best interest of any student to pursue an academic goal that is frustratingly difficult.

#### The COIC Experience: What Pre-scores Predict Readiness for GED 2014?

The GED Ready Test, a pre-test designed by the GEDTS, is the best predictor of the actual test score, usually within a few points. Using data from the 2014-2015 and 2015-2016 school years, COIC analyzed the pre-scores and outcomes from 145 students who completed all four pre-tests to find a descriptive point for likely GED success as well as the point at which success seems unlikely. Our criteria for the process centered on the following:

1. Fairness – no student with a chance of passing the GED should be excluded;
2. Address the student's best interest – no student should be subjected to an overly difficult course of study;
3. All students' training should improve their post-secondary outcomes – work, career and education.

With a focus on GED, we chose average scores of 148 and 144 and compared outcomes: GED Completers; Currently Enrolled; Dropped for lack of attendance, and Dropped because of jail. Table 2 shows the outcomes for each cut score. A cut score of 144 would not have excluded any student who earned a GED while 148 would have excluded 7 out of the 52 or 13% of the GEDs! Additionally, even after two years attendance, no student with a score below 144 earned a GED. And, a cut score of 144 included 16 more students in the Currently Enrolled category—29% more students!

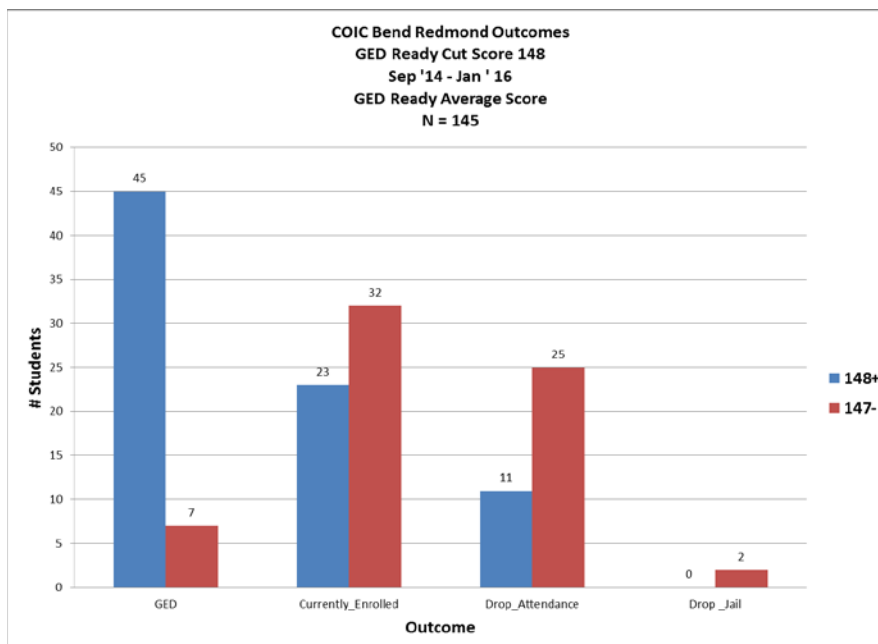
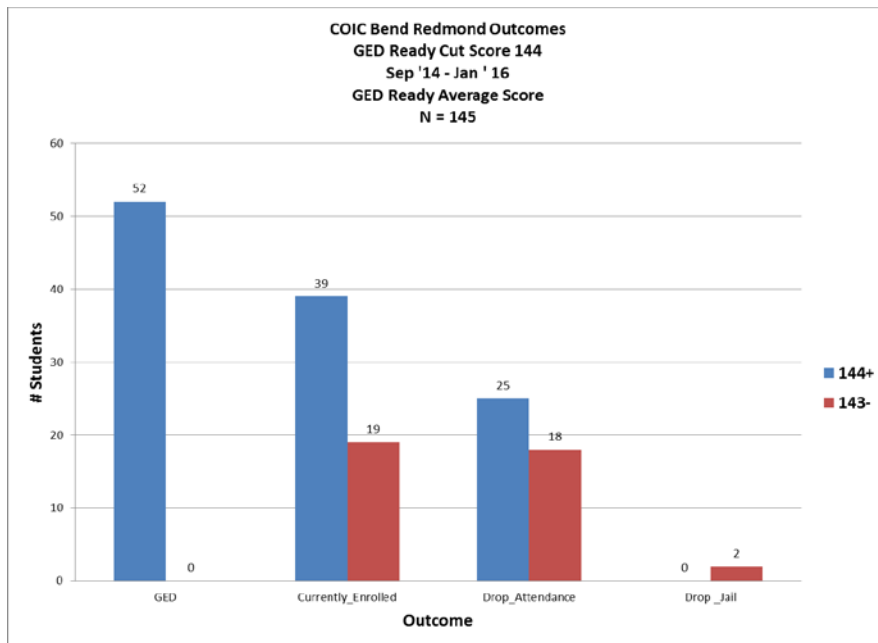
Table 2

*Comparison of Outcomes with GED Ready Cut Score 144 and 148*

Outcome	<u>Cut Score 144</u>			<u>Cut Score 148</u>		
	144+	143-	Total	148+	147-	Total
# GED Completers	52	0	52	45	7	52
Currently Enrolled	39	19	55	23	32	55
Drop Attendance	25	18	36	11	25	36
Drop Jail		2	2	0	2	2
Total	116	39	145	79	66	145

Figure 1 below graphically represents these trends.

Figure 1



**Solution:**

The solution is already in place – a Modified Diploma is the best track for students who score below 144 on GED Ready. The new GED is simply too difficult for them.

Modified Diploma entails a different pedagogy. These students lack foundational skills in all areas. Students pursuing this goal would benefit from a structured program with specific classes at specific times, much like a middle school – and with a similar curriculum. COIC instructors already have partial experience in this approach by having assigned Odysseyware level 200 to 500 Math and English to remediate low skilled students. The new strategy for Modified Diploma would assign an entire curriculum, which, where possible, would cluster students for directly taught classes.

**Process:**

1. At-risk student identified at high school. These are students whose credits are more than a year behind their ninth grade cohort;
  - a. Best scenario identifies student in 10<sup>th</sup> grade
  - b. Low credit, low-skilled 12<sup>th</sup> graders are more difficult to serve
2. Student referred to COIC;
3. Student tests GED Ready;
  - a. 144 or above goes into GED Program
    - i. Student's number of credits is close to graduation – student stays on graduation track
  - b. 143 or below goes into Modified Diploma
    - i. Age, # credits and attendance are factors to evaluate
    - ii. Student is exceptional case and goes to GED
    - iii. Meeting with referring high school administration to establish Modified Diploma
4. Student assigned to Modified Diploma track
  - a. One to two year time frame to earn Modified Diploma



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent  
255 Capitol St NE, Salem, OR 97310  
Voice: 503-947-5600  
Fax: 503-378-5156

April 22, 2016

COIC Skill Lab - Bend  
334 NE Hawthorne Ave.  
Bend, OR 97701

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for COIC Skill Lab - Bend at 1645 NE Forbes Rd Ste 101, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the programs.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at [bob.salazar@state.or.us](mailto:bob.salazar@state.or.us) or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 22, 2016

COIC Skill Lab - Lapine  
334 NE Hawthorne Ave.  
Bend, OR 97701

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for COIC Skill Lab - Lapine at 16493 Bluewood Pl, Suite 3, LaPine, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

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Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

**J BAR J**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2015-2016

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In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

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Date: May 10, 2015

Evaluator: Dave Holmberg

School/Program: J Bar J Boys Ranch

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1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: \_\_\_\_\_

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: \_\_\_\_\_

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: \_\_\_\_\_

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: \_\_\_\_\_

2.4 How are Special Education and other special needs students served?

Meets:   X  

Does Not Meet:                     

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets:   X  

Does Not Meet:                     

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets:   X  

Does Not Meet:                     

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets:   X  

Does Not Meet:                     

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets:   X  

Does Not Meet:                     

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets:   X  

Does Not Meet:

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets:   X  

Does Not Meet:                     

8.     **Expenditures**

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets:   X  

Does Not Meet:                     

9.     **Achievement of Standards**

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets:   X  

Does Not Meet:                     

10.    **Attendance**

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets:   X  

Does Not Meet:                     

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**School/Program**

Meets Criteria:   X  

Does Not Meet Criteria:

## J BAR J Boys Ranch Program

April 2016

J Bar J Learning Center, an accredited school through AdvancEd, since 1993, administers two school programs that have contracts with the Bend-La Pine School District as alternative programs. The two school programs are located at J Bar J Boys Ranch and the Academy at Sisters. At J Bar J Boys Ranch, education services are provided for adjudicated male offenders between the ages of 13-18 who have been placed there through the Oregon Youth Authority.

### Student Profile

The students who are placed at J Bar J Boys Ranch are young men with chronic felony offenses. They have frequently missed school and are behind in credits with relatively low skill levels as a result of inconsistent attendance. J Bar J is known to be an effective facility in working with young sex offenders, and a number of the boys are receiving treatment related to those offenses. In recent years, the demographics of the students who attend J Bar J have changed. Students are older, tend to have a more extensive criminal history with more serious offenses, are in need of greater special ed. support, and are more credit deficient resulting in higher maintenance.

### Curriculum

J Bar J Learning Center offers a full range of curriculum for students at the J Bar J Boys Ranch. The school combines direct and project-based instruction with individualized plans to offer a full range of basic skills classes along with electives, all of which are aligned with the content and standards of area high schools. The Learning Center prescribes to a proficiency-based model. Units in Career Education are incorporated into the program as well, using the Career Information System, discussion; resume writing and practical experiences to process the concepts. This interfaces with the job planning work that the boys do outside of school time with case managers.

The school has been using the Accelerated Reading program for several years and has found it to be very helpful in diagnosing student reading levels and in supporting lower functioning readers. They have also added the Accelerated Math program which will allow them to offer math programs that are tailored to the individual student's math level. The Learning Center recently subscribed to a newer version of Accelerated Math that incorporates Math common core standards. Each program allows for careful diagnosis of skill levels and then recommends math activities that are tailored to the needs of each student. Significant student gains have been made in both programs, as measured by pre and post testing within the program.

Student education plans are developed for each student. Portfolios are maintained for the students and show evidence of good achievement. Benchmark samples are evident and pre and post testing, using WIAT tests, are done to help monitor achievement. As mentioned above, the Accelerated Reading and Math programs also carefully monitor achievement. Students have shown progress on all measures of achievement.

A positive reinforcement model is used with the students throughout the day, helping them to set goals, to be accountable for their actions, and to learn more positive strategies. The students are placed in levels (0-4), which determine their responsibilities and their privileges. When a student reaches level 3 in this model, he is eligible to transition to a public school setting. Otherwise, all education and activities occur onsite.

### Goals for the 2015-16 School Year

- Integration of classroom technology into daily instruction
- Provide National Career Readiness Certificate for students
- Continue to focus on Math improvement
- Expand training for Smarter Balance Assessments
- Develop Resource Room materials
- Increase Professional Development regarding student therapeutic needs

### Yearly Accomplishments

- Successfully established technology in the classroom for all students
- Successfully established a Career Ed. Program
- Successful integration online supports for student achievement
- Established regular meetings to meet the academic needs of students on IEPs.
- Developed Men's Speakers series which brought positive role models into the school

As evidenced in my review, J Bar J Boys Ranch has made satisfactory progress on their goals for the 2015-16 school year.

### Goals for the 2016-17 School Year

- Integration of classroom technology into daily instruction
- Provide National Career Readiness Certificate for students
- Continue to focus on Math improvement with additional support staff
- Expand training for Smarter Balance Assessments
- Prepare for Accreditation visit
- Increase Professional Development regarding student therapeutic needs

### Findings

J Bar J Boys Ranch has met all the requirements of their contract with the Bend-La Pine School District.

J Bar J has Boys Ranch has met all the evaluation criteria set forth in IGBHAA AR Evaluation of Alternative Education Programs.

### Recommendation

I recommend that the Bend-LaPine Board of Directors accept the report as written.

I further recommend that the Bend-LaPine School Board approve a new contract for the 2016-17 school year with J Bar J.



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 22, 2016

J Bar J Learning Centers - Boys Ranch Campus  
62895 Hamby Rd  
Bend, OR 97701-9575

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Learning Centers - Boys Ranch Campus at 62895 Hamby Rd, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the programs.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at [bob.salazar@state.or.us](mailto:bob.salazar@state.or.us) or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

# **ACADEMY AT SISTERS**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2015-2016

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In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

---

Date: May 10, 2015

Evaluator: Dave Holmberg

School/Program: Academy at Sisters

---

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: \_\_\_\_\_

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: \_\_\_\_\_

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: \_\_\_\_\_

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: \_\_\_\_\_

2.4 How are Special Education and other special needs students served?

Meets:   X  

Does Not Meet: \_\_\_\_\_

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets:   X  

Does Not Meet: \_\_\_\_\_

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets:   X  

Does Not Meet: \_\_\_\_\_

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets:   X  

Does Not Meet: \_\_\_\_\_

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets:   X  

Does Not Meet: \_\_\_\_\_

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets:   X  

Does Not Meet: \_\_\_\_\_

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets:   X  

Does Not Meet:                     

**8. Expenditures**

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets:   X  

Does Not Meet:                     

**9. Achievement of Standards**

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets:   X  

Does Not Meet:                     

**10. Attendance**

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets:   X  

Does Not Meet:                     

---

**School/Program**

Meets Criteria:   X  

Does Not Meet Criteria:

## ACADEMY AT SISTERS

April 2016

The Academy at Sisters is a licensed residential treatment program for "at-risk" girls, ages 13-18. Education services are administered as part of J Bar J Learning Center, which is accredited by AdvancEd. The campus is located in Bend, on Silvis Road, at the Russ Read Campus. The students reside on site and receive their academic instruction there as well. At phase three of their treatment, students have the opportunity to transition to Bend HS.

### Student Profile

The young women who enroll in the Academy typify resistance to authority, poor decision-making, low self-esteem, and academic deficiencies. Many are diagnosed with depression, chronic anxiety, oppositional defiant disorder, attachment disorders, and have issues surrounding drug and alcohol use, trauma/victimization, grief & loss, poor social skills, and social media misuse. Some have histories of self-harm, eating disorders, and running away.

### Curriculum

J Bar J Learning Center offers a well-developed curriculum for students at the Academy at Sisters. It uses a variety of internal and external tools to evaluate its effectiveness.

The curriculum is designed around state content standards, which students strive to meet through projects, activities, and scored work samples. Work samples are collected in student portfolios which students present at a formal portfolio presentation at the end of each semester. Work related applications can be met through community service and school "crews", which are job learning opportunities that support their community learning. Curriculum is delivered in a variety of ways, and instruction is differentiated based on the academic and emotional needs of students in their mixed ability classrooms. All students are enrolled in the school's Accelerated Math program which aligns with the new common core standards.

A positive reinforcement model is used with the students throughout the day, helping them to set goals, to be accountable for their actions, and to learn more positive strategies. The students are placed in phases (0-4), which determine their responsibilities and their privileges. When a student reaches phase 3 in this model, she is eligible to transition to a public school setting. Otherwise, all education and activities occur onsite.

The school staff is well-trained and experienced in working with the curriculum and their students. There is excellent communication between the academic and the therapeutic staff so that they help to inform each other and to provide coordinated efforts to help the students. Activities are varied, and student modifications are made as needed.

Student learning plans and portfolios are kept for each student. They show good evidence of individual planning for each student and appropriate academic activities to meet those goals.

### Goals for the 2015 - 2016 School Year

- Integrate new classroom technology into daily classroom instruction
- Continue to focus on Math improvement
- Utilize therapy into our curriculum through additional support staff
- Expand training around common core curriculum and Smarter Balanced Assessments
- Increase Professional Development regarding student therapeutic needs

### Yearly Accomplishments

- Expanded community connections and partnerships through curriculum-related service learning projects.
- Provided authentic learning opportunities and experiences within the community, e.g. mentors at After School Buddies, Habitat for Humanity, Locavore, Senior Living, etc.
- Continued a comprehensive Wellness program incorporating therapeutic goals, nutrition, exercise, social skills, and leadership qualities
- Expansion of onsite organic garden to support Wellness program and outdoor science activities
- Provided individual technology for all students
- Improved Math instruction and support for all students
- Continued the use of "The Inspirational Women" lecture series, which brought influential women from the community to the classroom
- Upgraded the classroom with enhanced teaching station.

As evidenced by my review, The Academy at Sisters has made satisfactory progress on their goals set for 2015-16 school year.

### Goals for the 2016-17 School Year

- Provide additional support staff during Math to enhance individualization
- Utilize field trips to extend learning into real work environment
- Update classroom technology
- Provide online second language options
- Expand understanding around Smarter Balanced
- Prepare for Accreditation site visit.

### Findings

The Academy At Sisters has met all conditions of their contract with the Bend-La Pine School District.

The Academy at Sisters has met all the evaluation criteria set forth in IGBHAA AR - Evaluation of Alternative Education Programs.

### Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written.

I further recommend that the Bend-LaPine School Board approve a new contract for the 2016-17 school year with The Academy at Sisters.



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent  
255 Capitol St NE, Salem, OR 97310  
Voice: 503-947-5600  
Fax: 503-378-5156

April 22, 2016

J Bar J Learning Centers - Sisters Academy Campus  
63325 Silvis Rd  
Bend, OR 97701

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for J Bar J Learning Centers - Sisters Academy Campus at 63325 Silvis Rd, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the programs.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at [bob.salazar@state.or.us](mailto:bob.salazar@state.or.us) or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

# **OREGON YOUTH CHALLENGE PROGRAM (OYCP)**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2015-2016

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In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

---

Date: May 10, 2016

Evaluator: Dave Holmberg

School/Program: Oregon Youth Challenge Program

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: \_\_\_\_\_

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: \_\_\_\_\_

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: \_\_\_\_\_

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: \_\_\_\_\_

2.4 How are Special Education and other special needs students served?

Meets:   X  

Does Not Meet: \_\_\_\_\_

3. Discrimination

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets:   X  

Does Not Meet: \_\_\_\_\_

4. Registration (Private Alternative Programs Only)

4.1 Is the program registered with the Oregon Department of Education?

Meets:   X  

Does Not Meet: \_\_\_\_\_

5. Site Evaluation

5.1 Does the program comply with health and safety statutes and rules?

Meets:   X  

Does Not Meet: \_\_\_\_\_

6. Tuition and Fees

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets:   X  

Does Not Meet: \_\_\_\_\_

7. Contract

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets:   X  

Does Not Meet: \_\_\_\_\_

Meets: X

## 8. Expenditures

Meets: X

## 9. Achievement of Standards

Meets: X

## 10. Attendance

Meets: X

Does Not Meet: \_\_\_\_\_

## School/Program

Meets Criteria: X

Does Not Meet Criteria:\_\_\_\_\_

## OREGON YOUTH CHALLENGE PROGRAM

April 2016

The Oregon Youth Challenge Program (OYCP) is a national program sponsored by the Department of Defense and administered by the National Guard Bureau. The OYCP is a contract alternative school with the Bend-La Pine School District. It is an accredited high school that offers a military-style program for young people, ages 16-18, who are high school dropouts or not succeeding in their regular school program. The school is located east of Bend and offers a 22-week residential program followed by a 12 month mentoring phase. The students come from all 36 counties and high schools throughout Oregon.

### Student Profile

Students who attend the Oregon Youth Challenge Program are referred by counselors, school officials, family members or by themselves. Usually they are referred because they have skill deficiencies, are behind in credits, have failing grades, or may have behavior issues. They are not accepted if they have felony convictions, although they may attend if they have had lesser difficulties with the law.

### Curriculum

The school program is accredited and the staff continues to update and improve their curriculum. There is a mixture of direct instruction, projects and workbooks. Student achievement is carefully monitored and students have shown growth of 12-16 months on standardized tests (TABE tests). Student work is kept in portfolios. Benchmarks and student samples are evident.

The students participate in community service work, averaging 80 hours of community service during their stay at the OYCP. The philosophy is that students will prosper if they are mentored and if their mentors help them to plan positive and attainable goals for themselves for the future. It is believed that if all staff members work together toward goals for each student, the students will have an overall experience that encourages them to grow and be productive. The on-site staff mentor small groups of students on a regular basis, setting goals in education, physical fitness, life skills, post-residential placement and housing. The staff help the students develop a work history, take various assessments and develop a workable plan for themselves during and after their time at the OYCP.

The OYCP is an accredited member of the Northwest Accreditation Commission (NWAC) and is reviewed yearly by NWAC. Since they are associated with the Oregon Military Department, they are subject to yearly audits by the State of Oregon, the Federal Government and the National Guard Bureau.

### OYCP Goals and Outcomes 2015-16

- A year ago we purchased and added the use of electronic reading devices (Kindles) to our language arts and reading programs. Since then we have been adding new fiction and non-fiction books to these e-readers along with core material and student rules that our student population has to study and is assessed. This has been a tremendous addition to our current library. One of our goals for this upcoming year is to continue purchasing electronic books for these student e-readers. We are hoping to double the amount of current books to 80 titles by 2017. We are also going to continue adding new books to our school library. Last year we added over 250 newly released titles. Our goal is to continue to add to our library with books that interest the young adult reader.

*Before this class we were able to purchase new hardback books for our library and download free and purchased books for our student's e-readers. We currently have 40 eBooks on all of the student electronic readers and we have added over 50 new titles to our library. This has given our students more options and choices in reading material. It has also helped our students appreciate reading and this has improved their reading and comprehension ability.*

- With the changes in the Smarter Balance Assessments over the past year we are looking for additional ways to assist our students that have not been able to meet the Oregon State graduation requirements. We are going to add assessments such as the use of work samples, National Career Readiness Certification (Work Keys testing) and Accuplacer (College Placement testing).

*Last class we started administering the National Career Readiness Certification (Work Keys testing). These assessments are used as an addition to the Smarter Balance Assessments. Work Keys testing has helped over 20 of our students meet the reading and math benchmarks for the State of Oregon. This is a tremendous tool for us, especially when a student has not met graduation Essential Skills requirements and has the choice of passing this test or returning to school next year as a Super Senior. We plan on continuing to use all the options that are available to help our students move to the next level.*

- We will continue to improve student health and lifetime wellness management by nutrition instruction, diet and exercise/physical activity. This will be assessed by pre and post Body Mass Index (BMI) and anthropometric measurements.

*At the beginning of this class we introduced an improved wellness curriculum. Our focus is on education that teaches healthy dieting, physical exercise, rest, and moderation. We pre-test all of our students the first week they are here in a classroom lab setting using body calibration tools and scales. After twenty weeks we post-test all of our students using the same procedure. We then compare and discuss pre and post test data with our students. These anthropometric/body measurements and the classroom discussion help students to understand the benefits of proper nutrition, changes in their lean body mass, and body weight.*

## **2016-2017 Goals (In development)**

### **Findings**

The Oregon Youth Challenge Program has met all the conditions of their contract with the Bend-La Pine School District.

The Oregon Youth Challenge Program has met all the evaluation criteria set forth in IGBHAA – AR Evaluation of Alternative Education Programs.

### **Recommendation**

I recommend that the Bend – La Pine School Board accept this report as written and approve a new contract for the 2016-17 school year for the Oregon Youth Challenge Program.



## **Oregon Department of Education**

Kate Brown, Governor

Office of the Deputy Superintendent

255 Capitol St NE, Salem, OR 97310

Voice: 503-947-5600

Fax: 503-378-5156

April 29, 2016

Oregon Youth Challenge  
23861 Dodds Rd  
Bend, OR 97701-9684

### **RE: Registration of Private Alternative Education Program**

Pursuant to ORS 336.635 and OAR 581-021-0072, the application for Oregon Youth Challenge at 23861 Dodds Rd, Bend, OR, to be registered as a private alternative education program for 2016-2017 has been approved.

Subject to the approval of each contracting district, a registered alternative program is eligible to receive public school funds from the school districts on a contractual, per student basis during the 2016-2017 school year.

Prior to contracting with or distributing public funds to a private alternative education program, each contracting district school board must determine that the private alternative program is registered with the Oregon Department of Education (ODE). Program registration may be confirmed by this letter or by referencing the School Directory and Institutions Database linked from <http://www.ode.state.or.us/search/page/?id=736>

School district boards are required to adopt policies and procedures for contracting with private alternative programs. Those policies and procedures must include provisions for:

- The annual approval of each program;
- The annual evaluation of each program; and
- The placements of students in the programs.

A registered private alternative program must be in compliance with ORS 336.631, ORS 336.635, ORS 336.337, OAR 581-021-0045, OAR 581-021-0072, or the Standards for Private Alternative Programs. Those found not to be in compliance will be removed from the ODE list of registered private alternative programs and will not be eligible to receive public school funds through contracts with school districts.

Please direct questions to Bob Salazar at [bob.salazar@state.or.us](mailto:bob.salazar@state.or.us) or (503) 947-5981.

Sincerely,

Bob Salazar, Education Specialist  
Office of Learning, 503-947-5981  
[bob.salazar@state.or.us](mailto:bob.salazar@state.or.us)

# **BEND INTERNATIONAL SCHOOL (BIS)**

# HIGH DESERT EDUCATION SERVICE DISTRICT

## Evaluation of Alternative Education Programs

2015-2016

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In accordance with OAR 581-022-1350, school districts in Oregon are required to evaluate alternative education programs, i.e.; Contract Schools under ORS 336.665 and Charter schools under ORS 338.095 annually. Documentation is required by the Contract and Charter School Director/Principal to be returned to the Bend-La Pine Schools, Crook County School District, and the Redmond School District for review. A copy of the written evaluation shall be provided to the Contract or Charter School Director or Principal upon completion.

---

Date: May 10, 2016

Evaluator: Dave Holmberg

School/Program: Bend International School

---

1. Staff

1.1 Have criminal records checks requirements been met (ORS 181.539, ORS 326.603, 326.607 and 342.232)?

Meets: X

Does Not Meet: \_\_\_\_\_

2. Curriculum

2.1 Are students receiving instruction in the state academic content standards to prepare students to meet appropriate benchmark levels to provide an opportunity to receive the Oregon High School Diploma?

Meets: X

Does Not Meet: \_\_\_\_\_

2.2 Are Oregon Statewide Assessments administered and the results reported annually to students, parents and the school district?

Meets: X

Does Not Meet: \_\_\_\_\_

2.3 Are student's parents and the district receiving, at least annually, a report of academic progress, including performance on state assessments?

Meets: X

Does Not Meet: \_\_\_\_\_

2.4 How are Special Education and other special needs students served?

Meets:   X                                

Does Not Meet:                                 

3.      **Discrimination**

3.1 Does the program comply with nondiscrimination requirements of law? Program does not discriminate based on age, disability, national origin, race, marital status, religion or sex (ORS 659.850; 659.855)?

Meets:   X                                

Does Not Meet:                                 

4.      **Registration (Private Alternative Programs Only)**

4.1 Is the program registered with the Oregon Department of Education?

Meets:   N/A                                

Does Not Meet:                                 

5.      **Site Evaluation**

5.1 Does the program comply with health and safety statutes and rules?

Meets:   X                                

Does Not Meet:                                 

6.      **Tuition and Fees**

6.1 Does the program comply with Oregon Revised Statutes regarding tuition and fees (ORS 337.150, 339.141, 339.147, and 339.155)?

Meets:   X                                

Does Not Meet:                                 

7.      **Contract**

7.1 The program complies with any state or federal statutes, rule or school district policy specified in the contract with the public or private alternative education program.

Meets:   X                                

Does Not Meet:

7.2 Does the contract with the public or private alternative program state that noncompliance with a rule or statute may result in termination of the contract?

Meets:   X  

Does Not Meet:                     

**8. Expenditures**

8.1 Does the program comply with Oregon Revised Statutes regarding expenditures?

Meets:   X  

Does Not Meet:                     

**9. Achievement of Standards**

9.1 Does the program enhance the ability of the district and its students to achieve district and state standards?

Meets:   X  

Does Not Meet:                     

**10. Attendance**

10.1 Are students residents of the district as defined in ORS 339.133-137?

Meets:   X  

Does Not Meet:                     

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**School/Program**

Meets Criteria:   X  

Does Not Meet Criteria:

## Bend International Charter School

April 2016

Bend International School (BIS) is in its first year of operation as a K-8 charter school in the Bend-La Pine School District. We are proud to be the District's only international and charter school, and are committed to providing ALL students a world-class education. Our goal is to promote academic and social progress for all students by increasing student engagement through integrated international units of study that promote global competence.

### Student Profile

BIS attracts a diverse group of students who enjoy hands-on learning, language and culture, project-based learning, and a close sense of community. People come to BIS for a variety of reasons - the international focus, the pedagogical approach, the small school size, the Spanish language component, and the K-8 structure. BIS is successful at serving the needs of many different types of learners, including minority, low-economic, English language learners, homeschooled students, special needs students, and students who have traditionally been unsuccessful in school.

We currently have a 51% student and staff "disadvantaged population" rate – which is a lump sum percentage, including minority, ELL, FRL, and SPED students and staff. BIS currently serves just over 25% of students who are new to the District, including homeschooled and private school students.

### Curriculum

BIS is proud to have modeled our program after Seattle International Schools which incorporates international education and integrated teaching into a cohesive K-8 learning paradigm where students are engaged in challenging real-world projects that promote global competence. BIS units of study are based on the Common Core State Standards, the Next Generation Science Standards, and the Oregon State Standards and Aero International Standards (Social Studies), used in many International and IB Schools around the world.

The three main components of the BIS Curriculum include:

- ◇ International Education
  - a) Units of study that promote Global Competence
  - b) Promotes a diverse student and staff population
  - c) World Language Program: Spanish (Immersion and more)
- ◇ Academic Excellence
  - a) High standards (CCSS, NGSS, International Curriculum - Singapore Math)
  - b) STEAM
  - c) Real-world learning
- ◇ Innovative Teaching
  - a) Integrated Units of Study
  - b) Project-Based Learning
  - c) Socio-emotional Learning (Tribes K-8 Curriculum), and the BIS Bands Character Education Program

## Goals for 2015-2017

### 2015-2016 School Year

Goal	Status
Open the school (construct the facility, build the field, install the playground, enroll students, etc.)	DONE
Develop the BIS Program and Curriculum with 100% staff buy-in	DONE- all staff have been hired/trained with BIS methodology and programming as a priority
Train staff in curriculum and methodology	
Build the BIS school culture and student/parent expectations	DONE – PTC being formed, BIS parent survey in progress, mid and end year evaluations and data being compiled.
Develop the BIS PTC (Parent-Teacher Community Organization)	IN PROGRESS - will be completely implemented by May, 2016. 7 PTC Meetings have taken place and election for officers will be completed in the May, 2016 meeting.
Develop a strong BIS Board of Directors	DONE – current BIS Board contains 8 people and we are continuing to strengthen it by adding more Board members with expertise in other needed areas (fundraising, marketing)
Maintain compliance and develop a collaborative partnership with the Bend-La Pine School District	Compliance is done, and the Collaborative partnership is still Being developed. For example, we look forward to partnering with the Bend- La Pine School District through open communication, collaborating on developing a weighted lottery, working closely with the SPED Department to develop our own SPED program and serve all students, working with the IB Program coordinators and teachers to provide a streamline pathway to the IB program and help prepare a diverse range of successful IB candidates, and sharing professional development opportunities and best practices.
Promote a strong and positive school climate/culture for our students	DONE - Discipline referrals and issues have declined by 90% from Fall vs Spring (Director went from spending 50% of afternoons/time on discipline to 0%). We believe this is due to our Tribes curriculum and inclusion of students in our program. This is standard compared with other schools, in first year of implementation.

Develop and increase all of our students' interest in learning	DONE - will continue to improve as we provide engaging units of study to motivate and excite all students (please see data chart on SEL outcomes in attached BIS Notebook).
Increase academic achievement	DONE - all classes are showing academic progress and growth. According to MAP data from our assessments, each class/student is demonstrating growth. (please see Academic Achievement section for data chart in attached BIS Notebook).
Increase social growth for our students	DONE - SEL Data shows that students are happier at school, and enjoying their education more this year (see SEL Data graph in attached BIS Notebook).
Promote parent-community involvement	IN PROGRESS - we are working on this, more work on this will need to be done next year.
Develop community and international partners to support the BIS Program and Mission	IN PROGRESS – a sizeable number of local community partners have been secured, however, we plan to focus on securing more national and international partners in the upcoming school year.

#### Goals for 2016-2017

- Develop and deepen the Spanish Immersion/Spanish Program at BIS
- Develop a Facilities Plan/Site Improvement Plan (5-10 year plan)
- Continue on program development and staff development goals
- Continue to increase parent-community engagement and support
- Strengthen the PTC's capacity and organization
- Strengthen local and international partnerships
- Strengthen partnership and collaborative efforts with the Bend-La Pine School District
- Increase academic achievement of BIS students
- Increase social-emotional/progress of BIS students
- Increase diversity and global competence of BIS students
- Develop the BIS School Garden and school-wide Global Sustainability Plan

#### Findings

BIS has met all the requirements of their contract with the Bend-La Pine School District.

BIS has met all the evaluation criteria set forth in IGBHAA AR Evaluation of Alternative Education Programs.

#### Recommendation

I recommend that the Bend-La Pine Board of Directors accept the report as written.

I further recommend that the Bend-La Pine School Board continue the current contract with BIS which is in compliance with contract lengths as stipulated in ORS 338.