



School Board Work Session Meeting Agenda

April 22, 2025, 5:30 PM

Location:

Education Center, Board Room #314
520 NW Wall Street
Bend, OR 97703

1.	<u>Call to Order</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
2.	<u>Pledge of Allegiance</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
3.	<u>Review of Agenda</u>	
	Speaker(s): Marcus LeGrand, Board Chair	
4.	<u>Action Items</u>	
	A. Resolution 1988: Authorizing a Lease Purchase Agreement	2
	Speaker(s): Dan Emerson, Chief Financial Officer	
	Attachments:	
	Resolution 1988: Authorizing a Lease Purchase Agreement	2
5.	<u>Work Session</u>	
	Description: The Board will focus on key Board work and initiatives.	
	A. Standards Based Instruction and Grading	3
	Speaker(s): Stephen DuVal, Executive Director of Middle Schools	
	Attachments:	
	Executive Summary: Standards Based Instruction and Grading	3
	Presentation: Standards Based Instruction and Grading	4
6.	<u>Director Comments</u>	
	Description: An opportunity for board members to provide comments or reflections.	
7.	<u>Adjourn</u>	
	Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for May 13, 2025.	



Administrative School District No. 1

Resolution No. 1988: Authorizing a Lease Purchase Agreement

WHEREAS, the Administrative School District No. 1 (Bend-La Pine Schools), located in Deschutes County, Oregon (the "District") is authorized by Oregon Revised Statutes Section 271.390 to enter into a lease purchase agreement (the "Agreement") for real or personal property which the Board of Directors (the "Board") determines is needed so long as the estimated weighted average life of the Agreement does not exceed the estimated dollar weighted average life of the financed property; and

WHEREAS, the District has identified a need to finance iPads and cases (the "Equipment"); and

WHEREAS, the Board hereby determines that the Equipment is needed, and that it is desirable to finance the Equipment pursuant to ORS 271.390;

NOW, THEREFORE, BE IT RESOLVED, as follows:

1. Authorization. The District hereby authorizes the Chief Financial Officer or Assistant Director of Finance on behalf of the District and without further action by the Board, to negotiate the terms of the Agreement in a principal amount not to exceed \$2,500,000 with Apple or another lessor and to take such further action and execute and deliver such documents as necessary or desirable to carry out this Resolution and to complete the financing.
2. Security. The Agreement may be payable from the District's legally available funds.
3. Maintenance of Tax-Exempt Status. The District covenants not to take any action or omit any action if the taking or omission would cause interest paid pursuant to the Agreements to be includable in gross income for federal income tax purposes pursuant to Section 103(a) of the Internal Revenue Code of 1986, as amended (the "Code"). The Authorized Representative may enter into additional covenants on behalf of the District to protect the tax-exempt status of interest which is payable under the Agreement.

ADOPTED by the Board of Directors of Administrative School District No. 1 (Bend-La Pine Schools), located in Deschutes County, Oregon this 22nd day of April, 2025.

Moved by _____

Second by _____

Yes votes _____

No votes _____

Chair

Vice Chair

Attest: _____
Superintendent



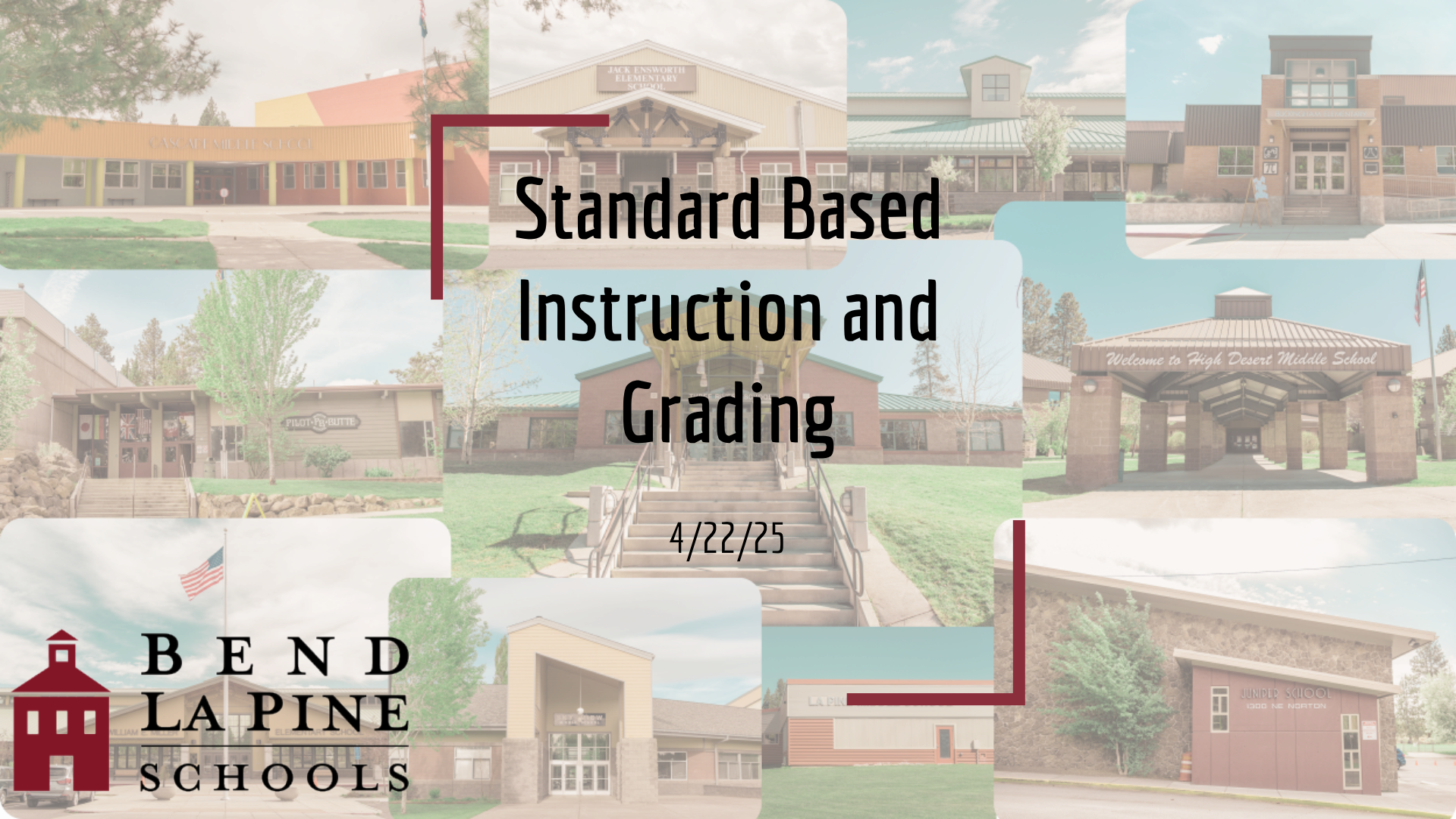
REPORT: Standards Based Instruction and Grading Update

PRESENTED BY: Stephen Duval, Executive Director of Middle Schools
Katie Lyons, Cascade Middle School Science Teacher, Grading TOSA
Sara Trakselis, Caldera High School Science Teacher

EXECUTIVE SUMMARY:

Our district is in the process of transitioning to standards-based instruction and grading to create greater clarity, consistency, and equity in how student learning is assessed. Over the past four years, we've supported this shift by providing professional development, aligning curriculum to prioritized standards, and offering coaching for teachers. Several classrooms have piloted the new grading approach, allowing us to model and refine best practices in real-time.

This presentation will highlight the progress made so far, provide board members with a hands-on scoring activity to experience how standards-based grading works, and feature the perspective of a teacher who has been an early adopter.



Standard Based Instruction and Grading

4/22/25

**B E N D
LA PINE
S C H O O L S**



PILOT BUTTE

JACK ENSWORTH
ELEMENTARY
SCHOOL

CASCADIA MIDDLE SCHOOL

Welcome to High Desert Middle School

JUNIPER SCHOOL
1300 NE NORTON

LA PINE

From “Grading for Equity”

-by Joe Feldman

Lucy, an eighteen-year veteran high school English teacher, best expressed the difficulty of considering changes to long standing grading practices, and why the experience can be so transformational:

*“This challenges what I’ve learned to do as a teacher in terms of what I think students need to know, what they need to show back to me, and how to grade them. **This feels really important, messy, and really uncomfortable.** It is ‘Oh my gosh, look what I’ve been doing!’ I don’t blame myself because I didn’t know any better. I did what was done to me. But now I’m in a place that I feel really strongly that I can’t do that anymore. I can’t use grading as a way to discipline kids any more. I look at what I have been doing and I have to do things differently.”*

MOMENT TO REFLECT-

Share with your elbow partner: What does this passage bring up for you?

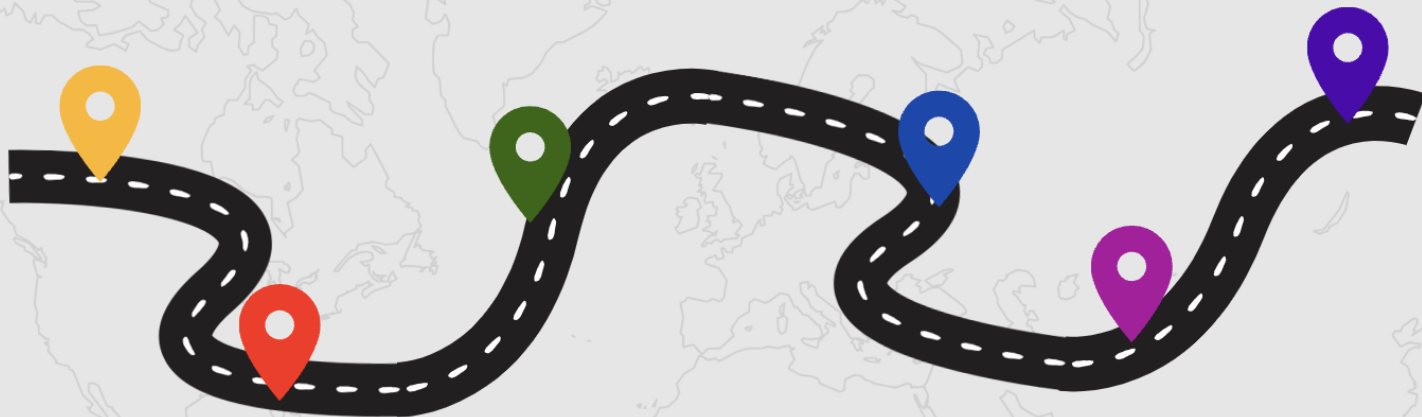


Standards Based Instruction and Grading Professional Development



The roadmap...

ROADMAP



1

PRIORITY STANDARDS

Priority standards
development in all subject
areas.

2

BACKWARDS DESIGN

Unit planning with
backwards design focused
around priority standards.

3

ALIGN ASSESSMENTS

Re-designing and adjusting
current assessments
practices, evaluated on a 0-
4 rubric.

4

INSTRUCTIONAL STRATEGIES

Incorporating instructional
strategies that align with
standards based grading
practices as established by
the district committee

5

EFFECTIVE FEEDBACK

Providing effective feedback
through various means (self,
peer, teacher, and brief) to
moving learning forward

6

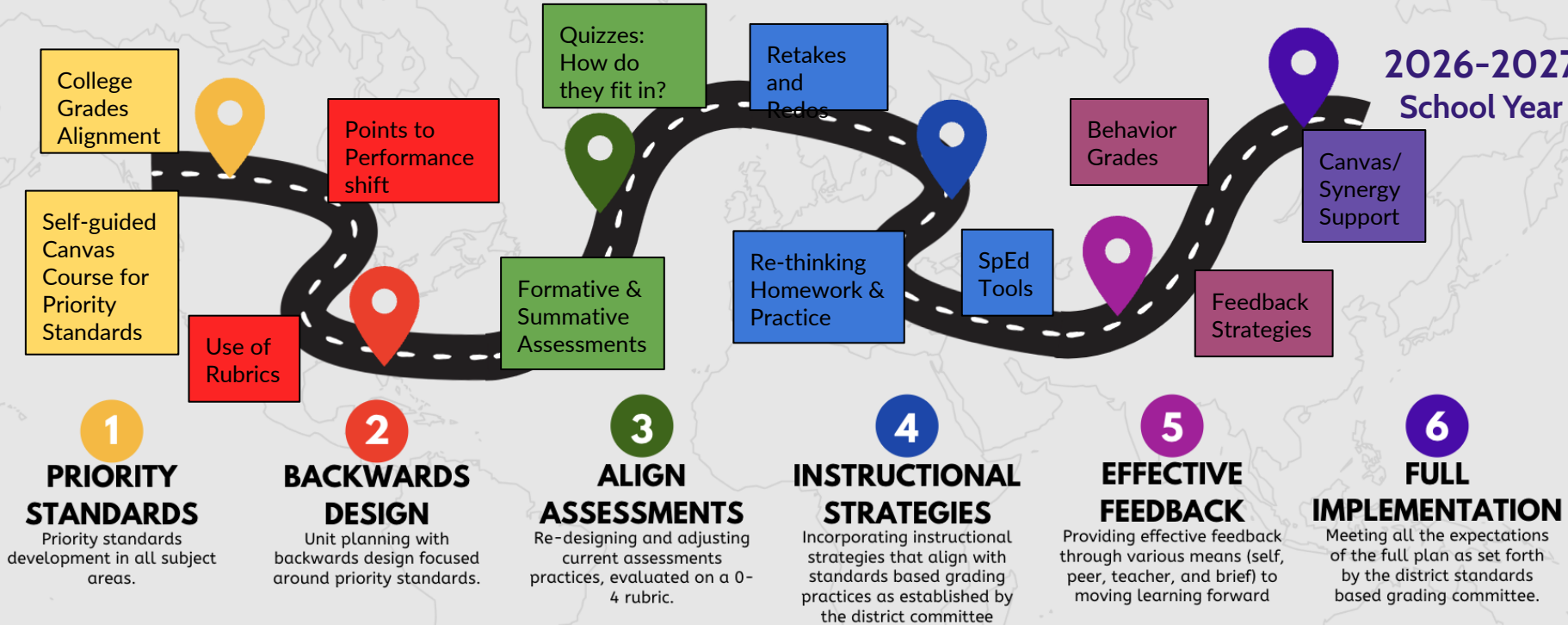
FULL IMPLEMENTATION

Meeting all the expectations
of the full plan as set forth
by the district standards
based grading committee.

Detailed roadmap...

ROADMAP

2026-2027
School Year



The plan

The last 3 years we've held 4 quarterly meetings with Admin and ICCLs (Instructional Coach Curriculum Leaders) to "train the trainer"; delivering Standards Based Grading and Instruction lessons to be delivered to staff as Professional Development.

The lessons are designed to allow teachers tools and strategies to convert their traditional practices over to a standards based practice. The lessons also include time for PLC teams to work together to implement these changes into their curriculum.

Other supports

- Outside facilitator for Priority Standards selection and unpacking
- Educator Network Days
- August inservice focus, including guest speakers who are experts in the work
- Cross-school collaboration SIWs
- Lesson Design Cycles with sub coverage
- Resource folder with specialized PD presentations
- Early adopters supporting the work
- Training database for the actual grade book

DISCUSS: “Points to Performance” shift

Shifting Mindsets

One GIANT shift is in evaluating students on WHAT (performance) they got right, not necessarily on HOW MANY they got right (points).

Imagine I took the driver's license test and I got an 80%: 28/35 correct.

I passed!

However, I am missing 20% of the necessary skills and knowledge to be a good driver. This makes me a little nervous 😊

What if the test was grouped into questions focused on similar skills. If I got 100% of the questions about reading street signs incorrect, that would be awesome feedback of what I need to study. If I got 1 out of every section incorrect that would provide a much different picture of what I know about the act of driving.

Based on this understanding, what are some ways you think you can shift a points-based test to a more standards aligned test to evaluate what students know and can do?

DISCUSS & SHARE OUT!

Considerations

Addressing Concerns Around Changing Practices

Will it take longer to grade?

Possibly, but possibly not if you are focusing on a very specific skill or content. This is why getting rid of excess is so important! Also-it will give you "truer" indication of what kids know and can do (accurate & fair).

Will this be the only assessment?

Hopefully not! Offering labs, projects, quizzes to also show proficiency, gives students opportunities to show what they know in different ways.

Do I have to offer re-takes?

No-not unless you set the expectation in advance! Students may see the "modeling standard" again but with new content. As long as you are offering multiple opportunities to show proficiency-that seems "equitable".

Is standards based grading the same as proficiency based grading?

No, not necessarily since our goal is to connect back to a standard not just show proficiency. Proficiency is a culmination of learning versus a one-time event.

Is multiple choice bad?

No, not at all. Organizing multiple choice tests by skill and/or standard and focusing on essential criteria makes multiple choice tests more standards-based

Helpful tips!

Ways to adjust & align assessments:

- ❑ Include a rubric (or two) that focuses on required skills & knowledge
- ❑ Eliminate non-standards aligned questions
- ❑ Reduce duplicates: do you have multiple questions assessing the same knowledge or skill?
- ❑ Re-arrange the test by content or skill (standard) in groupings
- ❑ Level a test: Re-organize test questions so they show progressive mastery of standards; working towards proficiency and advanced proficiency
- ❑ Narrow how you will grade the assessment-Focus on one skill this time and a different skill next time (chunking); or one skill this time and the same skill PLUS an additional skill next time (building)
- ❑ Grade with a focus on performance rather than points-evaluate for proficiency

Strategy: Advanced Proficiency Options

Suggested Teaching Strategies

- Establish your baseline proficiency criteria
- Consider ALWAYS offering “challenge opportunities” that include criteria beyond proficient
 - **MATH Example:** Show exemplars for advanced proficient and student MUST show 2 strategies to solve in order to show advanced proficiency.
 - **Example:** Encourage use of advanced vocabulary in description of understanding content not just skills. Provide these key terms.
 - **Example:** Applying skill to a new situation.

STRATEGY: 25-25-25-25 “The 25% Rule”

Suggested
Teaching
Strategies

It is common for teachers to spend twice as much time grading as you do planning.

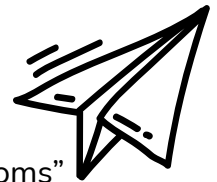
Not to mention it takes longer to give feedback by comments rather than scores.

- TIP: The 25% RULE!

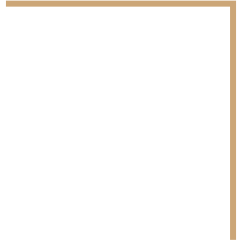
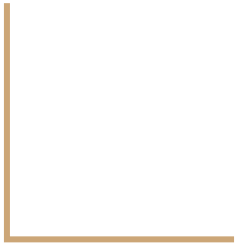
Source: William & Leahy, “Embedding Formative Assessment: Practical Techniques for K-12 Classrooms”

- Give detailed feedback on 25% of student work
- Quickly look over another 25%
- Peer Feedback on another 25%
- Self Feedback on the final 25%

REMINDER: this is all new for families, so be sure to communicate why you are changing things.



Work Sample Review



In small groups

You will get a sample of student work.

Using the provided rubric, please “grade” the samples.

Samples:

GROUP 1: High School Science, Modeling Standard

GROUP 2: Middle School Language Arts, Organization Standard

GROUP 3: Middle School Math,

Reflection of the process

Reflection: What did you think of this process?

This is what grading looks like for teachers. What is the next step...

Calibration Process:

Work in PLC's to evaluate students work in an effort to align grades more closely across sites.

GOAL:

- My "4" looks like your "4"-equity across schools for all students regardless of the teacher
- Tool to evaluate student learning-what are they nailing and what are we generally not "getting"
- Great for evaluating our assessments-does this assessment accurately evaluate the skills we are assessing for?

Pause for Questions





One Teacher's Perspective
Sara Trakselis
Caldera High School



What Standards based **teaching** and grading is like as a teacher

- I **design** and **grade** with a specific **standard** (purpose) in mind. eg: Analyzing and Interpreting data.
- When working with students, the **standard** is front and center in our work. For example, we might use a rubric to score several different student samples first together before students finalize their work.

SCI.HS.PS.1

Asking Questions: Students formulate, refine and evaluate testable questions and design problems using models and simulations.

SCI.HS.PS.2

Planning an Investigation: Students plan testable investigations that provide evidence to support explanations or design solutions.

SCI.HS.PS.3

Carrying Out an Investigations: Students perform investigations that use multiple variables and provide evidence to support explanations or solutions.

SCI.HS.PS.4

Using Mathematical and Computational Thinking: Students identify patterns in large data sets and use mathematical concepts to support explanations and arguments.

SCI.HS.PS.5

Developing and Using Models: Develop, use, and revise models to describe, test, and predict more abstract phenomena and design systems.

SCI.HS.PS.6

Analyzing and Interpreting Data: Making sense of information gathered during scientific experiments or investigations.

SCI.HS.PS.7

Constructing an Explanation: Students construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories.

There are no “gotchas” just developing skills and respect

Standards Based Teaching:

- Building skills together
- Identifying areas to grow
- Developing clear understanding of the standard/skill.
- Students and teachers tend to work together instead of the teachers having the power and awarding somewhat unclear grades.















Developing and Using a Model - Rubric 9-12 Students develop, use, and/or revise models to describe, test, and/or predict more abstract phenomena and design systems.				
4 - ADVANCED	3 - PROFICIENT	2 - DEVELOPING	1 - BEGINNING	0 - NO EVIDENCE
<p>Create a detailed and accurate model that explains a scientific idea or system, and/or predicts relationships.</p> <p>Include a short explanation using correct, academic vocabulary and/or evidence to explain the model clearly.</p> <p>Model includes a key and shows the decay of alpha or beta particles and gamma radiation from a radioactive isotope.</p>	<p>Create an accurate model that explains a scientific idea and/or predicts relationships.</p> <p>Use the correct vocabulary and/or evidence to label and briefly describe the model.</p> <p>Model includes a key and shows the decay of alpha or beta particles from a radioactive isotope.</p>	<p>Make a simple model that shows a science idea. Some revision is suggested and/or needs more development.</p> <p>Use some related vocabulary and/or evidence to describe the model.</p> <p>Model includes a basic key with chemistry terms</p>	<p>Attempt to make a model of a science idea, but it's not very clear.</p> <p>Attempt to use vocabulary and/or evidence, but it's not very detailed or has inaccuracies.</p> <p>Might have a key</p>	<p>Not enough evidence to evaluate</p>

Here are the types of questions I get now:















“How can I improve my score in analyzing and interpreting data?”

“How can I improve my score on making scientific models?”


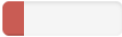

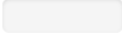










“When is my next opportunity to show you how I can improve on writing CER’s?”

Area		Mark
Overall Class Grade		B-
Developing and Using Models		4
Fission and Fusion Models (Skill Development)	2/21/2025	 3
Model of Alpha or Beta Decay (Skill Development)	3/21/2025	 4
Analyzing and Interpreting Data		2
TS3: Stable vs. Unstable Isotopes Analyzing and Interpreting Data (Skill Development)	2/14/2025	 2
TS5: Halflife Lab (Lab/ Hands-on)	3/7/2025	 2
Nuclear Quiz #2 (Quiz)	4/4/2025	 2
Constructing an Explanation		3
Radium Girls or Hanford CER (Project)	3/21/2025	 3
Obtaining, Evaluating and communicating Information		3
TS2: Where do Elements Come from? (Skill Development)	2/7/2025	 2
Nuclear Chemistry Quiz #1 (Quiz)	2/18/2025	 3
Socratic Seminar (speaking) (Project)	3/20/2025	 3















EM- English Language Monitored & DI student

Area		Mark
Overall Class Grade		B-
Developing and Using Models		4
Fission and Fusion Models (Skill Development)	2/21/2025	 3
Model of Alpha or Beta Decay (Skill Development)	3/21/2025	 4
Analyzing and Interpreting Data		2
TS3: Stable vs. Unstable Isotopes Analyzing and Interpreting Data (Skill Development)	2/14/2025	 2
TS5: Halflife Lab (Lab/ Hands-on)	3/7/2025	 2
Nuclear Quiz #2 (Quiz)	4/4/2025	 2
Constructing an Explanation		3
Radium Girls or Hanford CER (Project)	3/21/2025	 3
Obtaining, Evaluating and communicating Information		3
TS2: Where do Elements Come from? (Skill Development)	2/7/2025	 2
Nuclear Chemistry Quiz #1 (Quiz)	2/18/2025	 3
Socratic Seminar (speaking) (Project)	3/20/2025	 3

Student with IEP

Area		Mark
Overall Class Grade		C
Developing and Using Models		1
Fission and Fusion Models (Skill Development)	2/21/2025	 2
Model of Alpha or Beta Decay (Skill Development)	3/21/2025	 0
Analyzing and Interpreting Data		2
TS3: Stable vs. Unstable Isotopes Analyzing and Interpreting Data (Skill Development)	2/14/2025	 2
TS5: Half-life Lab (Lab/ Hands-on)	3/7/2025	 2
Nuclear Quiz #2 (Quiz)	4/4/2025	 2
Constructing an Explanation		3
Radium Girls or Hanford CER (Project)	3/21/2025	 3
Obtaining, Evaluating and communicating Information		3
TS2: Where do Elements Come from? (Skill Development)	2/7/2025	 4
Nuclear Chemistry Quiz #1 (Quiz)	2/18/2025	 2
Socratic Seminar (speaking) (Project)	3/20/2025	 3

TAG student

Area	Mark
Overall Class Grade	 A
Developing and Using Models	 4
Fission and Fusion Models (Skill Development) 2/21/2025	 4
Model of Alpha or Beta Decay (Skill Development) 3/21/2025	 4
Analyzing and Interpreting Data	 4
TS3: Stable vs. Unstable Isotopes Analyzing and Interpreting Data (Skill Development) 2/14/2025	 3
TS5: Halflife Lab (Lab/ Hands-on) 3/7/2025	 4
Nuclear Quiz #2 (Quiz) 4/4/2025	 4
Constructing an Explanation	 4
Radium Girls or Hanford CER (Project) 3/21/2025	 4
Obtaining, Evaluating and communicating Information	 3
TS2: Where do Elements Come from? (Skill Development) 2/7/2025	 4
Nuclear Chemistry Quiz #1 (Quiz) 2/18/2025	 4
Socratic Seminar (speaking) (Project) 3/20/2025	 3

Thank you!

Being part of systemic change is challenging, messy work for our teachers and admin.

And...it is important! The value grows as we collaborate and do this work together.

Thank you School Board for being involved in this process with us.



