Bend-La Pine Schools

Digital Conversion Initiative

Educating Thriving Citizens

Apple Distinguished Program Application

Bend-La Pine Schools

Digital Conversion

Location

Bend, La Pine and Sunriver Oregon

Mission

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

About

Bend-La Pine Schools is one of the highest performing school districts in the state of Oregon. Students benefit from a rigorous curriculum that includes music and physical education at the elementary level and a wide variety of college-articulated courses, arts, activities and athletics at the secondary level. Students outpace their peers statewide on most Oregon learning benchmarks and have the tools they need to be globally competitive and college-ready upon graduation. The District boasts outstanding teachers (100% are Highly Qualified) and exceptional staff, many who are recognized at the state- and national-level each year for their efforts.
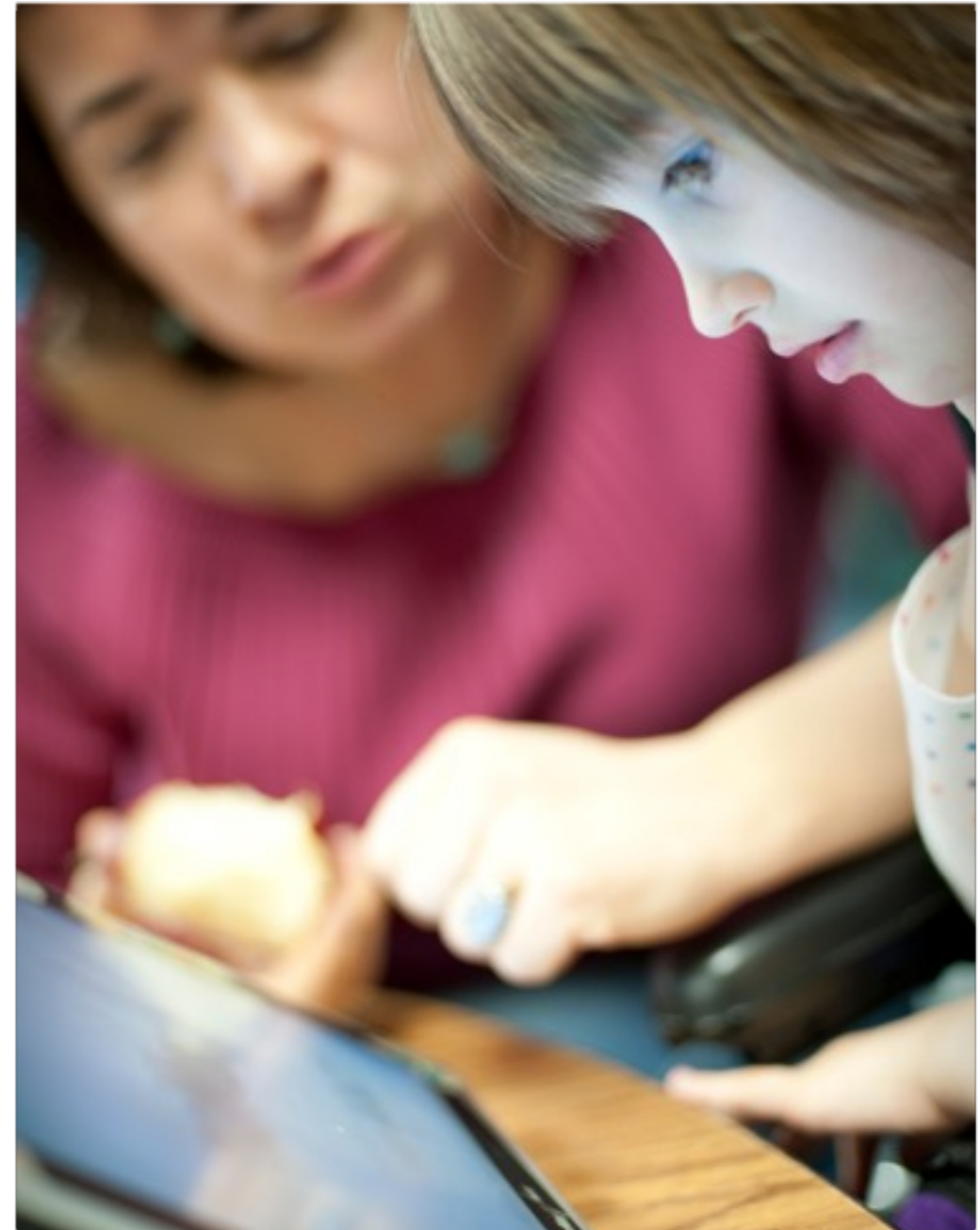
Visionary Leadership

Shared Leadership

"*For many years, I have told students, 'Do not do what I do; rather, take whatever I have to offer and do with it what I could never imagine doing and then come back and tell me about it.' My hope is that our education systems will be shaken out of their complacency and will open teaching and learning to a future we cannot conceive.*"

– Mark C. Taylor, Ph.D., Columbia University

Bend-La Pine Schools' (BLS) vision of 21st Century learning is one that prepares students well to learn and succeed in college, work, and life. To this end, the Bend-La Pine Schools' Board of Directors, Superintendent Ron Wilkinson, educators, students, parents, and community have committed, since 2006 and accelerated over the past year, to a Digital Conversion initiative designed to provide future ready education today. Future ready education that is built on the premise that technology is not an add on; rather, it is a critical curricular and instructional tool that emphasizes proficiency in 21st Century skills and the application of modern technologies in the context of rigorous academic standards, one student at a time.

Digital Conversion Presentation

The above Keynote was presented to the Bend-La Pine School Board of Directors on April 23rd, 2013.

The BLS Digital Conversion effort is focused on the transformation of instruction from a paper-based world to a primarily digital world in which every teacher and student in grades 3-12 has access to an iPad and MacBook Pro anytime, anywhere.

Our focus exemplifies a simple - though powerful - vision of future ready education for all learners that facilitates:

students' *active participation in authentic learning experiences that foster collaboration, critical thinking, communication, and creative problem solving that are personalized according to the needs of the learner facilitated by...*

educators *with the skills, understanding, and resources to use developmentally appropriate technologies to prepare Bend-La Pine Schools' future citizens with the skills necessary to succeed personally and professionally in a global society in…*

robust school learning environments *that provide anytime/ anywhere access to quality digital content, tools, and strategies to facilitate student learning.*

To greater understand the foundation of the Digital Conversion initiative, download the complete BLS Digital Conversion Guide.

Bend-La Pine Schools Digital Conversion Quick Facts
K-12 school district located **in central Oregon**
16,850 students - **sixth largest district** in Oregon
27 schools (5 high, 5 middle, 17 elementary)--*New elementary and middle school bond passed in 2013*
46% Free and Reduced Lunch, **5%** ELL population
MacBooks for **all teachers** since 2006
Presentation stations in **classrooms** since 2007
iMac Desktops in **all school** computer labs
iPod Touches for **all SLP's** since 2011
iPads for **all ELL teachers** since 2012
iPad loaner library available to **all teachers** since 2011
Digital Conversion Phase 1 pilot with digital content/resources and **1-on-1 student and teacher iPads in eight schools in 2013 (3400+ student iPads)**--*Planning for district-wide roll-out in 2014*

Individual Leadership

"While technological innovation has transformed other sectors of our society and economy in recent decades, our education system has been largely resistant to change. There are a range of challenges that stifle innovation in education, from policy to political hurdles in school culture and market failures to outdated infrastructure in our nation's classrooms. But these are challenges that can and must be overcome if we are going to offer all our students the world-class education that's an essential ingredient in their - and America's - success."

– Adam Frankel, Executive Director of Digital Promise

Over the course of his tenure, Superintendent Ron Wilkinson has dedicated himself to doing whatever it takes to turn the vision of future ready education today into reality. Through this work, the Bend-La Pine Schools has re-organized its leadership structure starting in the Spring of 2012 to include the hiring of Shay Mikalson as the Executive Director of Curriculum and Instructional Technology. In this position, Shay Mikalson is responsible for bringing together the articulated vision and necessary resources to leverage the power of Digital Conversion to profoundly change the nature of teaching and learning by providing personal iPads, to be used at both school and home, to all 3-12th grade students across the district.

Prior to joining the Bend-La Pine Schools, Shay Mikalson was the Superintendent of the Redmond School District in central Oregon. Currently, Shay Mikalson additionally teaches as an adjunct professor within the graduate school of education programs at George Fox University, Lewis and Clark College, and Oregon State University. He continues to work with, and present to, a number of school districts in the area of comprehensive high school redesign specializing in the application of proficiency based assessment within the support of integrated instructional technology solutions. His early higher education degrees were from the University of Washington and Whitworth College. Shay Mikalson's administrative license was achieved as part of his on-going work towards a doctorate in educational foundations and leadership from George Fox University and Lewis and Clark College.

Inspiring and Empowering Teacher Leaders

Leaders at all levels have helped to shape the future of digital learning at Bend-La Pine Schools

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While high-level leadership is essential, a top-down approach will not build the necessary buy-in and teamwork. Leaders at all levels are essential to Digital Conversion success and as such, Bend-La Pine Schools has moved aggressively to develop a distributed leadership approach that allows the recognition, development, and utilization of leaders at all levels and all schools and in every aspect of the work of the district through a two step implementation timeline.

In the Spring of 2013, eighteen schools applied to participate in an effort that would help the district further define not only why and how we want to do this work, but what the best practices are for roll out with our student, parent and school communities.

In July 2013, a competitive selection process for Phase 1 schools was completed and eight schools were selected to participate in the initial pilot; High Lakes, Juniper, Rosland, Lava Ridge, Buckingham, and Ponderosa elementary schools, as well as Mountain View and Summit high schools. Each of these sites possess a strong building principal and leadership team.

These Phase 1 schools, and the over 3,400 student iPad devices loaded with interactive content currently being deployed in the 2013-14 school year, are a key part of planning for Phase 2 of this project. Phase 1's leadership and the models that it is helping to create will ensure the plan for Digital Conversion throughout Bend-La Pine Schools is built on a solid, well planned and successful foundation that supports a fundamental shift across all aspects of daily life in our schools.

Community Engagement

"We're excited by the digital conversion and think the most important skill students can learn today is to embrace change. We believe we all have a responsibility to Bend-La Pine Schools to show our appreciation for a job well done, and to show our faith in the district's vision by investing in this pilot – we are thrilled to have an opportunity to be a part of such an exciting journey."

- Chuck Shepard, Hoodoo owner and CEO and donor

The community is actively engaged, and excited about, the innovative work taking place at Bend-La Pine Schools to provide every student with the tools that they need to succeed.

Each year, Bend-La Pine Schools students, programs and schools are featured in more than 300 television and newspaper stories. The launch of our Digital Conversion has only further piqued the media's interest, thus increasing the number of stories produced as well as the engagement of our parents, elected officials and state leaders. One newspaper editor is so interested in our work that she now sits on our Advisory Committee.

Support of our Digital Conversion is measurable on our Social Media pages. Insights show that our page 'likes' and 'shares' spike to record highs when posts include information about our work in this area and comments and questions from followers who have otherwise had no motivation to engage us soar.

Our School Board regularly requests updates on the Digital Conversion effort in public session and staff and parents have joined the conversation to pledge their support. Local civic organizations, from small neighborhood groups to Rotary Clubs, have asked for updates at their meetings and asked how they can help forward our work.

During the Fall of 2013, parents will begin joining us for Tuesday Tech Nights where we will explore topics like iDevices 101, Being a Good Digital Citizen, and Apps and Digital Curriculum Resources for Elementary Students.

Our work is quickly becoming a model for others to emulate as they move forward with their own Digital Conversions. We are visited by staff from other school districts as well as local and state dignitaries, and asked to present our work to date at local and statewide meetings and conferences.

Community support of the Digital Conversion work taking place has become so positive that that community leaders have reached for their pocketbooks to pledge their support. Bend-La Pine Schools, over the course of the Summer of 2013 alone, received two of the largest private financial gifts, totaling more than $400,000, in the District's history in support of the Digital Conversion initiative.

Thanks to this community commitment to success for every student, Bend-La Pine Schools was able to expanded the Phase 1 Digital Conversion Pilot from five initially planned schools to eight today and strengthened our direction as we move into Phase 2 in the Fall 2014.

A Model for Community Support

Bend La Pine Schools launch iPad pilot

Media coverage and community support of the Digital Conversion has been plentiful.

$150K donation adds more iPads
BLP's digital conversion pilot expands to Ponderosa

By Tyler Leeds / *The Bulletin*
Published: September 11, 2013 4:00AM PST

A $150,000 anonymous dona[...] conversion program.

The newest school to be inclu[...] pilot is aimed at determining th[...] school. In August, the district [...] Chuck Shepard that allowed th[...]

Gift brings more iPads to schools
Lave Ridge and Buckingham join Bend-La Pine digital conversion

By Tyler Leeds / *The Bulletin*
Published: August 21, 2013 4:00AM PST

A quarter-million-dollar gift from Hoodoo Ski Area owner Chuck Shepard will allow Bend-La Pine Schools to expand its digital conversion program.

The gift came through the sale of stock and totaled nearly $262,000, according to [...]

Innovative Learning and Teaching

Student Learning

"The model of learning described in this [Digital Conversion] plan calls for engaging and empowering learning experiences for all learners. The model asks that we focus what and how we teach to match what people need to know, how they learn, where and when they will learn, and who needs to learn. It brings state-of-the-art technology into learning to enable, motivate, and inspire all students, regardless of background, languages, or disabilities, to achieve."

--Office of Educational Technology (2010)

Districts across the country today support student learning primarily in classrooms, from textbooks, and through the relationship of individual teachers and their students. The role of technology supporting student learning in this traditional approach varies widely as does the understanding of educators in terms of how to leverage its use for learning in real and dynamic ways.

Digital Conversion has the power to profoundly change the nature of teaching and learning by going far beyond traditional learning modalities. It supports second-order change by enabling a fundamental shift across all aspects of daily life in our schools. It affects instruction, pedagogy,

Personalized, Innovative Experiences for All Students

Digital Conversion photo gallery.

1 of 14

professional development, student and teacher motivation, student—teacher roles, learning experiences, and relationships.

Digital Conversion creates a new vibrancy and energy that comes from the currency and connectivity among students and teachers.

Instructional Practices

"You can't change learning and performance at scale without creating a visible, transparent common practice and actually engaging in the practice yourself."

--Elizabeth City, Director of Harvard Ed. Leadership Program

In it's simplest terms, Bend-La Pine Schools believes that increases in student learning only occur as a result of improvements in the instructional core - composed of the student, the teacher, and in the presence of content in context. Technology is a powerful facilitator but it cannot, by itself, meet any educational objective. If technology is to be truly effective it must be carefully and thoughtfully woven into the entire fabric of the instructional core, creating a new 21st Century context, in which guidance of learning occurs in our schools.

Done right, technology integration has the power to transform both the appearance and nature of education as a force multiplier allowing us at long last to fully implement for all of our students what we all know to be essential - a rigorous and coherent curriculum, sound instruction, and students actively engaged in purposeful reading, writing, and discussion as the primary modes of learning both content and thinking skills.

None of this is new or unique to this century, but in fact represents what our best educators have been teaching us for decades. What is new is the recognition that now, more than ever, all students need and deserve such an education, and the reality that if we are going to turn this vision into practice we must leverage the power of technology in

the context of supporting the relationship of the teacher and the student in the presence of content.

Engagement, personalization, efficiency, precision, and fun are all a part of new instructional recipe available through Digital Conversion.

Curriculum Design

"The illiterate of the 21st century are not those who cannot read or write, but those who cannot learn, unlearn, and relearn."

--Alvin Toffler, Author and Futurist

For far too long, and especially as a result of No Child Left Behind (NCLB), we have understood K-12 performance across the country principally in terms of math and English language arts. This narrow-minded focus on these subjects represents and impoverished view of education's purpose and one that is not supported by our educators, students, parents, or community.

This is apparent in Bend-La Pine Schools "World-Class" visioning process that began in 2008. This process engaged citizens, business owners, students and educators from across our district in a thoughtful conversation about the future. Although many different perspectives were expressed, clear themes emerged.

We agree that it is essential to recruit and retain excellent educators who in turn support the success of students.

We agree that learning does not end at the close of the school day, nor does it happen only within school walls.

We agree that an understanding of the world, its people, their languages and beliefs, is essential.

We agree that critical thinking, collaboration, communication and problem solving are the new basic skills and that creativity and imagination must be nurtured and encouraged.

Simply put, we want more.

To accomplish this globally, Bend-La Pine Schools believes the only path is locally--one student at a time. This personalized focus turns the typical approach to understanding correlations that looks for the average behavior or outcome on its head.

For example, far too often in education when someone asks a question such as, "How fast can a child learn how to read in a classroom?", educational systems change that question to "How fast does the average child learn to read in the classroom?". We then ignore the children who read faster or slower, and tailor the classroom toward the 'average' child.

If we focus the system merely on what is average, we will remain merely average. Instead of focusing on the average the Bend-La Pine Schools are focused on the individual potential of each of our students. Our work is not centered on moving students up to the average but instead focused on moving the entire average up in all of

Personalized, Innovative Experiences for All Students

Edutopia Tech2Learn Video Series 2012.

schools across the District by growing each and every one of our students.

Bend-La Pine Schools embrace the concept that, as Digital Conversion evolves, we must grow our capacity—meaning our ability to use digital resources and work as individuals and teams to meet these goals. Every school leader must be vigilant in ensuring that individuals and teams constantly reflect on how to improve the success of every student.

Digital conversion allows us to progress in our ability to use personalized student information as part of our daily instruction methodology—providing teachers greater clarity and means to make adjustments, to advance or review, based on real-time data.

Ongoing Professional Learning

Relevant and Timely Professional Development

The challenge for our education system is to leverage technology to create relevant learning experiences that mirror students' daily lives and the reality of their futures. We live in a highly mobile, globally connected society in which young Americans will have more jobs and more careers in their lifetimes than their parents. Learning can no longer be confined to the years we spend in school or the hours we spend in the classroom; it must be lifelong and available on demand.

-Bransford et al. 2006

LEARNING CHOICES

The quality of teaching will determine the levels to which students achieve. A well-designed curriculum doesn't stand on its own strength absent its delivery by highly capable teachers.

Bend-La Pine Schools is dedicated to providing its staff with high quality ongoing, sustained professional learning that will maximize the effective use of technology to improve academic achievement. It is important that the program be sustainable over time and includes the

The Overall % of SAMR practices by faculty in BLS
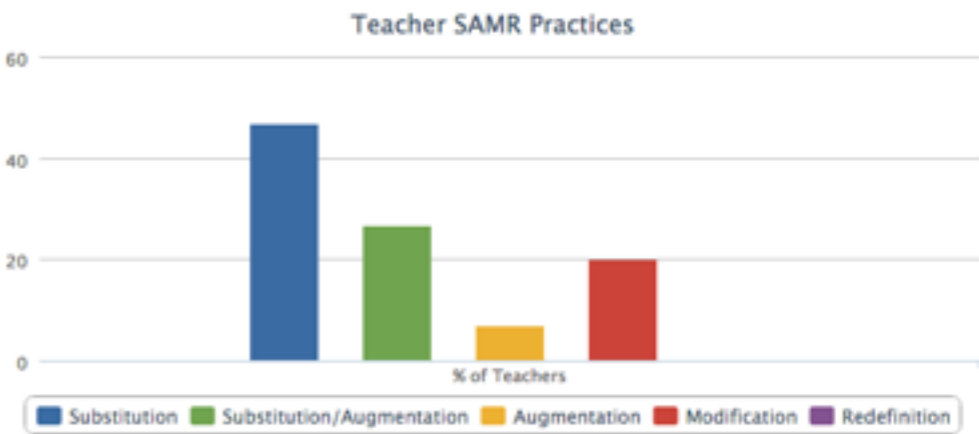
participation of all employees within the BLS learning community.

Research confirms that high quality, systemic and ongoing professional learning is the most effective way to improve student learning. Job–embedded coaching/mentoring is the best professional learning for assuring that teachers apply new strategies; consequently BLS has worked with Apple to support teacher leaders through both the Apple Academy in Cupertino as well as through Apple's Distinguished Educator Program to develop a variety of technology professional learning activities with follow–up coaching/mentoring and implementation sessions during the school year and summer.

Technology changes the way the world works. As technology evolves, so must the skill sets of those who use it. BLS is continually developing a comprehensive professional learning program that aligns its offerings to the district's strategic goals.

BLS Professional Development Offerings by Type

Level 1 – Foundations   Level 2 – Curriculum   Level 3 – Support
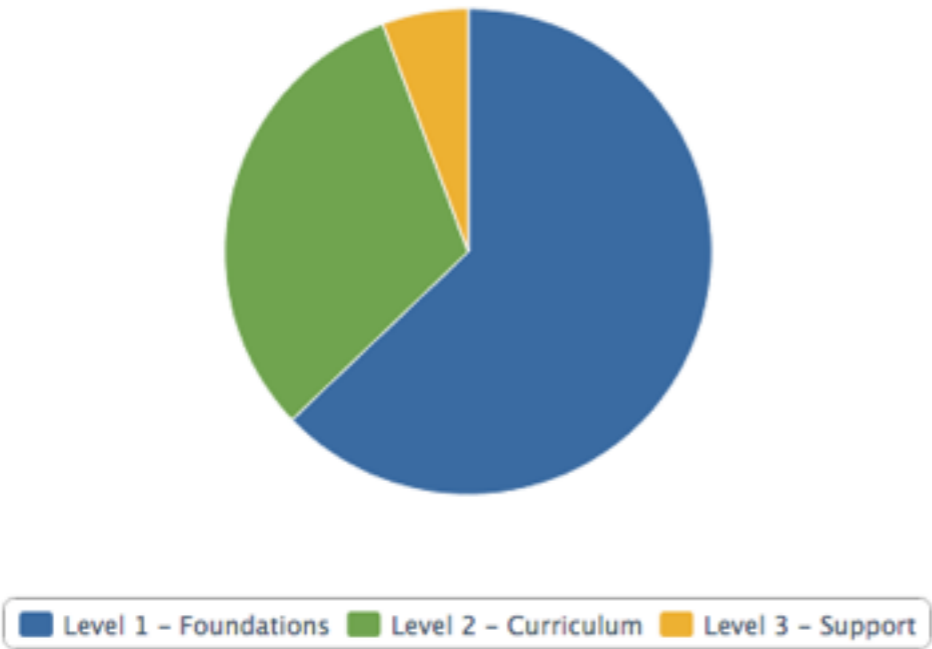
To access Bend-La Pine Schools Digital Conversion professional development options please go to Bend-La Pine Schools iTunesU site.

CREATIVE LEADERSHIP ACHIEVES STUDENT SUCCESS

At the heart of our professional development effort related to Digital Conversion is the district's larger CLASS (Creative Leadership Achieves Student Success) Initiative.

CLASS is an innovative education initiative to raise student achievement by focusing on four areas of effective teaching to raise student achievement and strengthen teacher leadership: expanded career paths, effective performance evaluations, relevant professional development and new compensation models. Through CLASS we provide opportunities for teachers to choose and attain alternative career paths, by providing meaningful and proficiency-based evaluation systems, quality professional development, and by exploring alternative compensation models which reward and incentivize employees for their professional growth and associated results. This work aligns with the BLS vision of providing each and every student a world class education by staffing each classroom in Bend-La Pine Schools with

PIECES OF THE PUZZLE

CAREER PATHS

EVALUATION

PROFESSIONAL DEVELOPMENT

COMPENSATION

Like a four-piece puzzle, the CLASS components are interconnected and integral to one another.

world class teachers who are motivated and committed to continuous improvement.

Simply put, the CLASS project aims to integrate and align systems of teacher career paths, professional development, evaluation, and compensation in a way that has the optimal effect on student achievement. Research on student achievement clearly demonstrates the importance of assuring a highly effective teacher in every classroom. Systems of support to provide ongoing professional development and collaborative support for teachers as they develop their skills are critical to continuing to increase the effectiveness of all teachers in the Bend-La Pine Schools.

Through our research in the CLASS project, we have found that many teachers have indicated an interest in leaving the classroom to become administrators, coaches, teachers on special assignment, etc. Our internal surveys and research supports that many of these outstanding educators are not necessarily ready to leave the classroom, they just have no other opportunity to practice leadership, advance their career, advance their professional learning and growth, and/or to increase their compensation. Through our work with the CLASS project, we are enhancing the career opportunities for our educators, while also enhancing professional learning opportunities and aligning compensation and evaluation systems.

CLASS Project:
Empowering Educators to Lead

CLASS provides teachers the opportunity to collaborate on plans for teacher professional growth and success tailored to local needs.

Teachers create for themselves what every professional deserves: a clear career path, opportunities for feedback, relevant and individualized training, and recognition for leadership and results.

The results are powerful.
Teachers in current CLASS districts report that their schools are more committed to shared decision-making and their peers are having more conversations about teaching and learning. More students are meeting proficiency faster in CLASS districts than in districts with similar student characteristics.

How we do it:
With funding, coaching and research support from Chalkboard, educators in CLASS districts have the opportunity to address the following components:

1. **New career paths** create significant leadership roles that include responsibilities such as mentoring and instructional coaching.

2. **Meaningful performance evaluations** rely on clear standards and advance the quality of teaching and learning. Gains in professional growth and student learning are measured in multiple ways.

3. **Targeted and relevant professional development** give teachers the resources and support they need to improve their teaching practices and stay at the leading edge of their craft.

4. **Expanded compensation models** tied to new roles, responsibilities and student learning outcomes offer alternatives to traditional salary schedules through career-based pay and bonuses.

CLASS Districts
Bethel
Corvallis
Dallas
David Douglas
Mt. Angel
Ashland
Lincoln County
Open Meadow Alternative Schools
  (Portland Public Schools)
Pendleton
Springfield
South Lane
Albany
Bend – La Pine
Crook County
High Desert ESD
Lebanon
Redmond
Salem – Keizer
Sisters
Vernonia
Forest Grove
Sherwood
Tillamook

About 30% of all Oregon teachers and students are in a CLASS district.

CHALK BOARD PROJECT

CLASS PROJECT

CAREER PATHS
EVALUATION
PROFESSIONAL DEVELOPMENT
COMPENSATION

PROFESSIONAL DEVELOPMENT BLUEPRINT

At Bend-La Pine Schools, we believe that, at school, everyone's job is to learn and that staff deserves professional development that is standards based, sustained, job embedded, and results driven. We believe that professional development supported by the District should be tightly aligned to the goals and objectives of our school improvement plans that are driven by student learning needs.

We are committed to providing quality professional development designed to support teachers in raising classroom rigor while simultaneously closing achievement gaps. For English language learners and students with special needs, we know that, along with supporting the development of English proficiency, it is critical for us to continue to support teachers in developing their knowledge and skills in the area of making content comprehensible to students with varying levels of English language proficiency and for students with a variety of special needs and learning styles.

Furthermore, we believe that organizational support and strong leadership is essential if any professional development initiative is to make a difference in terms of teaching and learning. Our professional development is supported by District and School improvement plans that are built on a data-based analysis of student and educator learning needs. As a result, professional development at Bend-La Pine Schools is comprehensive, focused, collaborative, and is integrated into our work in a number of ways.

The Bend-La Pine Schools Professional Development Framework is built around the following key ideas:

Collaboration: We believe it is important to establish strong organizational support for leading and doing the work of Professional Learning Communities (PLCs).

The Selection & Use of Research-Based Instructional Strategies

Collaborative Studio Lesson Study Model (Follow up to Best Practices Training): Teachers collaboratively plan a lesson, observe the teaching of the lesson, gather data on student work-thought-learning, debrief the lesson, consider implications, and set goals for in between cycles. Teachers complete four to five lesson study cycles together per year in Mathematics, Writing in Content Areas, Sheltered Instructional Strategies and ELD, and Technology Integration.

Leadership Development: As a part of the CLASS project, professional development systems are aligned to provide opportunity to learn and practice the skills, knowledge, and dispositions necessary for the teacher to advance through the tiered system of professional growth and/or to access the expanded leadership roles available in schools and districts.

Advanced Coursework: We encourage continuing education for our staff and have relationships with local colleges to support advanced coursework and degree programs.

A Formal Research Agenda: Bend-La Pine Schools are focused on increasing the opportunities for teachers to conduct research that informs the work in their field as well as the research needs of the school district. This occurs through planned Masters and Doctoral degree programs but also through individual action research carried out by teachers in their classrooms and their schools.

Professional Development that Supports Access to High Levels of Learning for All Students: We are committed to providing quality professional development designed to support teachers in raising classroom rigor while closing achievement gaps.

Developing Data/Goal Teams and the Work of Professional Learning Communities (PLCs): Administrators, coaches, instructional leaders, and teacher teams participate in training to support leading and "doing the work" of professional learning communities

Assessment Literacy and Data Retrieval and Analysis: Principals and teacher leaders learn "assessment basics" in regards to appropriate use of a variety of formative and summative assessments. Principal and teacher leaders learn to lead data teams in the creation and analysis of a variety of assessments. Implications for English language learners are explicitly taught (i.e., potential bias in assessment items and appropriate accommodations during administration). Basics in data retrieval, analysis, display, and communication of results are also taught, again noting implications for language learners with regards to disaggregation and interpretation of data.

EBISS - Literacy Core Program Delivery: Using highly trained internal coaches, teachers of early literacy are trained in the standardized delivery of the core literacy program insuring that all students have equity of access to core instruction and standards. Training in the implementation and enhancement of core instruction using research-based strategies provides access to a higher level of learning for all. Combined with the use of an RTI model of progress monitoring and instructional support, students needing extra time and support in developing literacy skills and strategies are identified early.

Mathematics Best Practices, Studio Classrooms, and Accessibility Strategies: Teachers participate in 30 hours of instruction in the use of research-based strategies to support teaching for understanding in mathematics (which includes the incorporation of accessibility strategies to be used based on student profiles). Teacher teams at sites then participate in a series of studio lesson studies in which they plan lessons together incorporating learned strategies, enact the lesson, gather student data during the lesson, and then use the student data in debriefing the lesson and considering next steps. Strategies are designed to develop

mathematical understanding and to allow teachers to confer with students and structure lessons in a way that they "know what students know and don't know."

Studio Classroom Walk-Throughs/Instructional Rounds: In developing accountability systems and opportunities for instructional leadership growth and development we have adopted classroom walk-throughs, data-snaps, and instructional rounds conducted by principals, teachers, coaches, and other invited observers as our in between cycle approach to provide teacher feedback and to monitor progress accountability.

Training in the Use of Sheltered Instructional Strategies: We continue to use the SIOP model to provide staff the opportunity to develop knowledge and understanding of language acquisition theory, and the associated knowledge and skill development to empower student access to comprehensible content as they simultaneously improve their English language proficiency.

Sheltered Instruction in Studio Classrooms: Sheltered Instructional strategies are taught and/or followed up with through the use of studio classrooms in which content area teachers use the lesson study model to plan for and "enact" the instructional strategies in a classroom. Lessons are differentiated to meet the needs of students at various levels of English language proficiency.

Integration of Sheltered Instruction and Instructional Technology in Content Areas (Studio):   The studio lesson study classroom model is used to support teachers in developing and enacting lessons that integrate sheltered instructional strategies with best practices in the use of instructional technology.

Writing to Learn Workshop and Studio: Selected "writing in the content area" strategies are developed in a two-day workshop and then followed up with studio lesson studies with teacher teams at school sites.

Compelling Evidence of Success

Quantitative

Data is routinely collected and analyzed to inform progress and success.
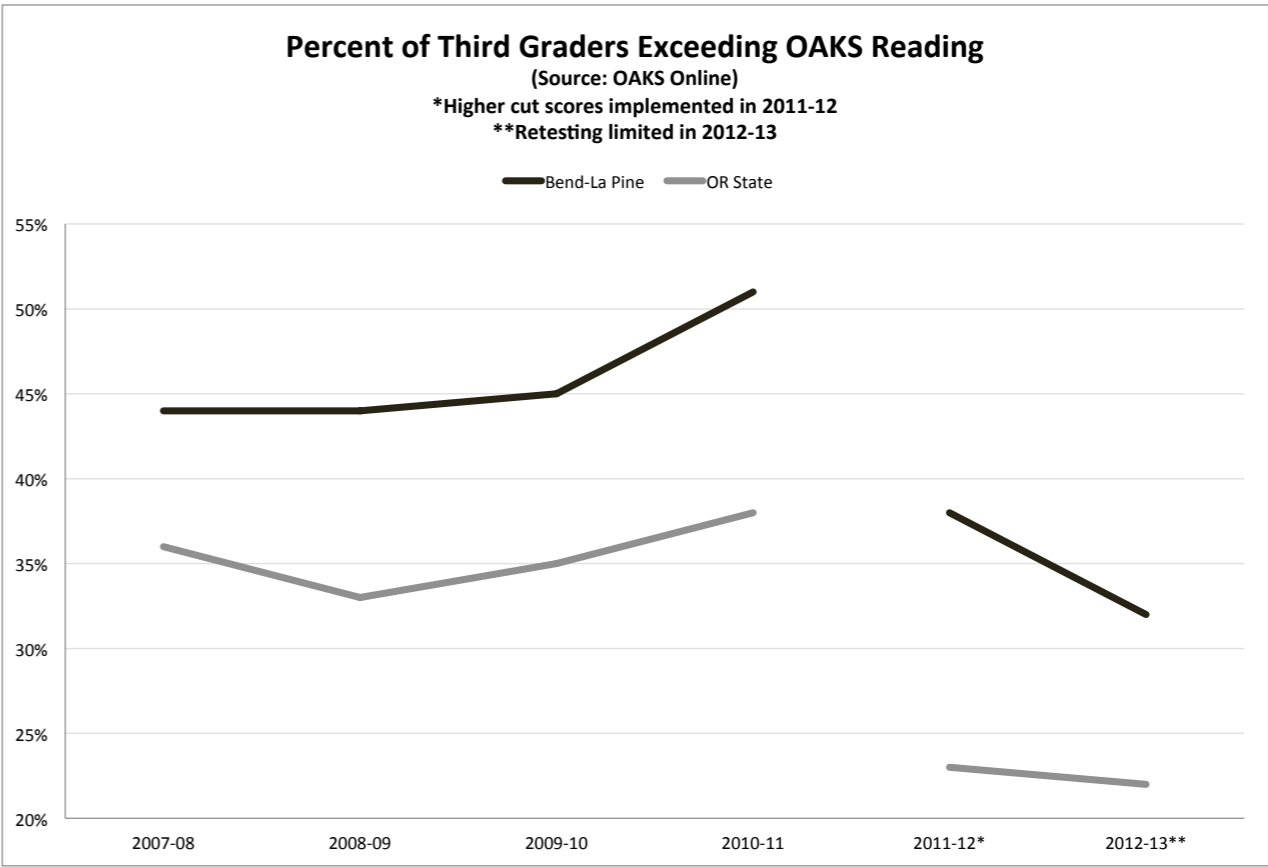
Qualitative

Narrative, reflective, or anecdotal evidence is collected and shared.

Quantitative

Bend-La Pine Schools annually evaluates our progress against the following "World-Class" targets set by Board of Directors:

• **Ninety-percent** of students meeting or exceeding state benchmark assessment

• All schools rated **strong or exceptional** on the Oregon Report Card

• Increasing annual national and / or **international recognition** for students, staff, programs, and / or schools

• Over **ninety-percent** of district parents and community members indicate success in accomplishing our mission to prepare students to be thriving citizens

2012-2013 Annual Target Performance Report

Percent of Third Graders Exceeding OAKS Reading
(Source: OAKS Online)
*Higher cut scores implemented in 2011-12
**Retesting limited in 2012-13

Bend-La Pine —— OR State ——

	2007-08	2008-09	2009-10	2010-11	2011-12*	2012-13**

• Within three years of graduation, **ninety-percent** of Bend-La Pine Schools students will pursue post-secondary education or training

• At least **ten-percent** of graduates are admitted to a highly competitive college or university

2012-13 Raising the Bar Report

RAISING THE BAR

Advanced Placement

Nine AP sections in 2001-02 to 194 in 2012-13
- AP now offered at ALL comprehensive high schools
- AP enrollment up from 246 in 2001-02 to 3,240 in 2012-13
- 1,346 students took at least one AP course in 2012-13

International Baccalaureate

IB enrollment up from 571 in 2009-10 to 2,152 in 2012-13
-461 students took at least one IB course in 2012-13
-140 sections in 2012-13

More than 9,600 college quarter-hour credits earned by students in 2012-13!

The above Keynote was presented to the Bend-La Pine School Board of Directors on April September 10th, 2013.

PROGRESS TOWARD GOALS

Description before analysis, analysis before prediction, prediction before evaluation. Only after we develop the disciplines of description, analysis, and prediction will our evaluation be accurate and able to drive continuous growth. Bend-La Pine Schools is committed to evaluating the impact of Digital Conversion on the instructional core, students and staff, in a systematic manner to

inform the long–term investment of technology. Progress toward goals are reviewed quarterly and adjustments made according to evidence of results or new priorities.

A variety of surveys, classroom observations, lesson plan audits, analysis of students' scores, live feedback forums, and other data are used as part of the assessment process. The data is evaluated to determine the quality, reach, and impact of the plan. The following three hypothesis are being tested and analyzed in determining the effectiveness of the plan as well as the areas that need to be modified and upgraded:

1. Properly implemented educational technology can substantially improve student achievement.

2. Properly implemented educational technology can be revenue-positive at all levels.

3. Continuous access to a computing device for every student leads to increased academic achievement and financial benefits when it's implementation is focused on improving the instructional core.

The success or failure of a school program can be determined in numerous ways. As any educator will tell you, test scores are important, but they are only one measure of success. With that reality in mind, we have selected Education Success Measures (ESMs) in order to elicit the most valuable information for our hypotheses with the fewest number of variables.

The measures were divided into two groups, short-term measures for Phase 1 and long-term measures related to a full digital conversion.

Short-Term Phase 1

Instructional Core (Student Engagement, Level of Content/Task, and Quality of Instruction)

1. Artifacts--Lesson Plan Audits (following TGD Studio Model)

2. Artifacts--Student Work Audits

3. Observation--Mini Classroom Teacher Observation Audit

4. Observation--Mini Classroom Student Observation Audit (Following Instructional Rounds Protocol)

5. Student Achievement--Student Learning Objective Results (Utilizing New 2B290 Goal Setting Process/Results)

6. Student Achievement--Student Achievement on OAKS, ACT, and other normed assessments

7. Student Achievement--School Improvement Plan Audit

8. Feedback--Student, Parent, Teacher, and Community Survey Results

9. Feedback--District Steering Committee Forum Session Feedback

10. External Evaluation

Long-Term Digital Conversion

1. Disciplinary action rate. The frequency of disciplinary actions is a strong, leading indicator of academic success or failure. Fewer disciplinary actions mean that students are more likely to be engaged in learning. Also, every disciplinary action costs time and money.

2. Dropout rate. Dropouts are an extreme indicator of the lack of academic success and lead to high personal and societal costs.

3. High-stakes test scores. Any school improvement program needs to have a focus in this area.

4. Paper and copying expenses. This factor is a proxy for other similar school expense centers. Paper and copying machine expenses are more significant than often realized, particularly when labor is included.

5. Paperwork reduction. This factor is a proxy for efficiency savings attributable to technology. When paperwork is reduced, teachers have more time to spend on educationally productive tasks, and schools save other costs (such as storage and records retention).

6. Teacher attendance. Substitute teachers cost the district money and may impact student performance.

7. AP/IB course enrollment. This factor indicates the quality of curriculum and instruction and reduces the time required to

graduate from college, saving money for the state and for families.

8. College attendance plans. This factor indicates the quality of curriculum and instruction and facilitates students' educational planning.

9. Course completion rates. This factor indicates student engagement, achievement, and school quality. Conversely, course failure has severe negative academic and financial implications.

10. Dual/joint enrollment in college. This factor indicates a high level of student achievement and savings in future college expenses.

11. Graduation rates. This factor indicates school quality and effective curriculum, instruction, and student planning. Multiple indicators, such as graduation and course completion rates, allow for better triangulation on a self-reported survey.

* Text taken and adapted from Project RED, *The Technology Factor: Nine Keys to Student Achievement and Cost-Effectiveness* (2010). The complete Project RED published findings and full research project can be found at the following link-- http://bit.ly/ProjectRed.

Qualitative

1:1 technology initiatives are a newer initiative in many school districts. Student data about the effectiveness are just now starting to be published. The strongest theme in the research of 1:1 technology is student engagement and the personalization of

instruction that teachers were able to accomplish with its use. Some of the findings from the research throughout the country include:

• Chicago Public Schools implemented a 1:1 iPad program. In their preliminary findings the benefits they are seeing for students included:

  • Immediate information access

  • More collaboration

  • Learning is individualized

  • Increased student engagement

  • Learning expanded outside the classroom

Chicago teachers are reporting that the 1:1 technology initiative is transforming their classrooms:

  • 95% of teachers say iPads improve time on task

  • 86.4% of teachers say iPads provide improved instantaneous feedback
  • 100% of teachers say iPads provide improved instructional differentiation

The Chicago teachers also reported an increase in student engagement in learning:

  • 90.4% of students say iPads make school more interesting/enjoyable

- 93.7% of students say iPads improved internet research

- 100% of teachers say iPads have increased student interest in learning

- 90% of students say iPads make them feel more confident about school and lessons learned (Apple, 2012)

In a study done on the Denver School of Science and Technology 1:1 technology program the great majority of students say that the laptops have a very (65%) or somewhat (29%) positive impact on how much they learn in school. The laptops positively influence students on how well they work with other students, how interested they are in school, their grades, and other factors.

Nearly all teachers in this school agreed that the laptop program is very (67%) or somewhat (30%) important for students; only 3% disagreed. A large majority of teachers report an increase (57%) or a slight increase (30%) in the depth of students' understanding of the curriculum as a result of the use of laptops and related technology.

The teachers also reported that the 1:1 technology initiative changed their instruction. Among the teachers, more than 90% agree or strongly agree that "I have changed the way I organize classroom activities." Nearly two-thirds reported that they rely less on textbooks because of the laptops and over 85% agree or strongly agree that they are better able to meet the needs of students with different needs.

89% of the teachers in this program reported that the laptop program is important for their students. Teachers also report that because of the laptops they are more reflective of basic teaching goals and priorities (80% agree or strongly agree) and they more often require students to work independently (77%). (Zucker, 2007)

In a recent survey from the Westlake Initiative for Innovation project, Eanes Independent School District, Austin, Texas found the following:

For students:

- 90% of students reported some level of greater motivation to learn

- 85% of students felt some level of increased engagement in the learning process

- 24% of students reported feeling distracted at some level at school with the iPad

- 40% felt little to no distraction with the iPad at school. (The rest were neutral)

- 89% reported having the iPad gave them a desire to dig deeper into certain subjects

- 93% replied that having the iPad in the classroom increased likelihood of submitting an assignment online rather than on paper

• 89% agreed or strongly agreed that overall, having the iPad enhanced their learning experience

For teachers:

• 95% reported a high to extremely significant impact on how the iPad has helped them as a teacher

• 93% use the iPad to research content for their courses during the week and at some point several times a day

• 100% reported that teacher to communication has improved between student because of the iPad

• 93% reported that it had improved their assessment abilities to some level, with 34% reporting a significant increase in ease of assessment and data gathering

• 96% reported that the iPad helped them accomplish what they need to do each day as a teacher, 30% of that group gave it the highest rating (Hooker, 2012)

*Text taken and adapted from: Spring Lake Park Schools--School District 16, Minnesota;

DSST_Laptop_Study_Report.pdfApple. (2012, February 16). Presentation to Farmington and Sping Lake Park Schools. . Cupertino, CA, USA: Apple.

Zucker, Andrew A., E. S. (2007, December .). A Study of the 1:1 Laptop Program at the Denver School of Science & Technology. Retrieved March 9, 2012, from Science and Technology: www.scienceandtech.org/documents/Technology/; and

Hooker, C. (2012, Feb 29). Data and Analysis of a High School 1:1 iPad Program. Retrieved March 15, 2012, from Hooked on Innovation: http://hookedoninnovation.com/2012/02/29/dataand-analysis-of-a-high-school-11-ipad-program/.

Flexible Learning Environment

School Design and Facilities
Facilities and schedules are designed to maximize learning opportunities that technology provides.

Information Technology (IT)
IT infrastructure supports innovation in teaching and learning.

School Design and Facilities

Voters recently approved a $96-million school construction bond by the highest 'yes' vote in history. The dollars will build two new schools, improve technology and add instructional space around the district.

This exceptional opportunity gives staff a unique opportunity to collaborate with architects to design 21st Century schools. Together, we will ensure that sustainable, flexible, educational spaces are designed to maximize learning opportunities and facilitate the use of state-of-the art technology while fostering engaged learning. These 'best-practices' will be replicated in schools around the District for years to come.

Bend-La Pine Schools believes that we must maximize achievement by encouraging students of all ages to find the learning environment that best suits their interests. By customizing each student's schedule and curriculum to match his or her particular strengths, Bend-La Pine Schools students build a strong foundation for higher education and future careers.

From school wide technology or storyline teaching methods at the elementary level, to

Design for the Future

Schools are designed for 21st Century Instruction

exploratory learning and Talented and Gifted (TAG) tracks in Humanities, Math, and Science at the middle level, and Career-Technical to International Baccalaureate offerings at the high school level – Bend-La Pine Schools have something to meet every student's expectations:

FOCUS ON LITERACY: A READING INITIATIVE FOR YOUNG LEARNERS

Reading lays the groundwork for every subject a child will study in school. Bend-La Pine Schools is committed to ensuring that every student is able to

read at grade level by third grade. Giving young readers the best start possible will provide a strong foundation for their entire educational career.

ELEMENTARY INSTRUCTION

The elementary school core curriculum focuses on the basics of reading, spelling, writing, math, science, health, social studies, handwriting, art, physical education, music, media, and technology. The curriculum is integrated, or interrelated, throughout the year and ensures attention is given to educating the "whole child." Literacy instruction is a critical part of every elementary student's.

Principals and teachers are encouraged to structure the school day so that literacy instruction is not interrupted. The District also strives for lower K-3 class sizes and provides more educational assistants and reading specialists for students who are lagging behind their peers.

MIDDLE SCHOOL INSTRUCTION

Students in middle school have unique needs and require special attention during their transitional years. These students vary in physical, intellectual, psychological, and emotional development.

To meet these needs, middle schools strive to provide high academic expectations for all students, to develop positive attitudes toward learning and future readiness, and to transition successfully between elementary and high school.

HIGH SCHOOL INSTRUCTION

High schools offer core classes as well as a variety of electives. Many classes provide students the opportunity to earn college credits while in high school.

Students also have the opportunity to earn an Honors, Advanced Placement, or International Baccalaureate diploma by taking advanced-level courses that demonstrate the ability to succeed in a rigorous curriculum. High schools also offer a wide range of academic clubs and co-curricular activities from music to drama and sports.

ADVANCED PLACEMENT

Bend, La Pine, Mountain View, and Summit high schools offer Advanced Placement (AP) programs, known for rigorous college-level curricula and advanced college credit.

AP courses help students acquire the skills and habits students need to be successful in college. AP courses improve writing skills, sharpen problem-solving abilities, and develop time management skills, discipline, and study habits.

INTERNATIONAL BACCALAUREATE WORLD SCHOOL

Bend Senior High School is an authorized International Baccalaureate (IB) World School, one of 19 Oregon high schools and one of 3,633 schools in 146 countries worldwide to offer the rigorous IB Diploma

Programme. This is a District-wide programme that all Bend-La Pine Schools students may complete.

SPECIAL EDUCATION

Bend-La Pine Schools offers many individualized programs and services to meet the unique gifts and challenges of the students in our District. There is a full continuum of special education services and placements for disabled students ages five years through 21 years. Most of the services are offered in the student's neighborhood school and general education classroom. Small group instruction, one-to-one instruction, and off campus day treatment programs are also available.

LEARNING CHOICES, FIND YOUR FIT

We maximize achievement by encouraging students of all ages to find the learning environment that best suits their interests. By customizing each student's curriculum to match his or her particular strengths, Bend-La Pine Schools students build a strong foundation for higher education and future careers.

The District offers several options at the K-8 level, including:

Amity Creek at Thompson School – Child Initiated Learning Magnet
Bear Creek Elementary School – Dual Immersion Language Program
Bend-La Pine Online (K-8) – Online Instruction with Local Mentor
Support Elk Meadow Elementary School – Integrated Arts Program
Highland at Kenwood School – Scottish Storyline Method Magnet

Juniper Elementary School - Instructional Technology Magnet and Apple Exemplary School
REALMS -District Sponsored Exploratory Learning Middle School
Charter Westside Village at Kingston School (K-8) - Thematic, Project Based Learning Magnet

The District also offers high school-level options, including:

Bend Senior High School - International Baccalaureate Programme La Pine High School - Advanced Placement International Diploma
Marshall High School - Alternative Program
Mountain View High School - Advanced Placement International Diploma Summit High School - Advanced Placement International Diploma Bend-La Pine Schools Online - Virtual Instruction Program

High school students also have the opportunity to earn college credits through the various dual enrollment opportunities. Most classes graduate having earned well over 8,000 college quarter credits.

Information Technology (IT)

"If you don't like change, your are going to like irrelevance even less."

- General Eric Shinseki

Leaders at all levels are essential to Digital Conversion success. Nowhere is this more important than in the strong partnership that must be established between IT and Teaching and Learning to guarantee IT department's policies, procedures, and supports create an always on infrastructure for learning, available to students, educators, and administrators regardless of their location or the time

Learning to Change, Changing to Learn

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of day. One that supports not just access to information, but access of personal computing device for each student and teacher in the Bend-La Pine School District.

Bend-La Pine Schools infrastructure for learning enables seamless integration of in- and out-of-school learning by bringing together data from multiple sources while ensuring appropriate levels of security and privacy. For while the fundamental purpose of our public education system is the same, the roles and processes of schools, educators, and the system itself should change to reflect the times we live in and our goals as a world leader.

Such rethinking applies to learning, assessment, and teaching processes, as well as fundamentally to the infrastructure and operational sides of running IT systems. The public will support Digital Conversion as long as there is a return on the investment, and student achievement is how the return is determined. IT becomes the critical ingredient necessary in closing achievement gaps and preparing all of our students to be future ready when technology decision are driven first and foremost by student learning outcomes.

Contribution and Credits

List of people willing to address five areas of best practices.

School Liaison

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In addition to the school liaison, the following people are able to address these areas.

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