



Board Work Session of the Board of Directors
BANKS SCHOOL DISTRICT 13
Banks, OR
Monday, October 19, 2026

Note: The District will endeavor to provide the following services if requested 48 hours prior to the meeting: qualified bilingual interpreters or qualified sign language interpreters. These services are provided at no cost to recipient. To obtain services, call 503-324-8591 at least 48 hours prior to this meeting.

1. Preliminaries
 - 1.1. Call to Order
 - 1.2. Roll Call
 - 1.3. Approval of Agenda
2. Discussion Items
 - 2.1. School Accountability
Ben Buchanan, Caitlin Everett, Leann Gallien & Marjorie Salter
 - 2.2. Bond Update
John Able, Cornerstone Management
 - 2.3. Superintendent's Evaluation
Brian Sica, Superintendent
3. Adjourn

Oregon's Accountability Bill

SB141 Updates

October 19, 2026



Key Deliverables - District Performance Review

District Performance Review

ODE will conduct annual performance reviews of each school district's outcome data, based on seven Performance Growth Targets and locally defined metrics.

Regular Attenders
K-2 Regular Attenders (New)
3rd Grade Reading
8th Grade Math (New)
9th Grade On Track
4-Year Grad Rates
5-Year Completers
Local Metric (New)

iReady - Combined % meeting Reading and meeting Math Growth

Why interim assessments are on the board agenda

Senate Bill 141 (2025) adds a common statewide rhythm for K–8 math and language arts.

3× / YEAR

Administer an approved interim assessment in math and language arts at least three times each school year.

K–8

The requirement applies to students in kindergarten through grade 8.

PUBLIC REVIEW

Review the data at least three times each year with school administrators and during a public board meeting.

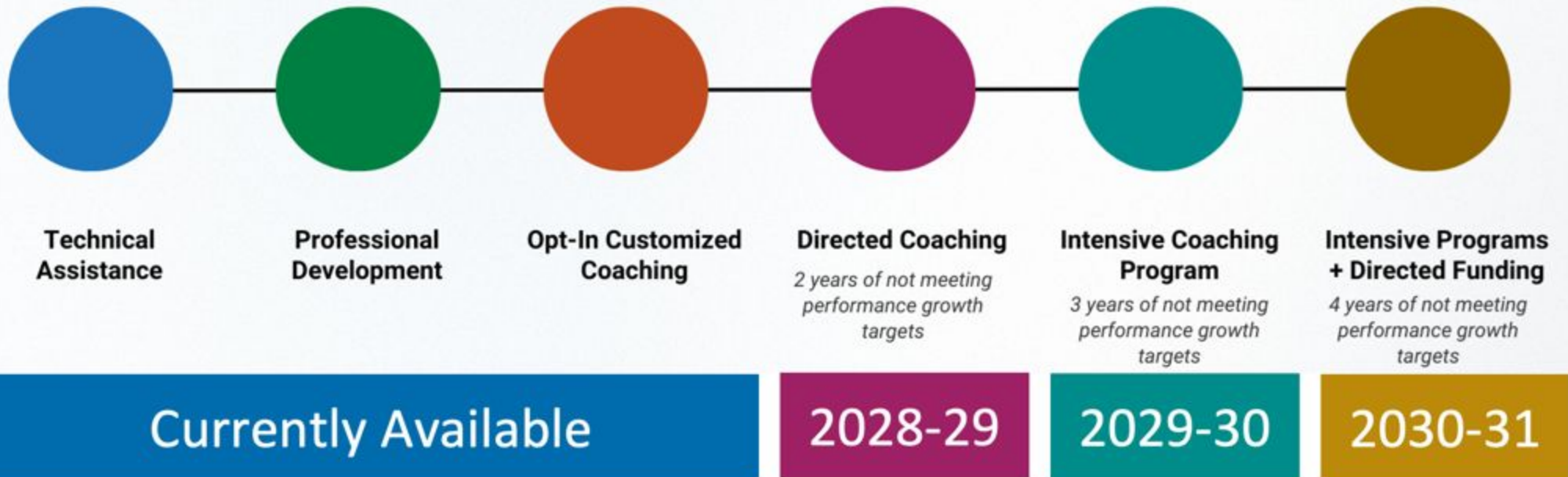
The intent: get useful information while there is still time to adjust instruction—not simply add another test.

Continuum of Supports

Allows ODE to deliver consistent, aligned, and responsive support to school districts across the state.

Preventative Measures to Support Continuous Improvement

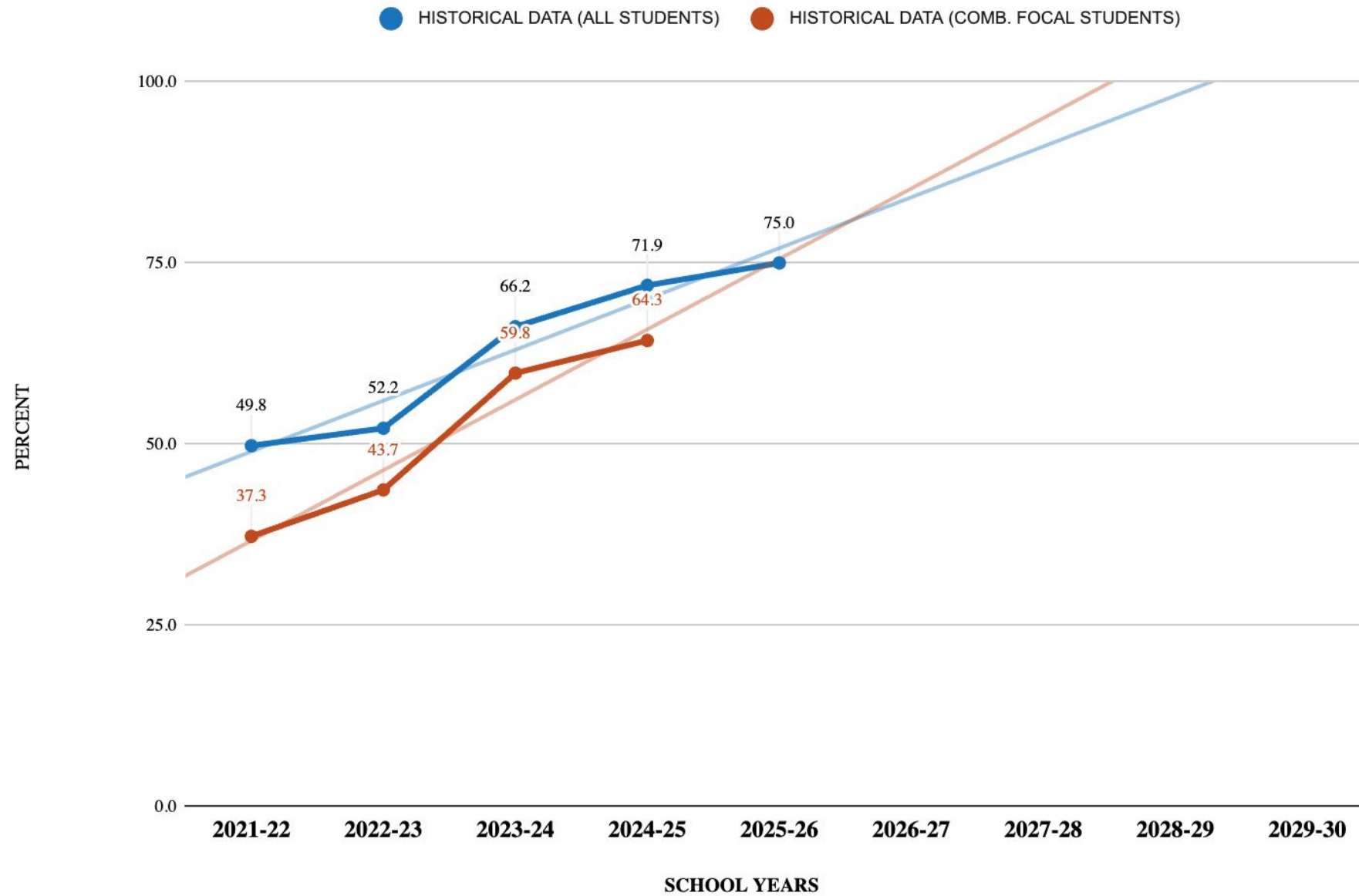
State Interventions to Support Continuous Improvement



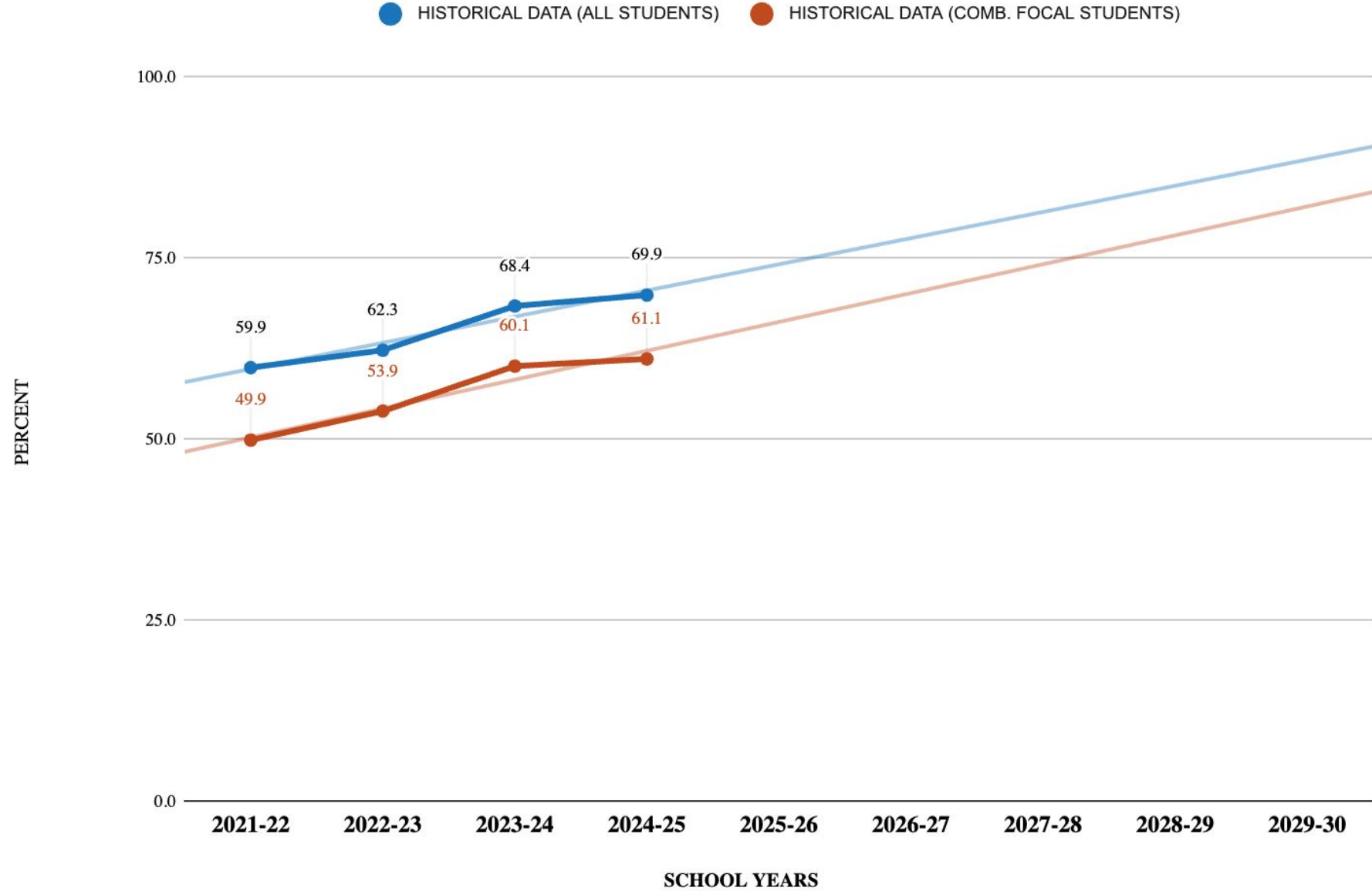
2029-30 Performance Growth Targets (PGT)

	<i>Statewide Target (Percentage)</i>	<i>2024-25 Banks Baseline Data</i>
K-2 Attendance	82.0	71.9
K-12 Attendance	78.3	69.9
3rd Grade ELA	52.6	40.0
8th Grade Math	52.0	28.1
9th Grade On-Track	94.9	89.9
4-year Graduation	92.3	98.1
5-year Completion	95.4	91.6
iReady Growth	TBD	

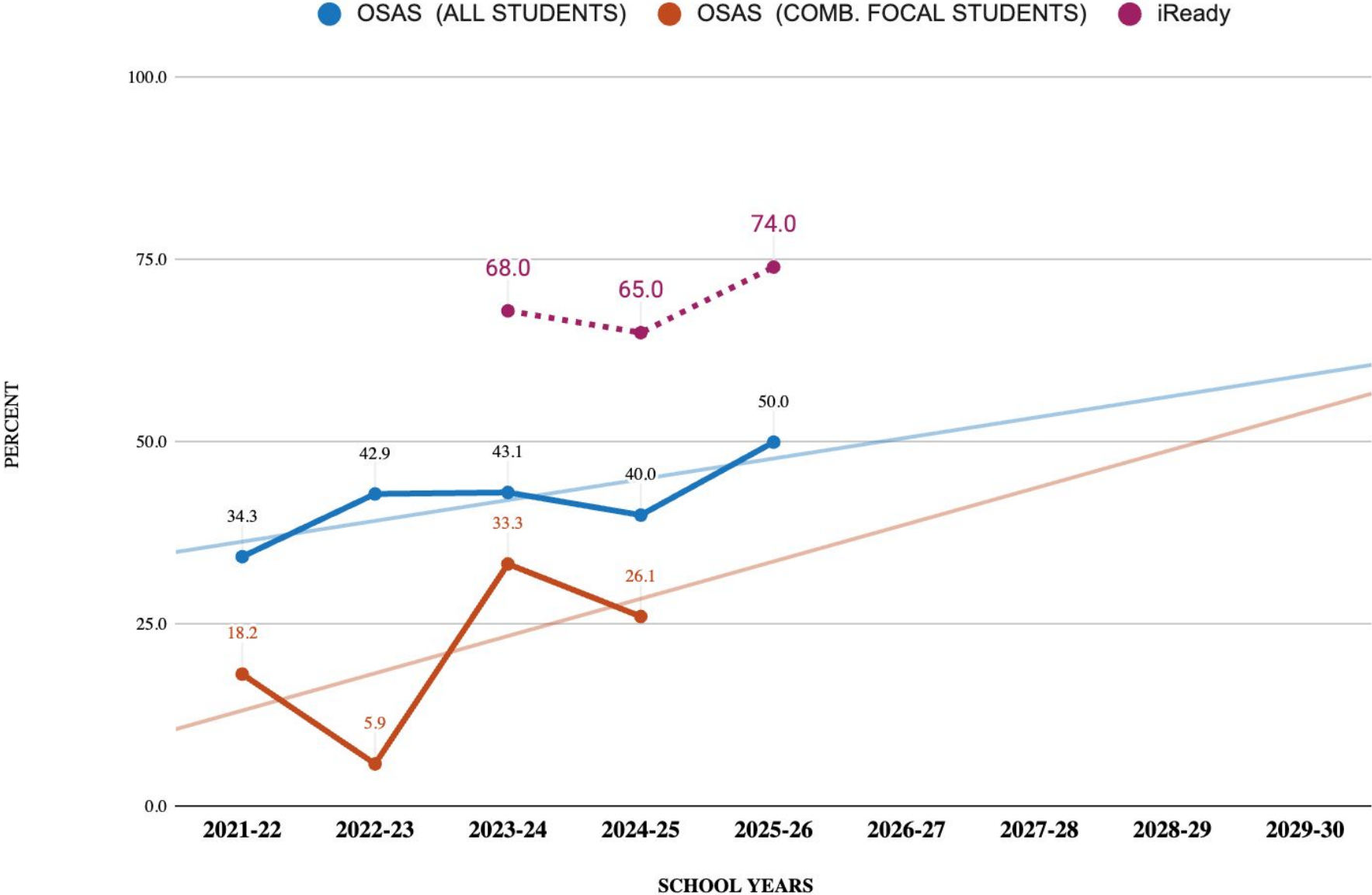
K-2 Regular Attendance



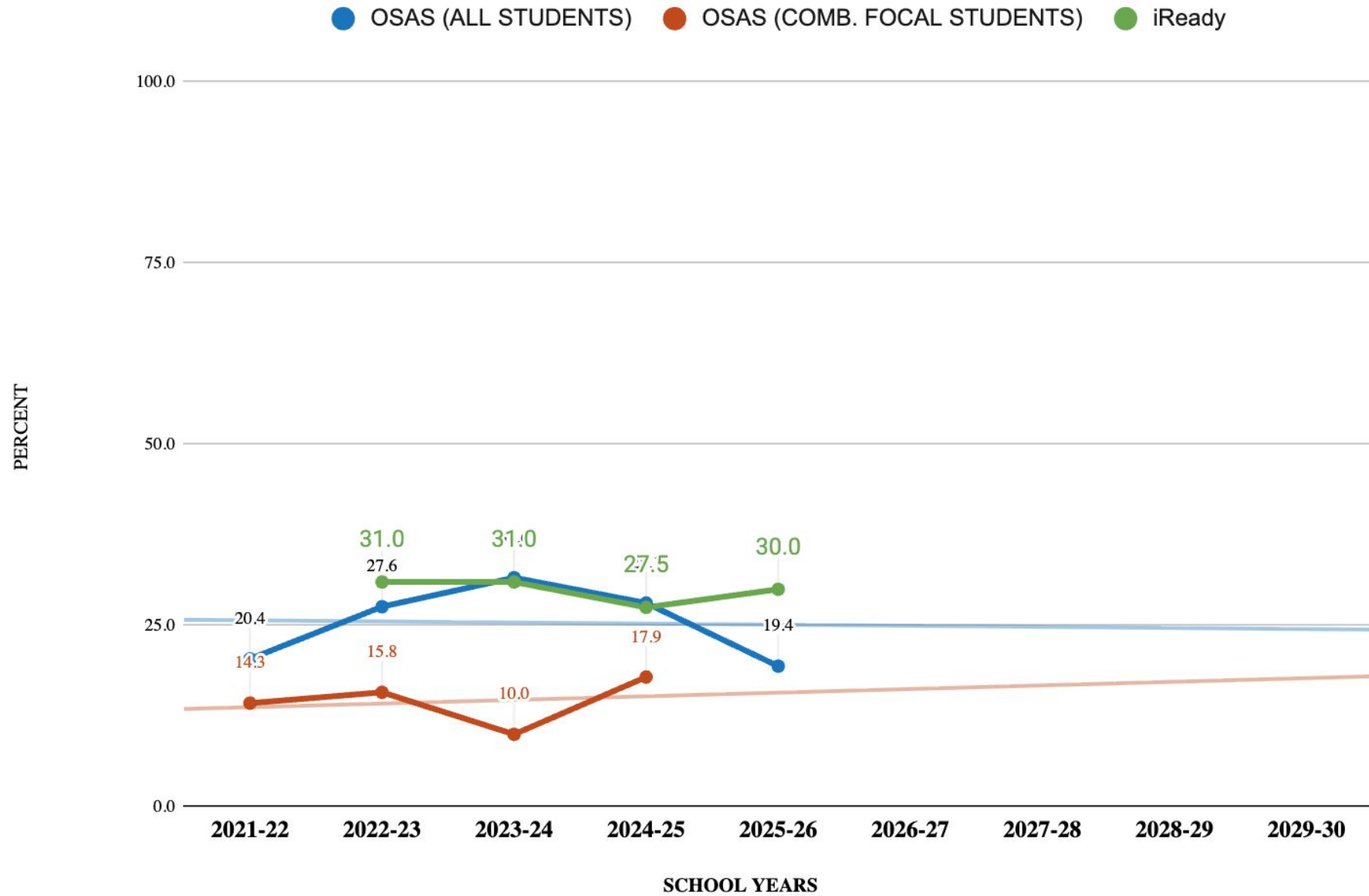
K-12 Regular Attendance



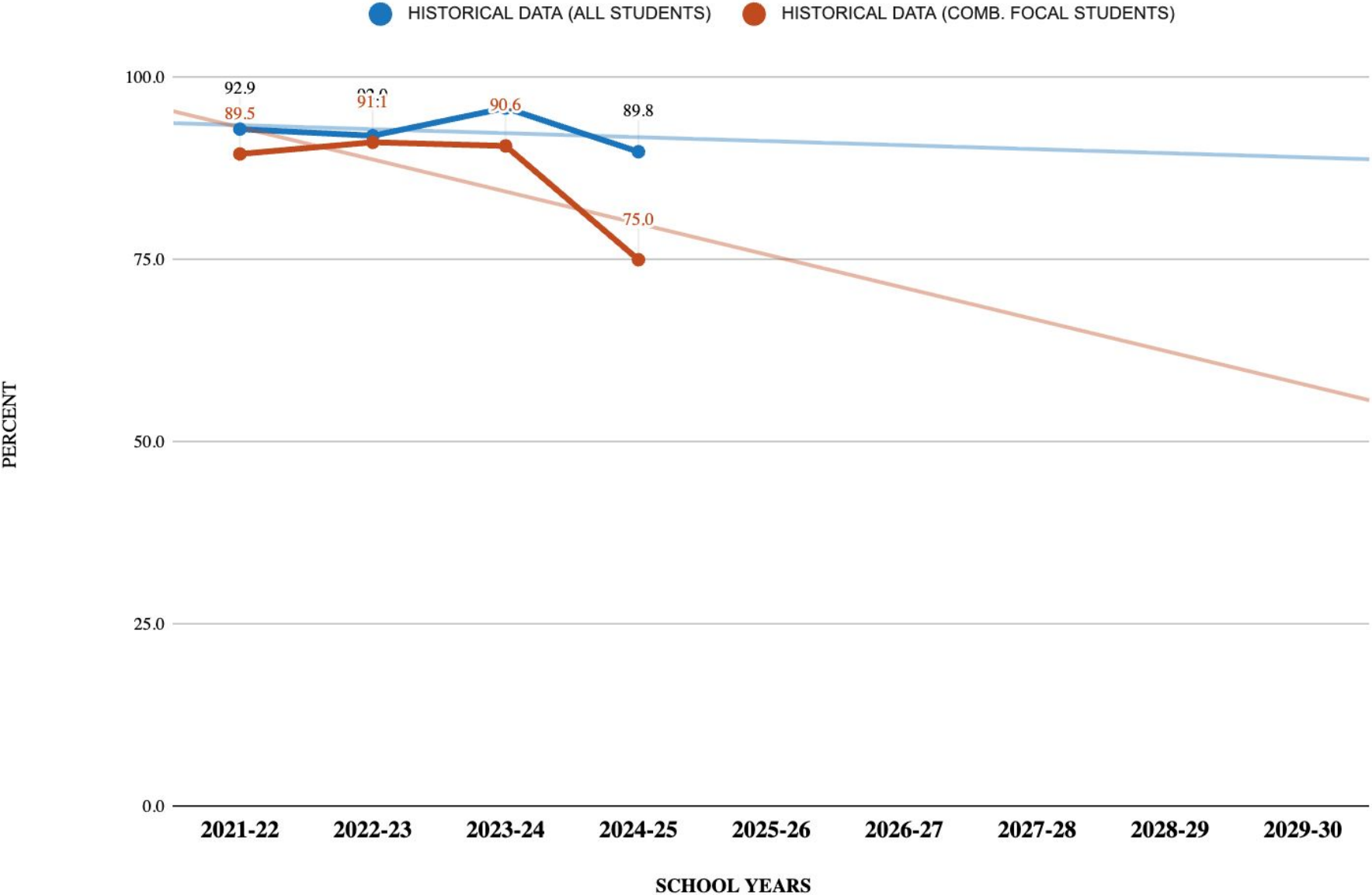
3rd ELA Proficiency



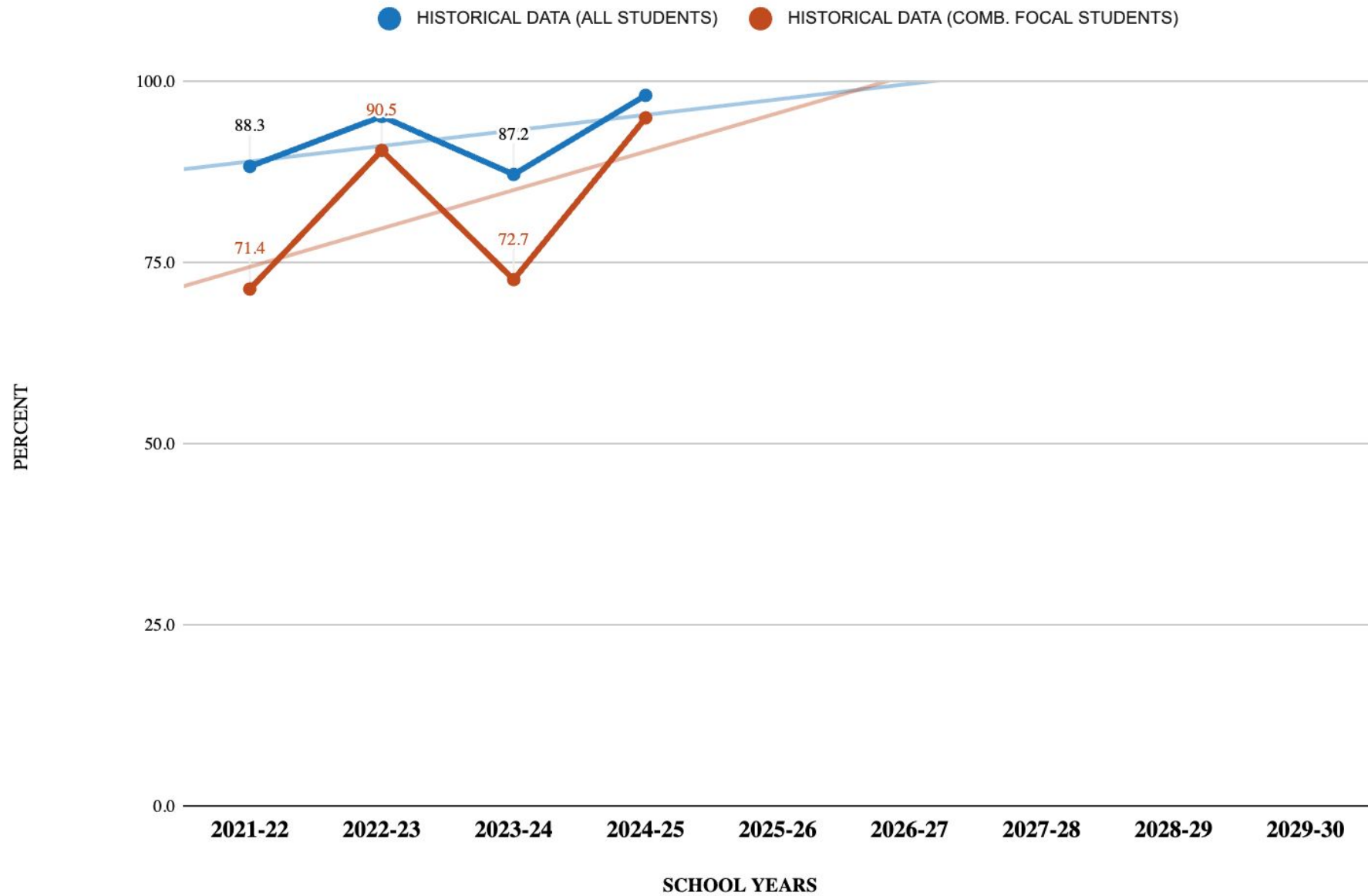
8Th Grade Math Proficiency: Targets



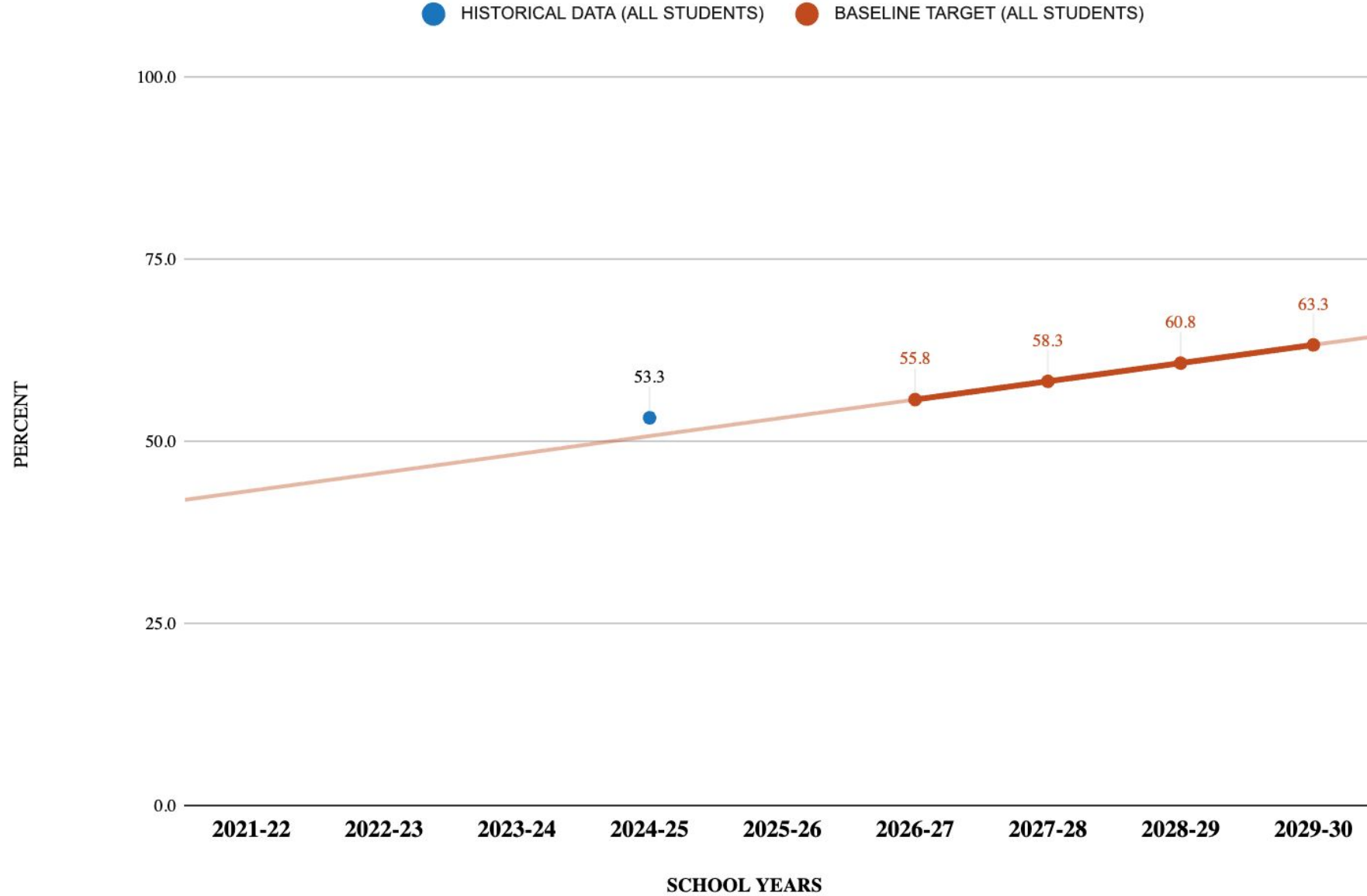
9th Grade On-Track: Targets



4-Year Graduation: Targets



Academic Growth (iReady)



THREE CHECKPOINTS.

ONE GOAL.

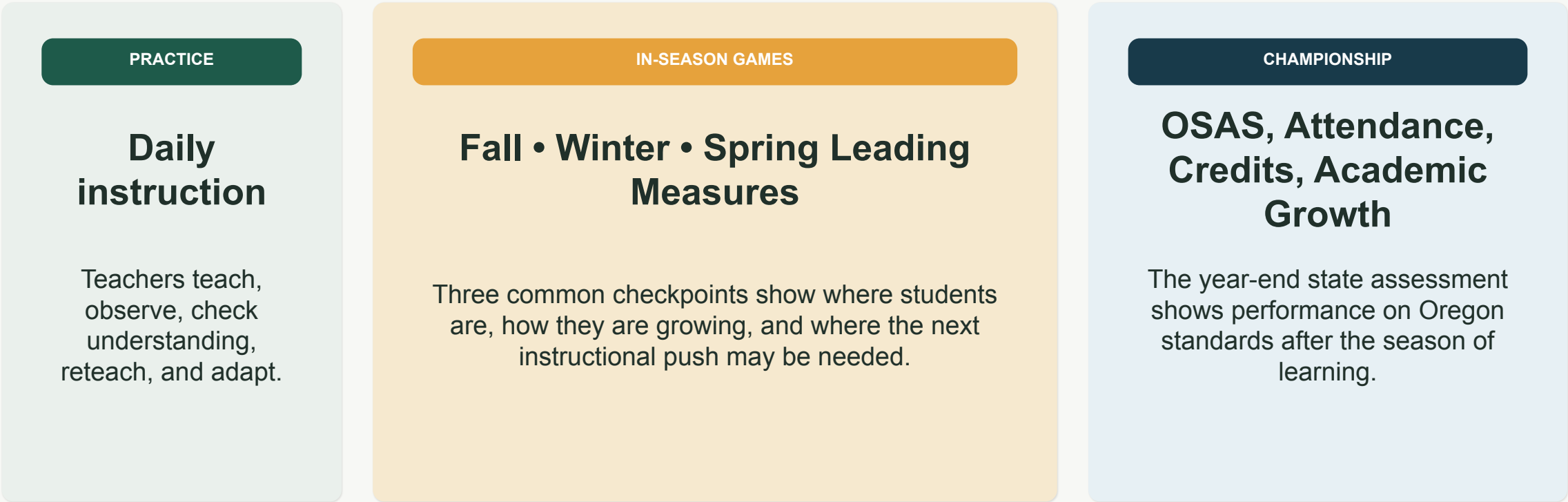
Using leading measures to keep us moving
towards our goals



**A season of feedback—not a single final
score.**

Think of the school year as a sports season

Teachers coach all season long. The benchmark gives the team a scoreboard while there is still time to change the game plan.



A coach would never wait until the championship to look at the scoreboard.

What can a benchmark score tell us?

A useful checkpoint answers more than “What was the score?”

WHERE ARE WE NOW?

A snapshot of current performance relative to grade-level expectations.

ARE WE MOVING?

Fall-to-winter-to-spring results help show growth during the year.

WHAT NEEDS ATTENTION?

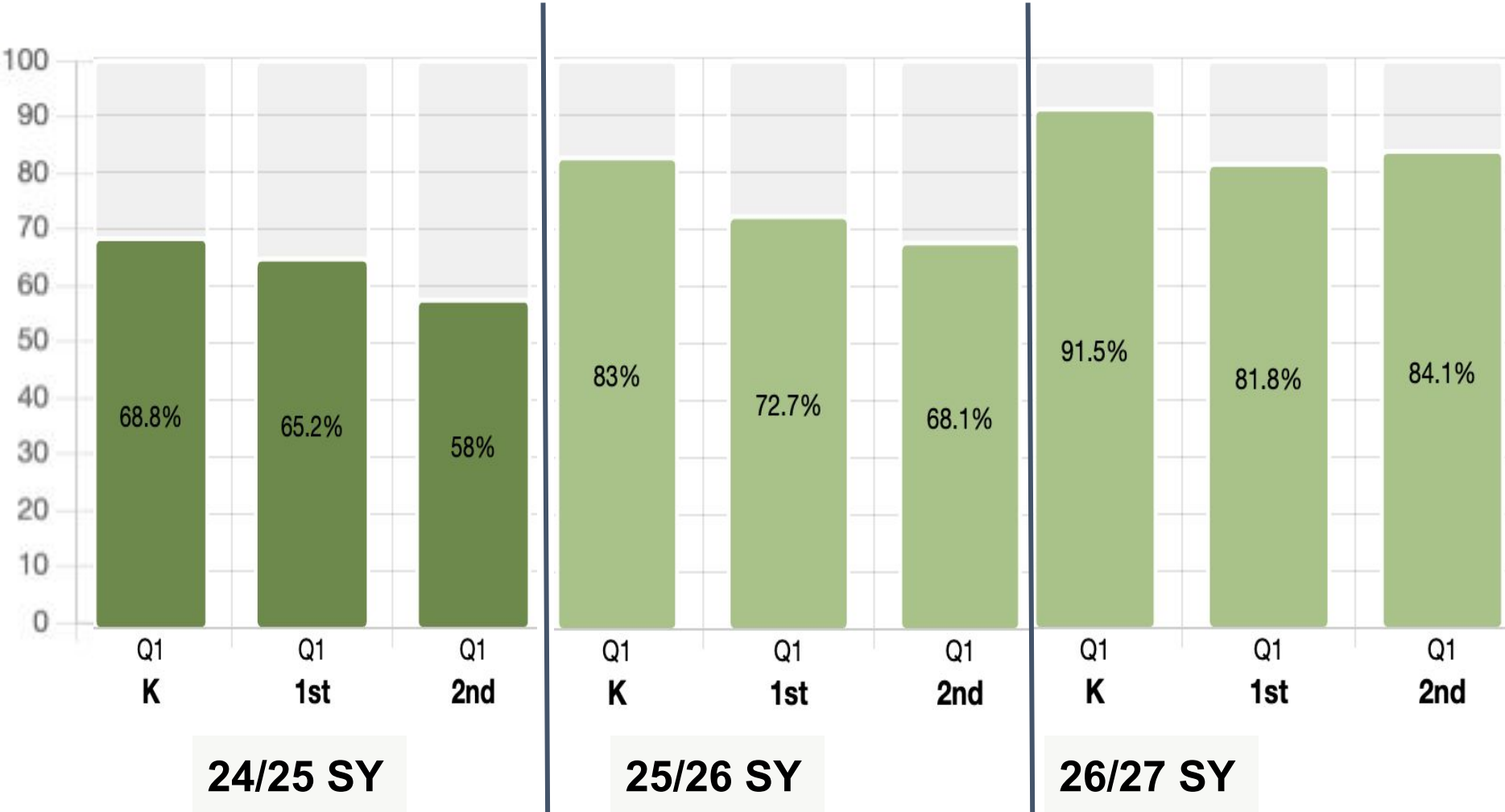
Reporting dimensions can point teachers toward skills or domains needing additional instruction.

ARE WE ON TRACK?

Vendor benchmarks/linking studies can provide a predictive signal about likely year-end performance, including progress toward OSAS expectations.

Prediction is a signal—not a destiny. Teachers use it alongside classroom evidence and other data.

Leading Measure: Q1 K-2 Attendance - BES



What changed?

Q1 attendance improved significantly across all K–2 grade levels. The biggest improvement is in 2nd grade, which increased 16 percentage points from last year and more than 26 points over two years. Kindergarten is also particularly strong, with more than 90% meeting the attendance measure.

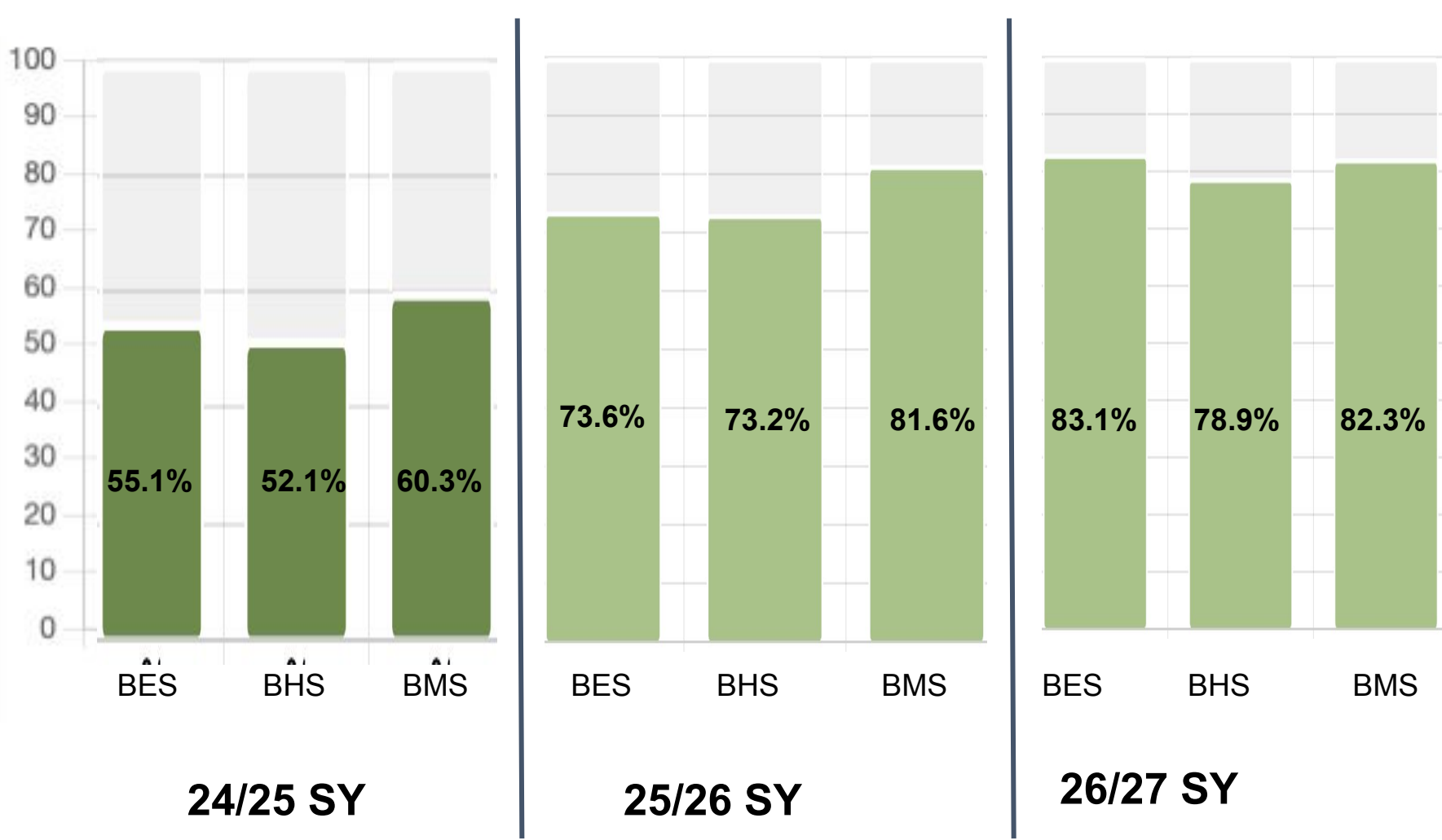
Who needs our attention?

Continue focusing on 1st grade, which has improved significantly but remains our lowest K–2 grade at 81.8%, while also identifying individual students across K–2 who are not yet meeting the attendance target.

What are we doing next?

Continue Mystery Attendance Days, proactive attendance communication and recognition efforts, identify and follow up with individual students who are below the attendance target, and partner with families to address barriers before attendance concerns become chronic.

Leading Measure: Q1 K-12 Attendance by School and Year



What changed?

Each school continues to see attendance growth year over year from 2024 to present.

Who needs our attention?

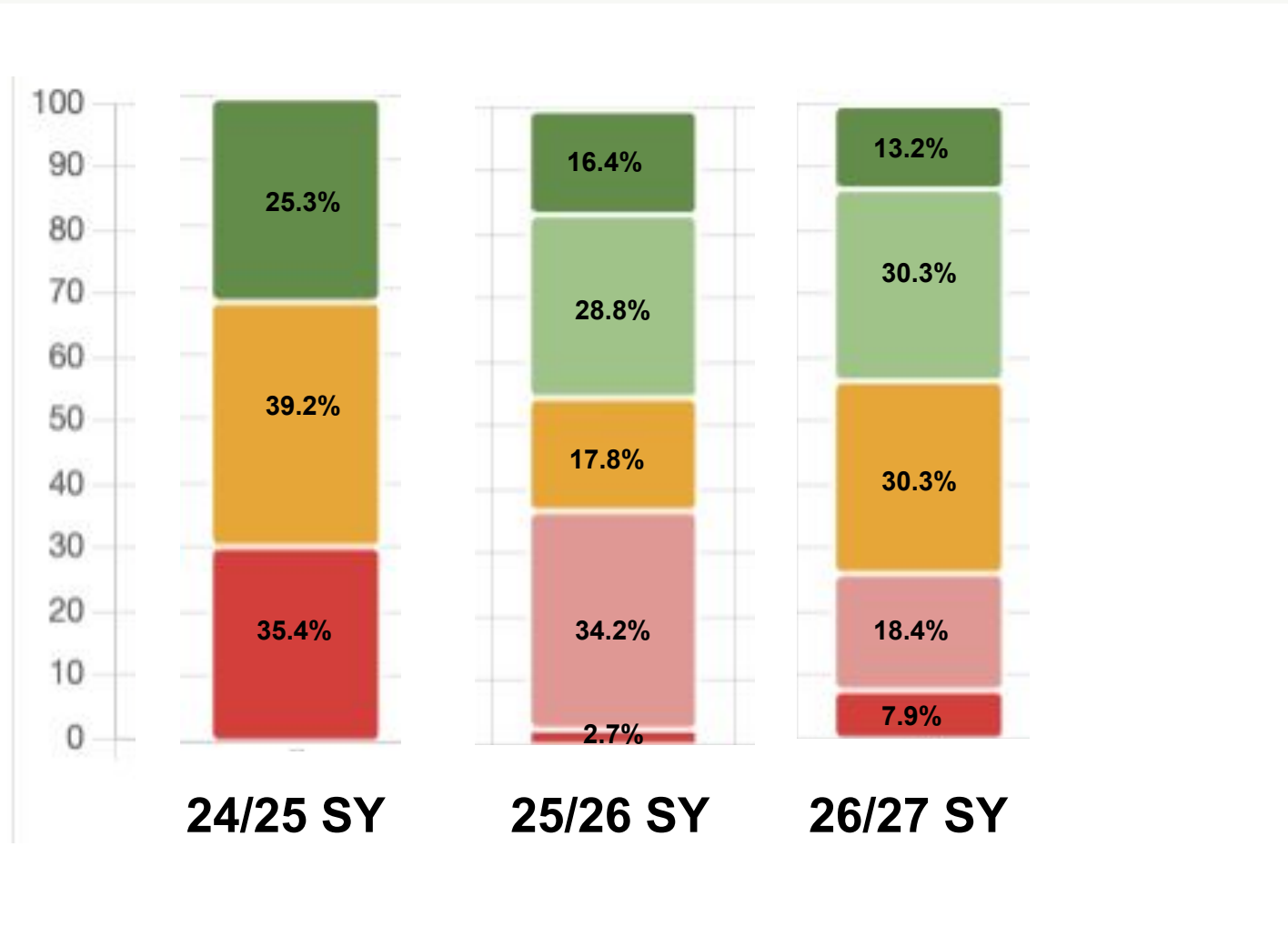
Students who are on the verge of chronic absenteeism (around the 10% missed mark) are the most likely to respond positively to intervention or additional supports

What are we doing next?

Attendance teams at each school will utilize specific, leveled interventions, such as

- Nudge letters
- Outreach calls from teachers
- Parent contact from Attendance team
- Family meetings
- School level student / family support plans

OSAS Leading Measure: 3rd Grade Reading - Fall iReady



What changed?

The percentage of 3rd-grade students two or more grade levels below decreased significantly, from 36.9% in 2025–26 to 26.3% in 2026–27. At the same time, the percentage of students one grade level below increased from 17.8% to 30.3%, which is a positive shift of students out of the more intensive need levels and closer to grade-level expectations.

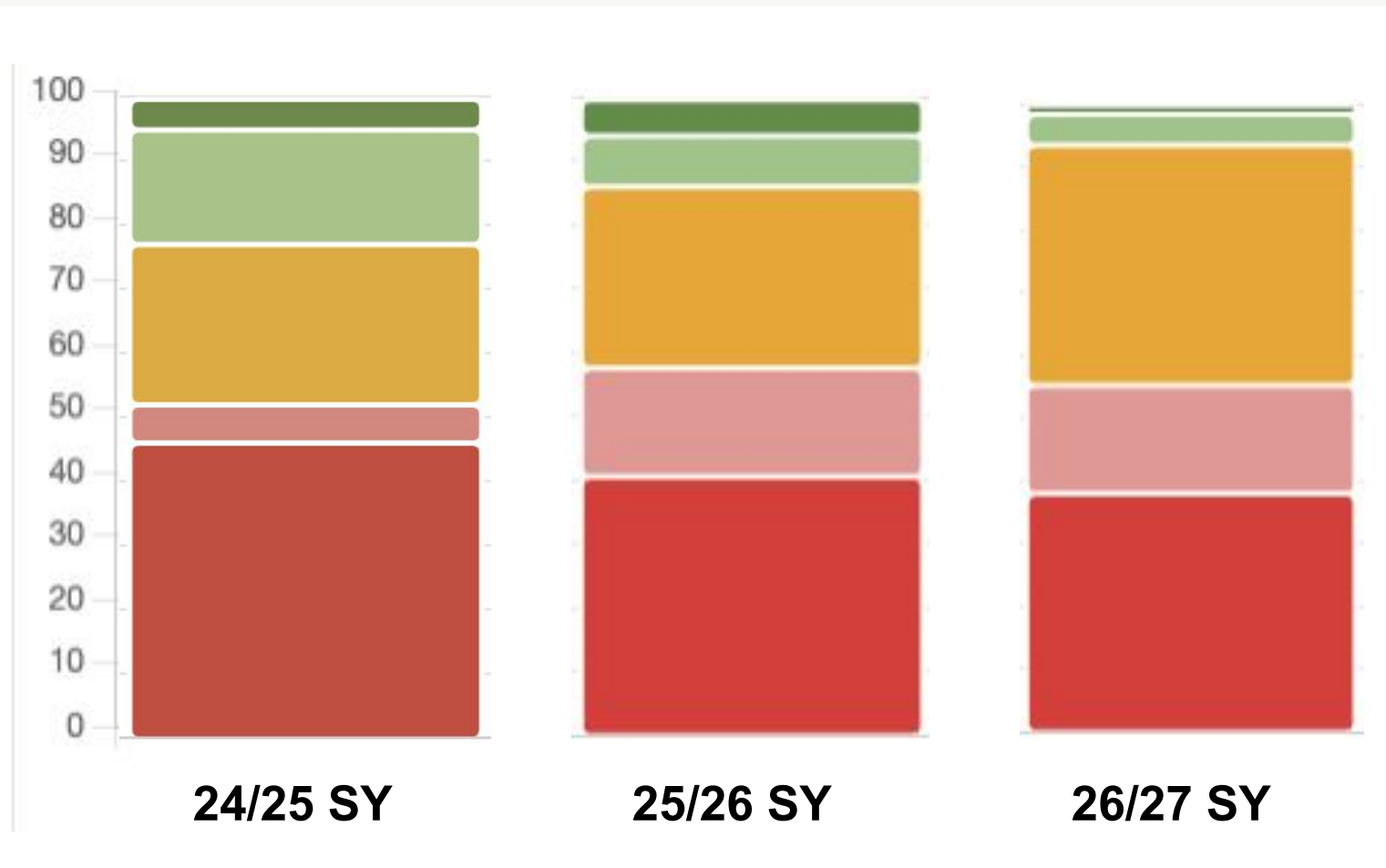
Who needs our attention?

Focus intensive support on the 7.9% more than two levels below, while accelerating the 30.3% who are one level below toward grade-level proficiency.

What are we doing next?

Use i-Ready and domain data to identify specific skill gaps, provide targeted intervention for students two or more levels below, and use differentiated small-group instruction within the core to accelerate students who are one level below. Monitor progress closely using intervention review meetings and walkthrough fidelity checks.

Leading Measure: 8th Grade Math - Fall iReady



What changed?

The percentage of students on grade level has declined, but the number of students three or more grade levels behind has also declined. An increasing number of students is one grade level behind.

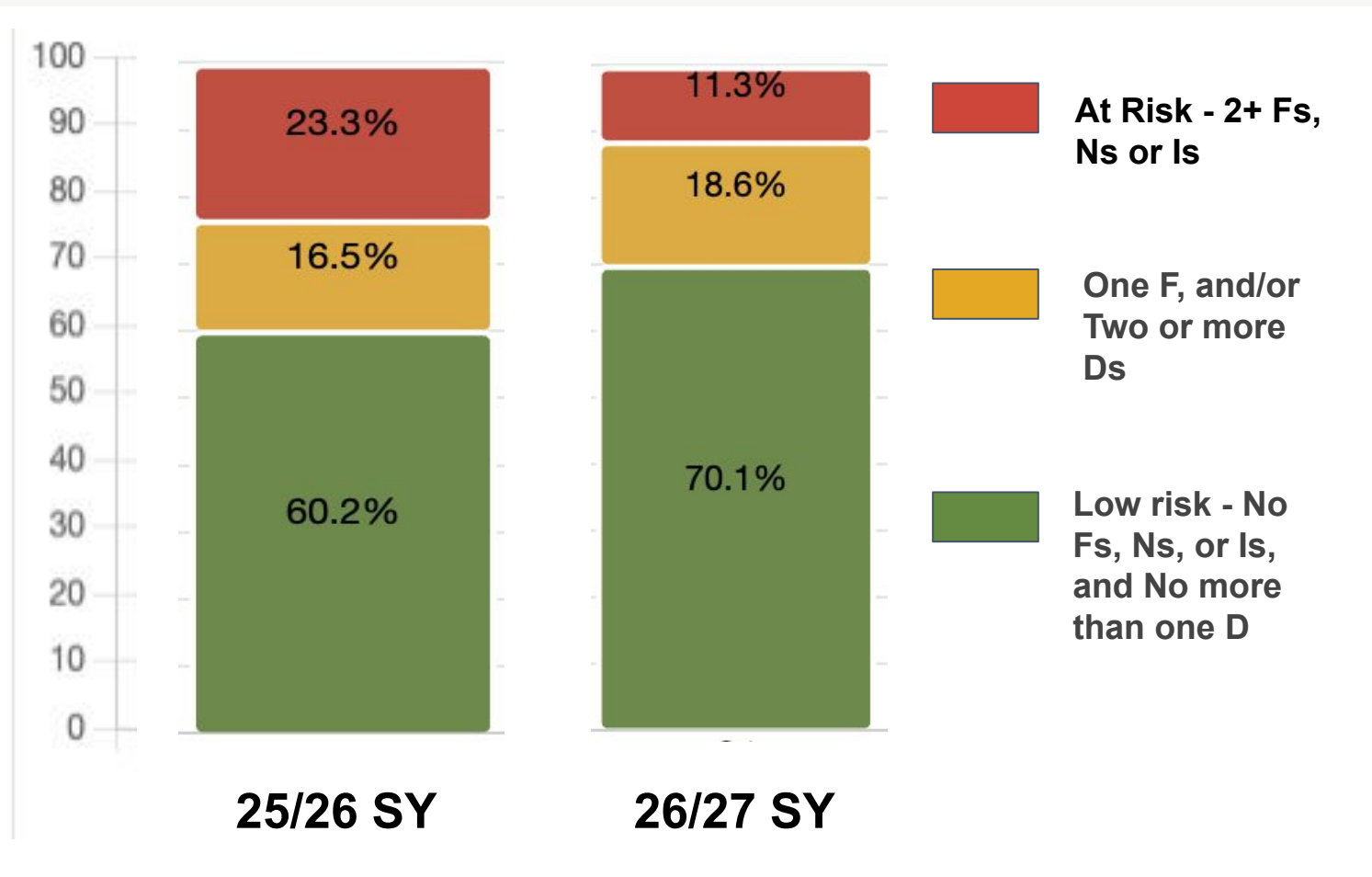
Who needs our attention?

Students who are one grade level behind and a continued substantial proportion of students who are 1+ grade levels behind

What are we doing next?

- Math Fact Fluency practice for all students
- Math support class for 12-15 students per grade level- daily math
- Secondary math coach from NWRESD working with BMS math team
- New MTSS math curriculum for SpEd and math support students

Leading Measure: 9th Grade On Track



What changed?

The percentage of students in quarter 1 in the Low Risk category increased by 10% while the percentage of students in the At Risk category dropped by 12%

Who needs our attention?

Our student group that will continue to be our focus for growth is Latinx and SpEd students.

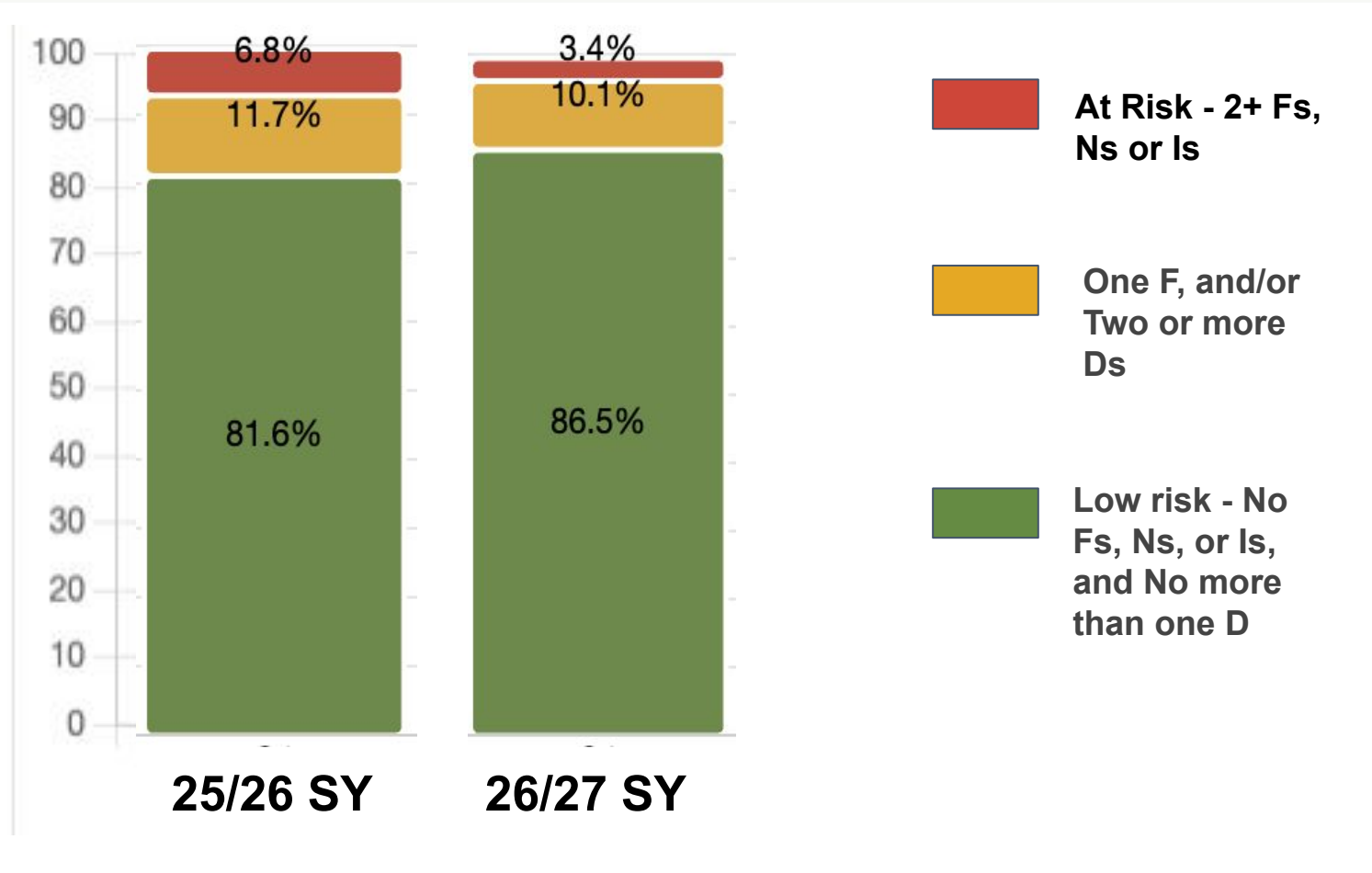
What are we doing next?

The 9th Grade team meets twice a month. Our focus is on students in the red or yellow. For those students in these two categories we are implementing interventions that we feel will help these students be more successful and tracking their progress with those supports.

For students last year not on track, we have already made up ground through credit recovery and summer school to get on track to graduate.

Leading Measure: 12th Grade Failure Rate

*Predicting Graduation + 5 Year Completers



What changed?

At this point in quarter one, we have seen a 4.9% increase in seniors who are at low risk while there has been a decrease in the percentage of seniors in the Red (-2.4%) and Yellow (-1.6%).

Who needs our attention?

Our focus would be all seniors who are credit deficient entering their senior year.

What are we doing next?

Administration and our Counseling Department will ensure the students are scheduled appropriately and have a plan in place. Parents will be contacted as well so they are informed on the plan. Once a month, the Senior grade level team will discuss those students at risk.

The Board's role: watch the season unfold

Each checkpoint should lead to a short, consistent conversation about progress and response.

- ✓ **What are students showing us?**
- ✓ **Where are we seeing growth—or a need for more support?**
- ✓ **What will educators do before the next checkpoint?**

The goal is not a better testing system. It is a better feedback loop for teaching and learning.

Banks School District
Board of Directors
Superintendent's Evaluation

Annually and by March 15th, the Board will evaluate the Superintendent. The evaluation will consist of two components, the criteria and the goals. The criteria are the priority areas of the Banks School District Adopted strategic plan. The goals are representative of the district's annual priorities. These are presented and adopted annually at the October Board meeting.

**Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement**

In 2024 the Banks School Board and Superintendent agreed to shift the Evaluation Criteria from the OSBA/COSA workbook to the Priorities and Descriptors of the Bank's Strategic Plan. Those Priorities and Descriptors are listed in the next five rows.

EMPOWERING OUR STUDENTS

DESCRIPTORS

The Banks School District will empower students by providing:

- Equitable learning that supports their academic growth and achievement
- Enriching and challenging instruction
- Learning experiences connected with their interests, passions, and life skills
- A positive school culture

ENRICHING OUR FACILITIES

DESCRIPTORS

The Banks School District Community will maintain and improve all facilities to provide:

- Innovative teaching, learning and working environments that enrich the student experience
- Safe and healthy environments
- Inclusive and accessible spaces
- A resource and source of pride for the community

ENERGIZING OUR TEAM

DESCRIPTORS

The Banks School District will empower and support all staff members:

- To create positive and caring learning experiences

**Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement**

- By providing high quality professional development
- By providing the resources to be successful in their role
- To feel welcomed, engaged, and appreciated

ENGAGING OUR COMMUNITY

DESCRIPTORS

The Banks School District understands:

- Family support is essential to the school experience
- Ensures relationships through proactive communication
- Community groups' support is vital to the school experience of all students through work-based learning experiences and other collaborative partnerships

ALIGNING OUR RESOURCES

DESCRIPTORS

All Banks School District resources are:

- Responsibly and transparently maintained and maximized
- Clearly aligned to achieve the strategic plan goals

OSBA/COSA Standards that are observable throughout all district actions.

VISIONARY DISTRICT LEADERSHIP

DESCRIPTORS

- Leads a collaborative process with the board to design (or reaffirm) the district mission and vision that reflects a core set of values and priorities.

**Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement**

- Leads the diverse stakeholder involvement in the development (or revision) of the district's continuous improvement plan based upon the district's mission and vision.
- Implements the district's continuous improvement plan and communicates its progress.

ETHICS AND PROFESSIONAL NORMS

DESCRIPTORS

- Ensures ethical decisions and cultivates professional norms and culture including equity, fairness, integrity, transparency, trust, collaboration and perseverance.
- Makes ethical and legal recommendations to the board.
- Models ethical behavior in their own conduct and cultivates ethical behavior in others.

INCLUSIVE DISTRICT CULTURE

DESCRIPTORS

- Develops and maintains a supportive, equitable, culturally responsive and inclusive district culture.
- Evaluates, cultivates and advocates for equitable access to safe and nurturing schools, and the opportunities and resources necessary to support the success and well-being of each student.
- Ensures equitable, inclusive and culturally responsive instructional and behavioral support practices among teachers, administrators and staff.

EFFECTIVE ORGANIZATIONAL MANAGEMENT

**Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement**

DESCRIPTORS

- Implements equitable strategies, processes and systems to recruit, hire, develop and retain high-performing personnel who demonstrate a shared commitment to student success.
- Establishes productive relationships with associations while managing labor relations and contracts effectively.
- Creates and maintains organizational structures that maximize the district's capacity to positively impact student learning.
- Creates a comprehensive system of professional development for all staff to continuously improve and increase their leadership capacity.

POLICY, GOVERNANCE AND ADVOCACY

DESCRIPTORS

- Develops relationships, leads collaborative decision-making and governance, and represents and advocates for district needs in local, county and state policy conversations.
- Cultivates a respectful and responsive relationship with the district board of education focused on achieving the shared mission and vision of the district.
- Implements, maintains and communicates district, state and national policy, laws, rules and regulations to staff, board and other appropriate stakeholders.

OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team

**Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement**

CULTURALLY RESPONSIVE INSTRUCTIONAL LEADERSHIP AND IMPROVEMENT

DESCRIPTORS

- Evaluates, designs, fosters and implements coherent systems of curriculum instruction, supports, assessment and instructional leadership.
- Implements coordinated systems of support, including coaching and professional development for staff.
- Manages an appropriate system of assessments, data collection and analysis that supports instructional improvements, equity, student learning and well-being, and instructional leadership.
- Ensures instruction throughout the district utilizes culturally responsive practices and all staff are trained.

OSBA/COSA Standards Aligned to 'Empowering our Students and Energizing our Team

EFFECTIVE FINANCIAL MANAGEMENT

DESCRIPTORS

- Develops a proposed budget in accordance with board priorities and district direction.
- Manages the equitable implementation of district resources aligned with the budget adopted by the board.
- Communicates the budget priorities and ensures regular updates on implementation of the

**Banks School District
Superintendent's Evaluation Criteria
OSBA/COSA Supplement**

budget.

Superintendent Goals
All goals will have evidence of progress/attainment by March of 2027
Leadership - Culture - Strategy
Educational Excellence

Goal Statement One: The Banks School District will provide a positive school culture.

Performance Indicators of Success for Goal One:

- **Summative Indicators**
 - Increase the number of students affirming that they feel they belong at school as measured by the Student Survey. (2025-26 =3.85). The target score for 2027 is 4.00.
 - Increase the number of students affirming that they feel safe at school as measured by the Student Survey. (2025-26= 3.90). The target score for 2027 is 4.00.
 - Increase the percentage of students “Regularly Attending School” (defined as having a greater than 90% attendance rate) to 80% in 2026-2027.
- **Quarterly Indicators of progress (We refer to these as “Leading Indicators”)**
 - Empathy Interviews
 - Positive Recognitions
 - Mid Year Pulse Checks (Brief Survey Questions)

Goal Statement Two: The Banks School District will provide engaging and challenging instruction that will increase student learning in Reading, Writing, and Math, as follows:

Performance Indicators of Success for Goal Two:

- **Summative Indicators:**
 - Increase the percentage of 3rd grade students **meeting the Literacy** benchmark to 70% by the Spring of 2027. (iReady)
 - Increase the percentage of third grade students **meeting the Literacy** benchmark, as measured by the OSAS to 60% by the Spring of 2027.**
 - Increase the percentage of 8th grade students **meeting the Math** benchmark to 50% by the Spring of 2027. (iReady)
 - Increase percentage of 8th grade students **meeting Math** benchmark, as measured by the OSAS, to 50% by the Spring of 2027**
 - Increase percentage of 9th grade students on track for graduation to 95% in Spring of 2027
 - Banks High School on-time graduation rate will exceed 95%, annually.
- **Quarterly Indicators of progress**
 - iReady **growth** percentages
 - Standards Based Assessments
 - High School Credits Earned

** Superintendent Goals measured by interim assessments and OSAS exceed the *District Goals* required by ODE.

Goal Statement Three: The Banks School District will empower and support all staff members to feel more welcomed, engaged, and appreciated, as follows:

Performance Indicators of Success for Goal Three:

- **Summative Indicators**
 - Increase the Staff Survey Mean from 4.00 in May of 2027 (Studer Employee Experience Survey)
 - Increase the affirmative responses to survey item #1 from 4.00 in May of 2027 (Studer Employee Experience Survey)
 - *I feel supported with good processes and the appropriate resources to do my job*
- **Quarterly Indicators of progress**
 - Pulse check (single item) mid year survey
 - Staff meeting and professional development evaluation/exit tickets
 - Leader Rounding and Supervisor 1:1 Meetings.
 - Feedback from Instructional Coaching

Goal Statement Four: The Banks School District will Enrich our Facilities so that they are a resource and a source of pride for the community :

Performance Indicators of Success for Goal Four:

- **Summative Indicators**
 - Maintain an on-time and on-budget projected completion of the Auxiliary Gym through the opening in Early Winter of 2027.
 - Maintain an on-time and on-budget projected completion of the High School Modernization through the opening in August of 2027.
 - Implement Phase One of the Kelly Field 365 project in the Spring of 2027.
- **Quarterly Indicators of progress:**
 - Monitor and Feedback in sub-committees
 - Bond Oversight Committee
 - Banks Traditions and Innovation Committee
 - Bond Management Team
 - Kelly Field 365 Campaign Cabinet

** Superintendent Goals measured by interim assessments and OSAS exceed the *District Goals* required by ODE.

Key Performance Indicators for both the evaluation criteria and goals	
<i>Artifacts</i>	
Portfolio of Work	The board will receive a portfolio, in spreadsheet form, with examples of key work that is aligned to each priority area of our strategic plan
<i>Assessment Data</i>	
iReady	The district's approved interim assessment for Literacy and Math in grades K-8
OSAS	The district's approved summative exam. The Oregon version of the SBAC exam, measuring Literacy and Math at grades 3-8 and 11.
<i>Additional Student Indicators</i>	
9th grade on track data	Compares the number of credits earned to the number of credits expected to be earned by a high school freshman
Attendance Rate	Attendance is reported as the percent of students who are present at least 90% of the school time. Reported as both K-12 and K-2 rates.
<i>District Surveys</i>	
District All Staff Survey	Annual Survey given to <u>all staff</u> members.
District Leadership Survey	Annual Survey given to <u>district office staff</u> members.
Student Engagement Survey	Annual Survey given to <u>students</u> .
Community Satisfaction Surveys	Annual Survey given to <u>community staff</u> members.