
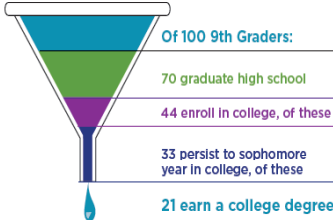


HB2220:
**CONNECTING SCHOOL BOARDS,
PROFICIENCY & STUDENT
ACHIEVEMENT**
OSBA CONVENTION NOV. 10, 2012

Diane Smith
Director Teaching & Learning Initiative
Business Education Compact



Too few students make it all the way through the education pipeline.




Of 100 9th Graders:

- 70 graduate high school
- 44 enroll in college, of these
- 33 persist to sophomore year in college, of these
- 21 earn a college degree


Source: National Center for Higher Education Management Systems

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Companies are competing with each other for a limited number of students graduating in STEM fields.

A Leaking STEM Pipeline



2001: 4.01 million 9th Graders

2005: 2.8 million High School Graduates


Fall 2005: 1.9 million College Plans

Fall 2005: 1.3 million College Ready

2011: 187,000 STEM Graduates


Source: NCEE (National Center for Education Statistics) Science & Engineering Indicators 2008

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
PROFICIENCY IS...

Sufficient evidence of student demonstrated knowledge and skills that meet or exceed defined levels of performance



Learning is the constant; time is the variable.

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CREDIT OPTIONS

- ✔ In class
- ✔ Out of Class
- ✔ Prior Learning

Not based on the Carnegie Unit - Effective in all K-12 classrooms


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GENERAL BENEFITS

- Best practices in teaching and learning
- High level of student ownership and engagement
- Focus on what students know and can do instead of points
- Effective assessment practices
- Improved collaboration and fewer silos
- Calendar, clock, and curriculum don't drive learning


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HB2220 Update

- Signed in May 2011
- Originally scheduled to take effect July 1, 2012
- Currently scheduled to take effect July 1, 2013
- Changes district responsibilities reporting student achievement to ensure districts clearly show parents and students academic progress towards proficiency in the academic content standards.
- OAR development status: 581-022-1670


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WHY? HB 2220-EFFECTIVE JULY 1, 2013

- Measure a student's progress in becoming proficient in the knowledge and skills of the student's current grade level
- Clearly show ...whether the student is making progress toward meeting or exceeding the academic content standards at the student's current grade level
- Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills

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HB 2220 cont'd

...district shall adopt a grading system ...shall:


- Clearly show ... whether the student is achieving...at the student's current grade level
- Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills

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HB 2220

- July 1, 2013-1 additional year for OAR language
- Measure a student's progress in becoming proficient in the knowledge and skills of the student's current grade level
- Clearly show ...whether the student is making progress toward meeting or exceeding the academic content standards at the student's current grade level
- Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills





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HB 2220

...district shall adopt a grading system
...shall:


- Clearly show ... whether the student is achieving...at the student's current grade level
- Be based on the student's progress toward becoming proficient in a continuum of knowledge and skills






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“Adopt a grading system” – May use existing and supplement or may use new one




- Current system with supplement, if necessary
- New system
- Shows a continuum of learning
- Reflects academic proficiency separate from behavioral performance
- District discretion what constitutes behavioral performance
- Sample items: attendance, attitude, behavior, effort, homework, extra credit




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What it is & What it isn't!

- Each year to parents and students
- Does not require a proficiency-based culture, but proficiency practices put districts in better shape to report progress
- Grades 9-12 includes credits earned, demonstration of extended application, and demonstration of Essential Skills



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What should districts do?

- Determine readiness of district based on current practices
- Study current data on student proficiency
- Make district-level decision about granularity of proficiency report (1000 ft. level vs. 30,000 ft. level)
- Inquire about current breadth and depth of proficiency-based practices
- Focus on continuum of K-12 learning targets
- Identify standards to be assessed in each class or subject
- Create agreed-upon definitions of proficient knowledge and skill in each content area
- Work towards consistent practices in measuring and reporting student learning
- PLC discussions on discrepancies in grading practices
- Create ongoing professional development plan in all related areas: What do your teachers need? What do your administrators need? What does the board need? What do your parents and students need?
- Ability of current electronic grading/reporting program to handle preferred practices

FREQUENT AND REGULAR COLLABORATION WITH ALL STAKEHOLDERS


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PROFICIENCY-RELATED POLICY ISSUES

AD-Education Philosophy	AE-District Goals
GCL-Professional Development	IA-Instructional Goals
IF-Curriculum Alignment/Program Review	IGBA-Students with Disabilities
IGBB-Talented and Gifted	IGBHA-Alternative Programs

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PROFICIENCY-RELATED POLICY ISSUES

IIA-Instructional Materials	IK-Academic Achievement
IKA-Grading systems	IKAD-Grade Reduction/Credit Denial
IKB-Homework	IKE-Promotion, Retention/Graduation Req.
IKFA-Early Graduation	

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CREATE AND SUSTAIN A PROFICIENCY CULTURE

- Community PR
- Professional development
- Hiring procedures
- District calendars
- Learning Conferences (student/teacher/parent)
- Grade configuration
- Facility usage
- Report cards
- Student teacher placement
- And....

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What are we learning?


- Equity among all student populations
- Telling the truth about what students know and can do
- Personalized pathway to achievement
- Increased student engagement in working to reach defined levels of learning
- Improved assessment scores
- Reduced SpEd numbers
- Pre-Alg. & Alg. 1 into middle school
- "Fast track" high school & access to advanced classes
- Changing classroom roles of teachers and students
- Reduced classroom management issues
- More effective use of learning time

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
RESOURCES

- BEC onsite training/coaching
- BEC connecting districts with similar interests and practices
- *It's About Time* – Proficiency workbook
- Proficiency Portal: <http://bec.orvsd.org>
- Online support: webinars, email support

Database information



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