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February 20, 2014

Senate Committee on Education on Workforce Development  
Testimony on HB 4150A

Chair Hass and Members of the Committee,

The Business Education Compact has been proud to work with educators and district leaders over the past 30 years to advance learning in Oregon. Providing professional development in support of proficiency-based teaching and learning is one of our current initiatives. We have been proud to partner with a number of districts across the state as they take important steps to implement proficiency.

As we understand the intentions of HB 4150A, the goal is to clarify some of the misunderstandings associated with the implementation of HB 2220. One of the key misunderstandings of districts was whether non-academic factors, such as behavior and attendance, could be included in grade reports. BEC has always believed that nothing in HB 2220 prevented such factors from being included in the grade reports and we fully support the clarification in the bill on that point.

Measuring and providing communication to parents once a year on progress made towards academic skills and knowledge that is based solely on academic progress, not on non-academic factors, is a priority for BEC. Based on our conversations with the Oregon Education Association, it is our understanding that this is indeed the intent of 5(b) on page 2 of the bill. We want to ensure that once a year, parents receive communication from their teachers as to the progress they have made on the academic indicators. Information on non-academic progress is important and may be made during the same communication, but the discussions should be separated. We believe it is important for parents to know how the student is progressing on the academic knowledge and skills they will need to be successful in the long term.

In addition, BEC fully supports requiring districts that undertake the efforts to implement proficiency based teaching and learning to establish an advisory group. When we work with districts, we ensure that such a group is formed. Implementation works best when everyone has a voice and buy-in to the goals and processes to make the system successful. We believe it is critical that districts provide members of the advisory group training, from the start, on proficiency implementation so that everyone around the table has a common set of knowledge for discussion and planning. OEA and BEC have agreed to work together to address this issue in the 2015 session.

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**BEC also believes it would be of great value to have the advisory group identify and develop best practices for weighting of non-academic factors. The purpose would be to ensure that as teachers implement proficiency that the use of non-academic factors in the grading system would be similar from classroom to classroom within a school.**

**BEC appreciates the work to develop the -9 amendment. We believe important changes exist in the amendment, including enabling school districts to utilize an existing committee for an advisory group as well as lifting the limitation on academic indicators on page 2. We strongly urge the committee to adopt the -9 amendment.**

**Thank you for the opportunity to submit testimony on HB 4150A.**

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