

# Oregon House Bill 2982

# Summary

**Appropriates moneys from General Fund to Department of Education for purpose of funding proficiency-based teaching and learning demonstration sites**

# Overview

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**College and career readiness**

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**Purpose of HB 2982**

**3**

**Key objectives and outcomes**

# College and Career Readiness

## It's for **ALL** students . . .

- Cornerstone for Oregon's 40-40-20 vision
- Essential for a skilled workforce and citizenry
- Proficiency/competency-based teaching and learning strategies enable each graduate to:
  - ▶ Be proficient in applying knowledge and skills in state, national and industry standards, and
  - ▶ Think critically, communicate effectively, innovate and adapt to an ever-changing world.

# Purpose of HB 2982

## Maximize 2014-15 investment in proficiency/ competency-based teaching and learning

- Four school demonstration sites created:
  - Talmadge Middle School (Central School District)
  - Madras High School (Jefferson County School District)
  - Madison Middle School (Eugene School District)
  - Sunset School (Coos Bay School District, grades 4-7)
- 710 educators and 33,441 students reached with high-impact proficiency/ competency practices

# Purpose of HB 2982

## **The continuation/ possible expansion of demonstration sites means:**

- School staff will more fully implement and continuously refine the practices they learned
- Teachers will grow in their professional skills
- More students will learn in proficiency classrooms—mastering learning targets before moving on

# Purpose of HB 2982

## **The continuation/ possible expansion of demonstration sites means:**

- Longitudinal data will build on previous data collected and analyzed in 2014-15 school year
- Benefits of student-centered teaching strategies will be available to inform future teacher and student practices
- Foundation will be established for scaling proficiency practices in Oregon schools

# Key Objectives & Outcomes

- 1) Expand student access to proficiency practices in support of 40-40-20**
- 2) Strengthen and enhance K-12 teacher effectiveness**
- 3) Measure effectiveness of proficiency-based practices**



# Key Objectives & Outcomes

## **Objective #1:**

**Expand student access to proficiency practices in support of 40-40-20**

Students reach proficient or higher levels of achievement through clearly-defined learning targets, effective assessments and personalized support

# Key Objectives & Outcomes

## Objective #1:

Expand student access to proficiency practices in support of 40-40-20

## Outcomes at scale:

- **Diploma is a reliable predictor of post-secondary success**  
*Each Oregon student masters every standard in every subject in every grade*
- **Equity**
  - ▶ *Each student has equal access to resources*
  - ▶ *Each student receives a quality education regardless of income, race/ethnicity or geographic location*
  - ▶ *Biggest gains to be realized in low-performing schools*

# Key Objectives & Outcomes

## **Objective #2:**

**Strengthen and enhance K-12 teacher effectiveness**

Deliver customized, highly effective professional development in the critical elements of proficiency-based practices to ensure student success

# Key Objectives & Outcomes

## Objective #2:

Strengthen and enhance K-12 teacher effectiveness

## Outcomes:

- A measurable increase in students who are experiencing proficiency practice in their classrooms
- Deployment of a robust set of resources that support teacher classroom practices
- Cadre of trained educators readily available to local districts

# Key Objectives & Outcomes

## **Objective #3:**

**Measure effectiveness of proficiency-based practices**

Collect, analyze and report on longitudinal indicators of progress in student-centered learning environments through an independent evaluator

# Key Objectives & Outcomes

## **Objective #3:**

Measure effectiveness of proficiency-based practices

## **Outcomes:**

- Establishment of a statewide database that tracks return on state's investment in proficiency practices
- Determine what works and replicate teaching practices that are most efficient in reaching 40-40-20

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**Questions?**