

HAZELTINE SCHOOLS DISTRICT 99

DEFINITION OF PROFICIENCY

HAZELTINE SCHOOL DISTRICT HAS ADOPTED THE RISC MODEL DEVELOPED BY THE CHUGACH SCHOOL DISTRICT, ALASKA

The RISC approach is a comprehensive school reform framework set up as a performance-based system rather than a Carnegie unit or time-based system. Seat-time is not required.

At the core of the RISC approach is a deep commitment to children—that every child will learn, that every child can meet high standards, and that every child can succeed in life. This learner-centered approach, driven by moral purpose and a system that unleashes students' potential, gives every child, in any community, in any part of the globe, the best opportunity for success in life.

- Students become leaders of their learning process.
- Teachers become facilitators and partners.
- Getting by with very low-level knowledge and skill is not enough. Students must demonstrate a much higher level of mastery.
- The pathway from level to level—and ultimately graduation—is transparent to everyone.
- In a traditional system, time is the constant and learning is the variable. In a RISC system, the reverse is true: *Learning is the constant and time is the variable*. Students move at their own pace, which honors natural developmental differences.

Standards-Based Design — *the core of RISC's distinctive approach to the teaching and learning process*. Standards-Based Design is the nuts and bolts of RISC: what students will learn, how they will learn it, how they will be assessed and graded, and how their performance will be reported. The Standards-Based Design lends itself to the focus on proficiency.

Using a Standards-Based Reporting System scale of 1-5, proficiency in both the elementary and high school districts is identified as a 3.5 performance on the standards assessed.