

Sample Definitions of Proficiency that Don't Require Seat Time

Definition of Proficiency

The East Helena School District defines proficiency as a systems of instruction, (source: <https://www.edglossary.org/proficiency-based-learning/>) assessment, grading, and academic reporting that is based on students demonstrating that they have learned and mastered the knowledge, skills and content expected as dictated in the School Board approved course curriculum. Students are not limited nor held accountable to seat time or days of attendance to satisfactorily learn as they progress through their education. In East Helena Public Schools, proficiency-based systems use locally approved curriculum requirements that are based on the State of Montana learning standards and National Common Core Standards recommendations to determine academic expectations and set benchmark goals of "proficiency" in each given course, subject area, and grade level. The goal of proficiency-based learning is to ensure that students are acquiring the knowledge, content and skills that are deemed by the Board of Trustees in East Helena Public Schools to be essential to success in school, higher education, careers, and adult life. Teaching staff and administration will establish the base assessments that support the Board of Trustees adopted curriculums when determining student performance that demonstrates mastery of the content and meets the definition of proficiency set forth in this definition. If students fail to meet expected learning standards, they may receive additional instruction, practice time, and academic support to help them achieve proficiency and meet the expected curriculum benchmarks and the State and National Common Core Standards (source: <https://www.edglossary.org/learning-standards/>). Students that meet the assessment requirements will receive credit for completion and be eligible to use those credits toward grade promotion and graduation.

Definition of Proficiency

The heart of our MTSS program is the understanding that for students to be academically proficient, the socio- emotional needs that they bring to school must be successfully addressed. The core of the RTI program is then to meet the child at their level of academic/emotional cognition and challenge them through full engagement. Our commitment to our children, their families, and our community is 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 purpose and data, results in a system that unleashes students' potential, gives every child the best opportunity for success in life. We achieve proficiency through setting the following expectations:

- Students become owners 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 functional mastery.

The pathway from grade level to grade level, and ultimately graduation, is transparent to everyone. Our students are prepared for YEAR 13, wherever higher learning takes them.

Parents are partners in achieving student success and informed frequently of student progress.

In a traditional system, time is the constant and learning is the variable. In our system, learning is the constant and time is the variable. Students move at their own pace, which honors natural developmental differences. Standards-Based Design informed by the Montana Core Standards sets the benchmarks for learning in each subject area. Standards-Based Design drives the details of our RTI-MTSS program dealing 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, junior high, and high school is identified as a 3.5 performance on the standards assessed.

Definition of Proficiency

In accordance with Corvallis School District Policy 1906, the Board of Trustees waives the minimum number of instructional hours for students who demonstrate proficiency in a course area using district assessments and grading. This determination shall be based on a review of the student's completed coursework, participation in the course and other methods applicable to the specific course or class.

Students in grades Kindergarten through 6th use standards based grading. Students who master essential standards at each grade level are determined to be proficient and are promoted to the next grade level.

Students in grades 7th through 8th are determined to be proficient and can be promoted when they pass three of their four core classes for the year. Passing is defined as either: a) averaging a 1.0 GPA or higher in the subject over 4 quarters, or b) averaging 60% or higher in the subject for the year.

Corvallis High School students shall be expected to earn a total of twenty-four (24) units in order to complete graduation requirements. Each course must earn a percentage of 59.5 or higher to be considered complete. Special education students who have successfully completed their IEP leading to completion of high school will be awarded a diploma. Only courses offered by the Corvallis High School teaching staff and acceptable transfer credits shall count toward graduation unless a Request for Waiver of Graduation Requirements, Policy 2410F, is completed and approved by the School Board of Trustees.

At any grade level, the District may waive specific course requirements based on individual student needs and performance levels.

Definition of Proficiency for Calculation of ANB

For purposes of this procedure, the term “proficiency” means progress toward mastery of the year-end objectives/standards for a course, based upon a body of evidence, and in the professional opinion of the teacher of record. The determination of proficiency by a teacher must not require seat time as a condition or other element of determining proficiency.

The body of evidence considered for review of proficiency may include, but is not limited to, formative and summative course assessments, district benchmark assessments, quality of work completed, and teacher observations and feedback. Teachers of record have full professional discretion in determining proficiency of pupils in courses taught.

The District may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians. Waiver of course requirements indicates proficiency has been determined and the District's intent to include the student receiving the waiver in the ANB count.

At the discretion of the District, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the District's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable course work include, but are not necessarily limited to, those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. These circumstances indicate that proficiency has been determined and permit the District intent to include the student in the ANB count.

Definition of Proficiency

For purposes of this policy, the term "proficiency" means a degree of mastery of the underlying content for a course that is reflective of a final grade, in the professional opinion of the teacher of record, of not less than a "3". The determination of proficiency by a teacher must not require seat time as a condition or other element of determining proficiency.

The determination of proficiency for a pupil enrolled in a course shall be made no earlier than the deadline for submitting the final grade for the course. The determination of proficiency for a pupil not enrolled in a course shall be based on the pupil's mastery of the underlying content of the course, demonstrated through completion of a final exam designed by the teacher of record for the applicable course with a minimum grade of a "3".

Teachers of record have full professional discretion in determining proficiency of pupils in courses taught. Teachers of record are encouraged to integrate trial and error into the learning process and to incorporate continued opportunity for practice and revision of assignments until a pupil reaches a performance level that demonstrates to the teacher's satisfaction that mastery of learning expectations has been attained.

The District may include in its calculation of ANB a pupil who is enrolled in a program providing fewer than the required aggregate hours of pupil instruction required under Montana law if the pupil has demonstrated proficiency in the content ordinarily covered by the instruction as determined by the school board using district assessments. The ANB of a pupil who demonstrates proficiency in any content/subject matter will be converted to an hourly equivalent based on the hours of instruction ordinarily provided for the content over which the student has demonstrated proficiency.

