

Proficiency-based Teaching and Learning Fact Sheet

Business Education Compact Overview

Since its founding in 1984 as a 501(c)(3) nonprofit, the BEC has embraced a strategy that links educational reform, economic development and workforce requirements through productive partnerships between business and education. The BEC predominantly serves K-12 schools, post-secondary institutions and businesses throughout Oregon and SW Washington. More than 400,000 students and teachers have been served to date through the Teaching & Learning Initiative, Student Internship and National Engineers Month programs. All BEC services are aligned with our mission—“Make Learning Real.”

Proficiency-based Teaching and Learning in Oregon

Historical Timelines

- 2003** Teaching & Learning Initiative launched. Advisory team includes leaders at all levels of the education community, Oregon Department of Education and Oregon Education Association.
- 2004-2005** Oregon school district develops “Credit for Proficiency” model through BEC grant. Proficiency training begins.
- 2007-2008** BEC participates on three state policy panels at invitation of the Superintendent of Public Instruction: Credit for Proficiency Task Force; New High School Diploma Task Force; and Business Advisory Task Force.
- 2009** Environmental scan conducted with school leaders throughout Oregon to ascertain status of proficiency implementation and determine needs.
- 2009** The Business Education Compact is honored as “Educator Citizen of the Year” by Oregon Education Association at annual event.
- 2005-2010** Proficiency training/ coaching demand accelerates. Training sessions span Oregon’s geography with a majority of school districts attending from most counties.
- 2011** Continuation of training and consulting services. Formal partnership with four school districts to train teachers on proficiency practices and collect student achievement data.

BEC Proficiency Training & Consultation

- Introduction to Proficiency. Creates a solid foundation in proficiency-based practices.
- Content Coaching. Assists educators with implementation concepts and document development unique to a particular discipline.
- Personalized onsite services. Designed around identified needs of districts and schools. Includes initial training and coaching, as well as all areas necessary for successful implementation from the district to the classroom.
- Consulting services to districts/ schools. Advises on essential elements to support strategic and systemic implementation, including: development of policy and grading models, factors related to time as a learning barrier, and reform models of instruction that personalize training for each student.

BEC Proficiency Resources

It's About Time! A Framework for Proficiency-Based Teaching and Learning

It's About Time! provides guidance and support for districts and schools committed to implementing proficiency-based practices. Included are classroom scenarios that depict successful implementation efforts, rubrics that define the roles of both teachers and students in proficiency-based classrooms, as well as strategies and answers to common questions that need to be addressed for successful and sustainable implementation.

BEC Proficiency Portal (www.becpdx.org/proficiency/portal.aspx)

The BEC Proficiency Portal is a free resource for teachers, support staff, administrators, and district office leadership—anyone implementing proficiency-based teaching and learning at the classroom, building or district level. A continually updated document library, the portal includes proficiency resources created by practicing teachers. This includes assessments, assignments, classroom rules, grading strategies, letters to parents, tasks, and many other resources that support the implementation of proficiency-based teaching and learning.

BEC Proficiency Web Page (www.becpdx.org)

The BEC website informs visitors about our organization's mission, people and partners and provides comprehensive information on each of BEC's major programs: Teaching & Learning Initiative, Student Internships and National Engineers Month. With a simple click on the "Proficiency Teaching & Learning" menu from the home page, visitors can learn about BEC's leadership of proficiency-based teaching and learning throughout Oregon, the compelling need for change, upcoming training and other activities, as well as an abundant set of resources to assist educators/ practitioners.

Key statistics

Measurements	BEC Accomplishments
Districts served	119 of 197 public school districts
BEC training attendees	2,542 trained to date

Key Funders—including:

- Intel Corporation
- James F. & Marion L. Miller Foundation
- Oregon Education Association
- Qwest Foundation
- Paul G. Allen Family Foundation
- The Standard
- JPMorgan Chase & Co.

Recent BEC endorsements

- **Oregon Education Association**
"Praise for Proficiency"—cover story featured in June 2011 issue of *Today's OEA*
Endorsement letter from Jerry Caruthers (Executive Director, Center for Teaching and Learning)
- **Oregon Department of Education**
Endorsement letter from Colleen Mileham (Assistant Superintendent, Office of Educational Improvement and Innovation)

Proficiency Data

Oregon schools are embracing proficiency-based practices from elementary through secondary classrooms. Initial data indicates improvement in both classroom and state achievement areas. Additionally, schools are seeing positive changes in reconnecting students to learning and providing flexible and personalized education services.

Forest Grove High School, Forest Grove School District (school enrollment—1970)

- Increase in SAT scores over the last two years

2008-09	1473 combined
2009-10	1584 combined

Heppner Jr/Sr High School, Morrow Co. School District (school enrollment—213)

- Reduced number of failing grades

2009-10	143 D's and F's at the end of first semester
2010-11	26 F's, no D's, all other grades were C's and higher at the end of first semester
- Oregon Assessment of Knowledge and Skills (OAKS) in reading and math—increased in grades 7-10
- 6% OAKS gain in number of students who are “meeting” and “exceeding” state grade level expectations in the last two years, moving from the high 70/ low 80 percentile to a school that is now in the mid-80/ low 90 percentile in meeting or exceeding state standards

Hidden Valley High School, Three Rivers School District (school enrollment—756)

- Oregon Assessment of Knowledge and Skills (OAKS) in math

2009-10	62% meet or exceed
2010-11	81% of juniors and 63% of the sophomores meet or exceed
- Percentage of juniors is 11% higher than the state average and a 19% increase over 2009-10
- Reduced percentage of freshman with F's by 68% in math, primarily in Algebra I classes
- All math teachers are working together, with confirmed agreements on what the standards require students to know and do, common summative assessments, grading practices, lesson plans and collaboratively developed online lessons for student review and support

Early College High School, Salem-Keizer School District (school enrollment—198)

- Alternative high school program
- Oregon Assessment of Knowledge and Skills (OAKS) in math (reflects “intact” improvement)

2009-10	60% meet or exceed
2010-11	95% meet or exceed, with 100% participation

McKay High School, Salem-Keizer School District (school enrollment—1,837)

- Oregon Assessment of Knowledge and Skills (OAKS) in math

2009-10	48% meet or exceed
2010-11	63% meet or exceed
- Entire math department uses proficiency strategies to help students succeed.
- McKay is on the edge of making AYP for the first time in many years!

McNary High School, Salem-Keizer School District (school enrollment—2,105)

- Oregon Assessment of Knowledge and Skills (OAKS) in math

2009-10	60% meet or exceed
2010-11	74% meet or exceed
- Indicators show improvement in attendance and the number of disciplinary referrals.

Learn More about BEC's Proficiency-Based Teaching and Learning Activities

We welcome your inquiries. Please contact:

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Or visit our website at www.becpdx.org