

House Bill 2220

Frequently Asked Questions

1. What do school districts need to do to meet the requirements of HB 2220?

- a. At least one time each year, provide parents with a report indicating their student's achievement measured against Oregon State standards at the student's grade level.
- b. The above mentioned grade must be based solely on the student's academic performance and cannot be influenced by student behavior.

2. What is the purpose of HB 2220?

The purpose of HB 2220 is to provide students and parents an accurate assessment of a student's academic performance. Many Oregon students receive what seem to be acceptable grades, only to find that they have not acquired the skills and knowledge necessary to meet the requirements in the Essential Skills of reading, writing, and mathematics. Some students with good high school grades are surprised that they must enroll in remedial courses in college or universities when they believed they were ready for success in higher education.

3. Does HB 2220 require that districts report student progress in just the Common Core State Standards or to all state academic content standards?

Student proficiency in all of the academic content standards must be provided to parents at least once per year. Oregon's State Board of Education has adopted academic content standards in English/Language Arts, mathematics, science, social sciences, health, physical education, foreign language, and the arts. The new Common Core State Standards are now Oregon's English/Language Arts and mathematics standards.

4. What does my district already have in place that will assist with implementation of HB 2220 provisions?

Oregon Revised Statute 329.045 requires districts to provide instruction that is aligned to the state academic content standards. Since schools and districts have been expected to align instruction to the state standards since Oregon adopted a standards-based system in 1995, districts should be positioned to create reports using the standards.

5. Must districts/schools fully adopt a proficiency model for teaching and learning?

No. While districts that have adopted the proficiency model for teaching and learning will find it allows them to easily meet the requirements of HB 2220, there is no requirement that all Oregon districts must adopt the model.

6. Must districts abandon A-F report cards?

No. Districts/schools may report grades in any format that they choose. Showing student achievement to standards is required at a minimum of once each year. This may be

reported at a time separate from report card distribution. Districts that already issue standards-based report cards that include information about all of the academic content standard areas may not need to generate a separate report.

7. Have definitions of “behavior” and “academics” been identified at the state level?

No. How to define “behavior” and “academics” will be a local school district decision. These terms were not defined in either HB2220 or OAR 581-022-1670.

It is important that districts examine the purpose, process, and product of various activities, assignments, assessments, and expectations, and arrive at the district’s definitions.

8. May a separate grade be given for behavior and/or attendance?

Yes. Also, districts may choose to combine grades for academic performance and behavior and provide that as another part of a report card provided that academic performance is also reported separately.

9. May teachers still assign homework? And may homework performance be included in the academic grade?

Yes. And, yes.

10. What level of detail is required of the annual performance report provide to parents and students? Must every standard be included?

Districts should report to a level of specificity that provides the parents and student a clear understanding of whether the student is performing academically at, below, or above grade level. It should include enough information so that the parents and student understand the areas of strength and weakness in the student’s academic performance.

Some districts are choosing to report to the Power Standards they have developed in each content area. Since these districts have already gone through a thoughtful process of identifying the standards that leverage instruction to other standards, this would provide adequate information for parents and students. Other districts are choosing to report to each of the state academic content standards. It is not sufficient, however, to only report at the content area level; for example, it would not be sufficient to only report that “the student is meeting some of the mathematics standards.”

11. When must districts communicate with students and parents?

The legislation requires that student progress be reported at least once each year. Local districts can determine when and how often the report will be made.

12. Are there schools or districts that have already developed report cards or annual reports that show proficiency on standards?

Yes. Several districts have adopted full proficiency teaching and learning systems that include standards-based reporting. Other districts have standards-based report cards. Go to <http://www.ode.state.or.us/search/page/?id=3870> for examples of how districts have already implemented standards-based reporting.

13. How should districts report on the performance of ELL, Special Education, or students on an IEP, or those receiving RTI interventions?

Districts should report the performance of these students as they would any other student, addressing their progress to the academic content standards. This report may inform discussions with parents and students about whether a student should pursue a regular, modified, or extended diploma. The report will also provide important information for IEP teams and for decisions relating to the student's level of English language proficiency.

14. What is the role and responsibility of the Oregon Department of Education (ODE) with regards to HB 2220?

The legislation does not assign specific responsibilities to ODE. However, ODE staff is assembling a collection of resources to assist districts as they implement the bill requirements. These resources can be found at <http://www.ode.state.or.us/search/page/?id=3870>. Districts that need further assistance should contact Andrea Morgan, Education Specialist, at (503) 947-5772, or at andrea.morgan@state.or.us.

15. Was there a public comment period and input from educators when OAR 581-022-1670 was revised to reflect the requirements of HB 2220?

Yes, an advisory group of district administrators, teachers, and other stakeholders met from February through June of 2012 to draft the changes to OAR 581-022-1670. The draft was first taken to the State Board of Education in June 2012. The draft rule was available for public comment from September 23, 2012 until November 30, 2012. The rule was adopted by the State Board of Education in December 2012 and was filed with the Secretary of State in February 2013.

16. Is it mandatory that all Oregon school districts implement HB 2220 provisions or can some districts opt out?

All public school districts are required to implement the provisions of HB 2220 as of July 1, 2013.

17. Can Career and Technical Education (CTE) programs grade on “professionalism” or on the “soft skills” such as meeting deadlines, working well with others, contributing to a team, getting to class/work on time, etc.?

Yes.

18. Does HB 2220 apply to charter schools?

It depends on the school's charter agreement or policy whether it must comply with HB 2220. Charter schools may implement HB 2220 provisions. Oregon Revised Statute 338.115 lists the statutes and rules that can and cannot be waived by Charter Schools. Section 2 of ORS 329.485 dealing with the Oregon state assessments is required for charter schools. The portion of the statute that was amended by HB 2220 may be waived by charter schools,

19. Do school district plans for implementing HB 2220 need to be submitted to the Oregon Department of Education?

No. These plans should be maintained at the district level and do not need to be submitted to ODE.

20. Are schools/districts allowed to change/improve their HB 2220 implementation plans or must they adopt procedures in 2013 and maintain them without change?

Schools and districts are definitely allowed to change or improve their methods of meeting HB 2220 mandates after the first year. Many districts will implement policies and procedures that put them in compliance with the law and then will improve and enhance those in subsequent years. Some districts may use compliance with HB 2220 as a springboard to developing a more proficiency-based teaching and learning model within their district in subsequent years.

21. What should districts do for physical education, art, or music classes where students might put in tremendous effort but not have natural abilities that help them become proficient?

It is important to remember that there are academic content standards in physical education and the arts, and instruction should be aligned to these standards. The standards adopted by the State Board of Education should be used to guide instruction and to measure a student's achievement. The arts and physical education standards provide for students that are not natural athletes or musicians, and include the knowledge and skills that all students should attain. Not everyone has a "natural ability" at math or writing, but students are still expected to meet the standards in these areas. The academic content standards can be accessed from the content area pages of the ODE web site, <http://www.ode.state.or.us/search/results/?id=54>, or from the Standards by Design tool at <http://www.ode.state.or.us/teachlearn/real/standards/default.aspx>.

22. Can districts simply report a student's Oregon Assessment of Knowledge and Skills (OAKS) scores as the annual report "on student progress to meeting or exceeding grade-level academic content standards?"

The OAKS only provides information about some of the content areas that have academic content standards. HB 2220 requires that parents and students get a clear indication of where students are in all areas including those not assessed by OAKS such as the social sciences, physical education, health, the arts, and world languages. The OAKS also doesn't provide information about all domains or areas within the content area standards. It will take more than just OAKS scores to meet the statutory and OAR requirements.

23. How should districts report students' achievement to the Career Related Learning Standards?

The Career Related Learning Standards (CRLS) are now part of the Essential Skills graduation requirements (see <http://www.ode.state.or.us/teachlearn/certificates/diploma/es-crls-merger.pdf>). HB 2220 addresses reporting achievement to the academic content standards. The Essential Skills are not academic content standards but instead are proficiency standards for particular skills that may or may not be included in the academic content standards.

24. In some high schools, student may take classes for only a semester or a trimester. If the school decided to do either an end-of-the-year report or a mid-year report, some courses wouldn't be "active" at the time of reporting. How would/should high schools handle this?

The at-least-annual report of student achievement to standards required by HB 2220 is not course-based. The local school district will need to decide when the report should be scheduled within the school year to give parents and students the clearest understanding of the students' achievement to the academic content standards. High schools that have already implemented a standards-based report card would probably continue to use it on the regular schedule, providing more than the single report required by HB 2220. Districts will need to ensure that the annual report, or the standards-based report card, attempts to address all of the academic content standards subjects.

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