

House Bill 2220 Frequently Asked Questions (FAQ)

1. What is the purpose of HB 2220?

HB 2220 addresses the issues presented when students receive high or low grades that do not reflect their actual academic performance. Too many Oregon students receive what seem to be acceptable grades, only to find that they are not acquiring the skills and knowledge needed to meet the performance requirements in the Essential Skills of reading, writing, and applying mathematics. Students with good high school grades are surprised that they must enroll in remedial courses when they reach post-secondary institutions because they have not met expected levels of proficiency.

2. Does HB 2220 require that districts must show 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 shown. 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 Common Core State Standards are now adopted as Oregon's English/Language Arts and mathematics standards.

3. 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 ever since Oregon adopted a standards-based system in the 1995, districts should be positioned to create reports using the standards.

4. 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.

5. 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. Academic grades must reflect only academic achievement.

6. Can overall grades still include behavior as well as academic performance?

No. Oregon Administrative Rule 581-022-1670 requires that academic performance be reported separately from behavioral performance.

7. Can a separate grade be given for behavior and/or attendance?

Yes.

8. To what depth must the annual report to parents and students go? 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.

9. 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.

10. 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.

11. How should districts report on the performance of ELL, Special Education, or IEP students, 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 can inform discussions with parents and students about whether the 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.

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

The legislation does not give 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.