

## Proficiency Based Graduation

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### 2120.5 Curriculum Content

Each supervisory union board shall ensure the written and delivered curriculum within their supervisory union is aligned with the standards approved by the State Board of Education. Each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in

- a. literacy (including critical thinking, language, reading, speaking and listening, and writing);
- b. mathematical content and practices (including numbers, operations, and the concepts of algebra and geometry by the end of grade 10);
- c. scientific inquiry and content knowledge (including the concepts of life sciences, physical sciences, earth and space sciences and engineering design);
- d. global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history);
- e. physical education and health education as defined in 16 V.S.A. §131;
- f. artistic expression (including visual, media and performing arts); and
- g. transferable skills (including communication, collaboration, creativity, innovation, inquiry, problem solving and the use of technology).





## 2120.7 Graduation Requirements

A student meets the requirements for graduation when the student demonstrates evidence of proficiency in the curriculum outlined in 2120.5, and completion of any other requirements specified by the local board of the school attended by the student.

This requirement is effective no later than September 2014 for students entering seventh grade and through their secondary school progression, for the anticipated graduation date of June 2020, and with each subsequent incoming seventh grade class.

For students eligible for special education services under IDEA or protected by Section 504 of the federal Rehabilitation Act, the student shall meet the same graduation requirements as non-disabled peers in an accommodated and/or modified manner. These modifications will be documented in each student's Personalized Learning Plan.



## 2120.8 Local Graduation Requirements

Each secondary school board is responsible for setting graduation requirements in accordance with these rules.

Local graduation policy must define proficiency-based graduation requirements based on standards adopted by the State Board of Education. As required in 16 V.S.A. 261a(a)(1), it is the responsibility of the supervisory union board to ensure alignment in expectations for all students within a supervisory union.

Schools may or may not use credits for the purposes of demonstrating that a student has met the graduation requirements. When used, credits must specify the proficiencies demonstrated in order to attain a credit and shall not be based on time spent in learning. Further, students may receive credit for learning that takes place outside of the school, the school day, or the classroom. Any credits earned must occur under the supervision of an appropriately licensed educator.





## State and Local Balance

- EQS defines 7 areas for study for K-12 education
- Act 77 and Education Quality Standards call for graduation requirements in these 7 areas to be met through proficiency rather than time in class.
- EQS and Statute require that graduation requirements be set at the local level.
- Tension exists between the State role in establishing guardrails to promote equity and the flexibility of local decision making.
- SU/SD Leadership vary in their conceptual interpretation of Proficiency-Based Learning and Graduation Requirements.



## Distributed Responsibilities



State	SU/SD
Defines the Content and Transferable Skills Standards	<ol style="list-style-type: none"> <li>1. Creates the curriculum for Content and Transferable Skills Standards</li> <li>2. Determines learning sequence, course offerings and learning opportunities</li> <li>3. Constructs professional development</li> </ol>
Provides guidance on best practices in developing local assessment systems	<ol style="list-style-type: none"> <li>1. Creates the local assessment system for measuring student learning</li> <li>2. Creates data utilization protocols</li> <li>3. Constructs professional development</li> </ol>
Provides samples of proficiency-based graduation requirements	<ol style="list-style-type: none"> <li>1. Creates proficiency-based graduation requirements and instructional systems to ensure students meet them</li> <li>2. Communicates with students and families</li> </ol>



## Variation in Implementation

- SU/SDs are implementing proficiency-based graduation in different ways:
  - Problems and solutions are defined differently based on differing vision in each community
  - SU/SDs have different expectations, levels of capacity, and resources to implement and carry out their work
  - AOE sponsored PD, resources and guidance reflect a lack of a shared vision of PBL to guide decisions



## Moving Towards Coherence

- Vermont's Professional Learning Network
  - Vendor selected through open-bidding process
  - Primary Goal: The successful bidder(s) will design and provide professional learning and products that will build capacity within Vermont supervisory unions to put into practice:
    - Proficiency – Based Learning through;
      - Instructional Practices
      - Flexible Pathways
      - Local Comprehensive Assessment Systems
    - Primary Audiences: Principals, Instructional Coaches, and Curriculum Coordinators.



## Moving Towards Coherence

- Realigned staff in the AOE to ensure that specific work teams assume responsibility for key areas of EQS
- 2015-

Elementary Content	Elementary School Effectiveness
Secondary Content	Secondary School Effectiveness

- 2016

Proficiency-Based Learning
Personalization
Multi-tiered Systems of Support
Quality Assurance

## Moving Towards Coherence

- Through the PLN and the Proficiency-Based Learning work group, AOE will work with Curriculum Directors to
  - Share protocols, communications and systems through rapid prototyping
    - Allows those with effective systems to share their results
    - Allows those with less capacity to build on the work of neighbors rather than starting anew
    - Allows for greater coherence across the State
  - Develop guardrails that support equity while maintaining local flexibility
  - Collect evidence on local implementation of EQS through Education Quality Reviews

## Next Steps

- AOE in collaboration with partners will create minimum expectations for graduation requirements in collaboration with SU/SD Staff
- AOE develop a model graduation policy requirements to support school systems in implementing EQS
- AOE develop a process for reviewing local graduation requirements to ensure they meet minimum requirements



## Questions and Discussion