

Pattonville School District



PROFICIENCY-BASED LEARNING
MARCH 31, 2016

Emerging Case Studies



- Algebra (Year 15)
- Drummond Elementary (Year 3)
- Holman Middle School (Year 2)

Community Context (District)



Year	Enrollment	Asian	African-American	Hispanic	Multi-Race	White	Free/Reduced
2005	5690	3.1%	24.1%	3.1%	NA	70.0%	32.0%
2015	5562	4.0%	33.3%	8.8%	2.9%	49.2%	51.5%

High Achieving



APR Year	APR Score	Percent Poverty
2014	98.6%	47.2%
2015	98.6%	51.3%

Comprehensive School Improvement Plan



OUR GOALS

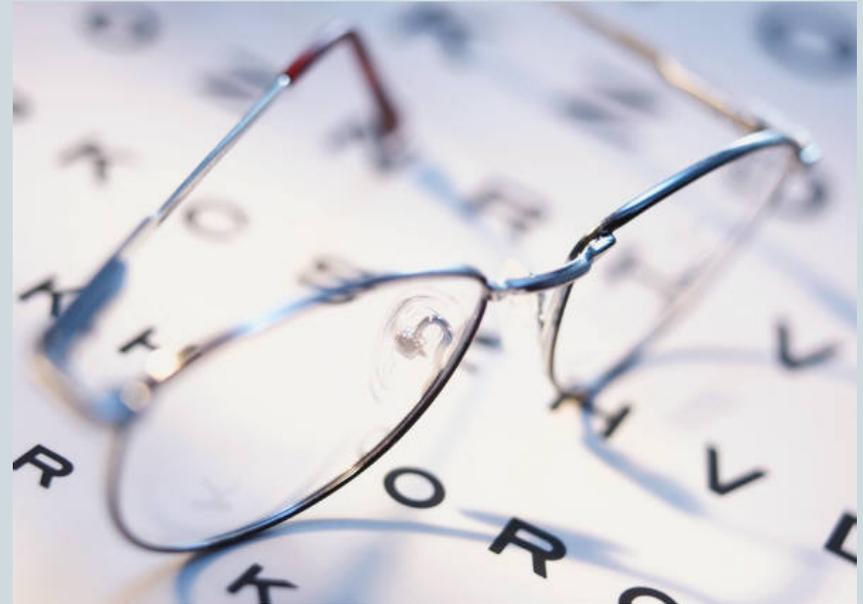


- Proficient Learners
- Responsible Citizens
- College and Career Ready

Proficiency-Based Learning



What does it look like in Pattonville?

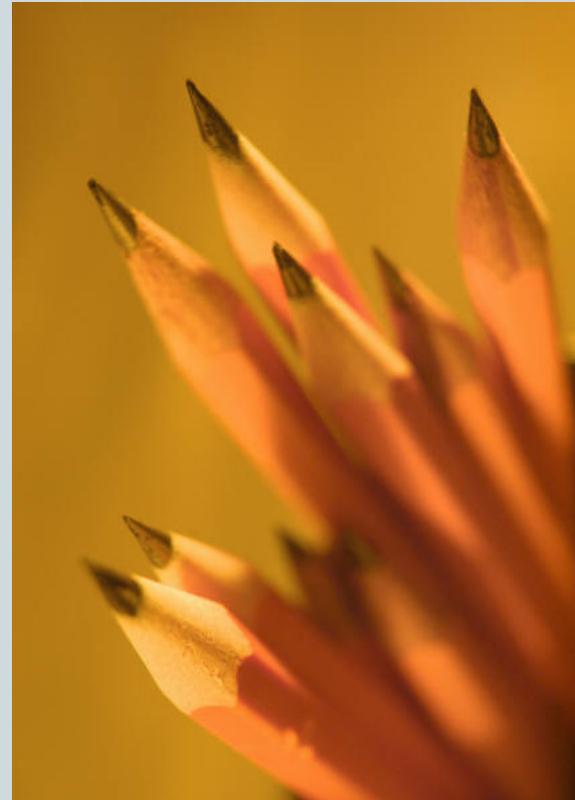


Proficiency-Based Learning

What is it?

Establishing the level of student learning through demonstration of knowledge and or skill without regard for the time taken in the learning process or the structure of the delivery*

* Definition developed by Missouri's Proficiency-Based Learning Task Force



Proficiency-Based Learning

Characteristics

Students advance upon demonstrated mastery of content (includes acceleration)

Competencies include explicit, measurable, transferable learning objectives that empower students

Assessment is meaningful and a positive learning experience for students

Students receive timely, differentiated support based on their individual learning needs

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions



Conceptual Framework



- All students can learn
- Students learn at different rates
- Traditional structures hold time constant
- Learning becomes the variable
- Goal: Design the instructional process around the needs of the learner and use time as a variable

High School Readiness



Algebra



- Students move through learning based on mastering specific competencies
- Students take Algebra for high school credit anywhere from 7th grade to a two-year algebra class in 9th & 10th grade

Student Achievement on 2015 EOCs



EOC	PSD All Students	PSD African American	State All Students	State African American
Algebra	74.2%	68.1%	62.1%	41.4%
Biology	85.9%	80.8%	74.3%	48.3%
English II	82.5%	75%	73.6%	53.4%
Government	76.3%	62.4%	63.4%	39.5%

EOC	PSD All Students	PSD Free/Reduced	State All Students	State Free/Reduced
Algebra	74.2%	68.7%	62.1%	49.4%
Biology	85.9%	78.3%	74.3%	60.3%
English II	82.5%	75.4%	73.6%	60.9%
Government	76.3%	64.2%	63.4%	47.7%

Student Achievement on 2015 EOCs



EOC	PSD All Students	PSD Hispanic	State All Students	State Hispanic
Algebra	74.2%	82.3%	62.1%	57.9%
Biology	85.9%	90.1%	74.3%	66.7%
English II	82.5%	84.6%	73.6%	67.6%
Government	76.3%	81.8%	63.4%	55.5%

EOC	PSD All Students	PSD Special Education (IEP)	State All Students	State Special Education (IEP)
Algebra	74.2%	39.3%	62.1%	23.1%
Biology	85.9%	67.7%	74.3%	32.1%
English II	82.5%	54.5%	73.6%	32.4%
Government	76.3%	44.3%	63.4%	24.6%

Student Achievement on 2015 EOCs



EOC	PSD All students	PSD Limited English Proficiency	State All Students	State Limited English Proficiency
Algebra	74.2%	64.7%	62.1%	47.6%
Biology	85.9%	80.1%	74.3%	42.5%
English II	82.5%	73.9%	73.6%	39.7%
Government	76.3%	53.3%	63.4%	30.2%

Holman Middle School



- PBL students on two teacher teams for core instruction
- Extended school day twice a week (72 additional hours of instruction)
- Flex teacher work days
- Students have laptops 24/7 to increase learning time/opportunities
- Student progress monitored monthly with interim assessment

A Tale of Two Schools

One School District



Drummond Elementary

Enrollment	615
Minority Enrollment	65%
Free/Reduced Lunch	79%
Direct F/R Lunch	40%
5th Grade Enrollment	101
Percent at Drummond since Kindergarten	31%
State MAP Scores	40% percentile

Common Ground

Leadership

Goals

Curriculum

Instructional Strategies

Professional Development

Hiring Practices/Philosophy

Resources

Rose Acres Elementary

Enrollment	365
Minority Enrollment	31%
Free/Reduced Lunch	28%
Direct F/R Lunch	17%
5th Grade Enrollment	73
Percent at Rose Acres since Kindergarten	70%
State MAP Scores	90% percentile

Robert Drummond PBL



- Instruction designed around the needs of learner
- Classrooms structured into Tiers (I,II, and III)
- Tier I classrooms are designed for students at or above grade level
- Tier II classrooms are designed for students one year below grade level

Robert Drummond Elementary



- Tier III classrooms are designed for students two or more years below grade level
- Students shift classrooms (Tiers) every six weeks based on assessment data in ELA and math
- Individual Learning Plans for students in Tier II and Tier III classrooms

How we use interim assessments



Student Goal Setting



Evaluate Goal Setting

ELA

Month: _____ September _____

Strengths	Struggles
Identifying commas, verbs and comparing/contrasting	Reading & understanding on grade level text

Struggle to Strength PLAN:

Steps Taken	Frequency
My plan is to: 1. Read books at my level & write well thought out responses 2. Think about strategies my teacher has shown in class	1. For 20 min. every day 2. Focus upon one strategy every week

Proficiency-Based Learning is Working

(Robert Drummond MAP Data)



Content Area	MPI Difference (2014)	MPI Difference (2015)	Change
ELA	-22.4	-10.8	+11.6
Math	-17.4	-14.5	+2.9
Science	-72.5	-32.0	+40.5

Questions

