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ABSTRACT

Profiles of 14 educational programs and products are presented which focus on competency- and goal-based education. Each report contains a description of the background, goals, and methods of the program or product, as well as the address of a contact person. The programs described are: (1) Project Write, designed to improve composition skills of sixth, seventh, and eighth grade students (Washington); (2) a guided individualized approach used in Hood River Valley High School (Oregon) which allows flexibility in moving through and between courses; (3) Whitney Community Learning Center's use of competency-based curriculum in a college preparatory high school (California); (4) a system-wide competency-based curriculum effort in the District of Columbia; (5) a plan used by Modesto (California) public schools to improve classroom discipline and raise student achievement levels; (6) required competencies at Newport-Mesa Unified School District (California); (7) a modularized curriculum program at Bishop Carroll High School (Calgary, Alberta), characterized by a continuous learning approach; (8) a basic skills mastery learning project, Secondary Curriculum Improvement Project (SCIP), in Louisiana; and (9) continuous progress and individualized instruction at Chalmette High School (Louisiana). The products are: (1) guides for the Long-Range Planning for School Improvement Series (LRPSI) used by the Pennsylvania Department of Education; (2) "Competency-Based Education: Beyond Minimum Competency Testing," a publication developed by the Northwest Regional Educational Laboratory (Oregon); (3) a document describing the goal-based assessment program used in Parkrose School District (Oregon); (4) Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE); and (5) the Clearinghouse for Applied Performance Testing's "Captrends" newsletter (Oregon). (FG)

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Profiles programs & products

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Program Profile

Project Write Provides Effective Composition Instruction For Middle School Students

Project Write, a Title IV-C funded program, is designed to improve the composition skills of sixth, seventh and eighth grade students. These grade levels were selected because it was felt that an intervention during the initial development of composition skills would be more efficient than a remedial effort targeted at high school students. The Project combines curriculum development and instructional management strands in a comprehensive writing improvement effort. Begun in 1979, the Project is entering its third and final year of development. Sixteen classrooms in two middle schools, one each in Camas and Battle Ground, Washington, have been involved in the development and field test of curriculum materials and classroom processes. Project Write includes the following key components.

- Inservice training for project teachers in areas of mastery learning, composition instruction, materials usage
- Sequential composition objectives as a basis for instruction
- Development of a Cross-reference Guide to locate materials related to objectives
- Development of new materials and screening of commercial materials
- Use of volunteers and peer tutoring for individualized assistance
- Mastery Learning instruction

Goal-Based Curriculum Development Produces an Effective Tool for Teachers

The Project's approach to curriculum development is goal-based. At the start of the development phase, a set of sequenced composition objectives was produced through collaboration among teachers and writing experts. These were later distilled to a set of ten broad composition objectives which became the basis for developing curriculum materials. Each objective is the focus of a complete curriculum unit.

The first step in preparing a unit involves task analyzing the general objective into instructionally significant parts. Here is an example:

Objective #7

The student will be able to compose short narrative, descriptive or expository papers which demonstrate a strong controlling idea and successfully address audience and purpose.

7.1 The student will be able to generate multiple ideas for writing after engaging in formal and informal pre-writing activities.

7.3 The student will be able to use a list or another device to develop and organize thoughts for writing a paragraph.

7.5 The student will be able to generate subordinating facts, details, ideas or examples which can adequately develop and/or support the controlling idea of a paragraph.

7.9 The student will be able to define narrative, descriptive and expository modes of writing and produce short writing samples which serve as models for each type.

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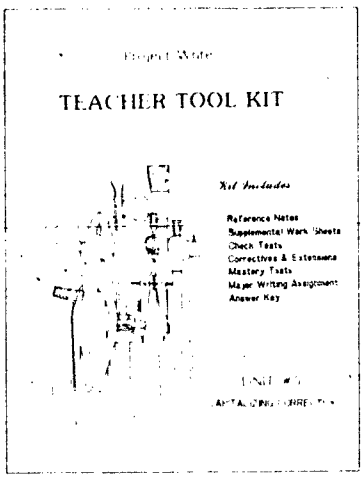
The skill sequence used in the Project begins with an emphasis on writing complete sentences and ends with students able to write a coherent, multiparagraph essay with a defensible thesis and no structural errors.

Early in the project's development phase, objectives were cross-referenced with a broad range of commercially available writing curriculum materials. This effort produced a cross-reference index intended for teacher use in preparing lesson plans. Later this index was withdrawn from classroom use and used instead as a resource for the development of unit packages offering more concrete resources and with a content directly tailored to the mastery learning instructional approach.



***Teacher Tool Kits* or unit guides contain a wealth of resources to assist teachers in achieving their goals.**

Each of the curriculum units has two important points of emphasis. One is on the specific mechanics of writing as specified in the unit objective. The other is on the production of a complete piece of writing. The development of usage skills and the application of these skills are interwoven through the units. In each unit there are worksheets and exercises designed to develop and strengthen specific skills and a major writing assignment that helps ensure transfer of each skill component to the production of written prose.

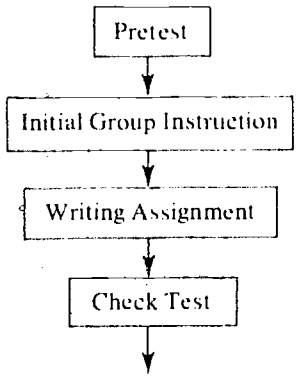
Each unit contains:

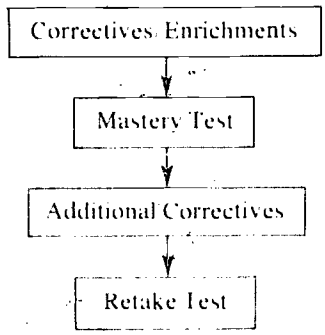
- Teacher's plan for instruction
- Resource notes
- The general objective and its subobjectives
- Teacher notes on possible activities and grouping
- A supplementary materials index
- "The Sheet" which summarizes all usage rules covered in the unit
- Unit introduction for students
- Diagnostic pretest
- Supplemental worksheets
- Check test
- Correctives and extensions
- Writing assignment instructions
- Mastery tests (summative)

Though very complete and detailed, these unit guides are just that—guides. Teachers are expected to teach to the objective of the unit and use the mastery learning approach to instruction. Beyond that they are given flexibility in such matters as the content of daily lesson plans, grouping and the details of pacing. The Project Write curriculum is not a highly structured "program" at the level of day-to-day instruction. Instead, it is an organizer that helps teachers provide effective writing instruction. Teachers use the process and customize the content if they choose to do so. (Although the content can be used with little or no alteration.)

Instructional Management Focuses on Excellence in Learning for Every Student

The project designers selected Mastery Learning as the framework within which students would be taught the writing curriculum. Mastery learning is a philosophy that holds that given adequate time and high quality instruction, nearly all students can learn nearly all of the things taught in school. The approach to mastery learning used in the project is a group-based form and is an application advanced in theory by Benjamin Bloom and in practice by James Block. The general path of a student through any unit would look like this:





Here are some highlights of the instructional process as used in the project:

Pretest. The pretest is used mostly for program evaluation purposes. Usually, few students meet criteria on pretests. In cases where a student does pass the test, his/her teacher either has the student participate in the unit as a means of strengthening skills or routes the student to independent study that is also related to writing.

Initial Instruction. This is whole group instruction, delivered and paced by the teacher. Instruction includes drill sheets and other techniques used to teach the subobjectives of the unit.

Writing Assignment. After sufficient development of the target skills in the unit, a writing assignment is given that requires application of the new skills. These assignments are quite structured and take the student through prewriting exercises and multiple drafts of written material. Students proofread their own and others' draft work. Grading criteria are explicit—students are told exactly what skills they are accountable for. Teachers grade the papers using the criteria and a point system.

Check Test. After initial instruction and completion of the writing assignment, students take a check test. This is an objective test covering the outcomes of the unit. It is not used for grading purposes. Students correct their own work under the supervision of the teacher. For those who don't meet criterion levels, corrective exercises, keyed to incorrect responses, are provided. For those who do, extension (enrichment) exercises are prescribed. The period of work on correctives or extensions is usually two days. Corrective instruction is expected to be different from intial instruction in format or mode of presentation.

Parents working as volunteers in the classroom play an important role in this phase of instruction. Students are grouped, and each group is supervised by either a teacher or a parent volunteer. The intent is to make this period of

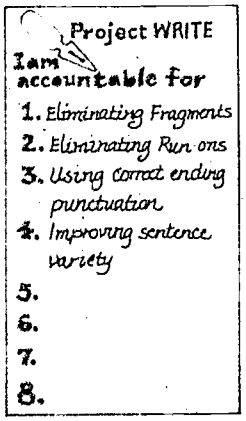
corrective instruction intense and as effective as possible. Volunteers report daily to lead teachers concerning student progress in their groups. The project has developed a handbook which describes ways of using volunteers effectively.

Mastery test. The mastery test usually has an objective portion aimed at assessing proficiency with writing mechanics or usage and a part requiring the student to generate a writing sample. The results of this test are used in calculating the students' unit grades. Criterion performance is a score of 90% or more.

Retakes. Students who don't meet the criterion have the option to retake the mastery test at the teacher's discretion. Retakes are usually preceded by one day's work on correctives. The retake test is a second form of the mastery test. The intent is to raise the student's score to at least the 80% level.

Each unit takes about six weeks to complete. The ten units are distributed across all three grades, with most in the sixth grade. Teachers in each of the pilot buildings developed integrated instructional schedules so students advanced fairly uniformly through the year and the units. Student performance in writing is reported to parents as a letter grade.

Exceptional effort is made to give students good information about their progress and to provide positive reinforcement for good performance. At the start of the year, teachers place a large chart at the front of the room that shows the skills to be developed during the year. As each unit is completed, the appropriate segment on the chart is colored in. Another chart posted in the classroom lists each student in a matrix with the writing objectives. Each student's progress is tracked on this chart.



Teachers display large charts at the first of each year as a way of showing accountability. Skills mastered are marked off and new skills to be learned are added.

Several strategies are used to provide reinforcement for writing in addition to teacher use of oral praise and positive written comments on papers. Some of these include:

- The Project Write Hall-of-Fame where each teacher selects outstanding examples of writing and posts big paper stars with the photographs and names of authors on the wall
- Reading good papers aloud in class as models
- Awarding of good writing buttons
- Writing contests where cross-achievement teams compete with each other for top honors

All of these devices help develop and maintain enthusiasm among the students.

Project WRITE shows that middle school students can learn to write effectively.

Summary

Though the project's evaluation is not complete, preliminary evidence shows good gains both in terms of project criteria and national writing norms. Eighty to eighty-five percent of students have been receiving A's or B's across all the writing units in which they have participated.

Project Write is a comprehensive effort that successfully integrates curriculum materials and instructional management. Attention to detail, a feature of effective programs, is everywhere evident. And as a result, students are learning.

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
●	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
●	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary post secondary

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Profiles
programs & products

Program Profile

Hood River High School Features Many Key Elements Of a Goal Based Education Program

Hood River High School initiated a series of innovative practices when the school opened in the fall of 1970 and has been working since that time to smooth out the rough spots and make the practices work to the benefit of all, including students, staff and community. The innovations were designed and implemented in order to realize the ideal of individualization—a program to meet the needs and abilities of every student. The overall plan incorporates several important elements including continuous progress instruction, use of the computer to assist teachers and facilitate recordkeeping, a modularized curriculum that opens up new opportunities for students, a teacher advisor program, increased student responsibility for their own learning and a participatory management stystem.

Planning for the Hood River approach began two years before the building opened and the plan was put into effect. Prior to 1970, there were two high schools in Hood River County, and they were to be combined when the new school opened. The principal, Dr. Charles Bowe, was hired and all staff members from both schools were involved through a series of meetings in the planning process. Teachers were dismissed early one day per week so they could participate. From initial meetings, study teams were formed to research key areas of concern such as teaching methods for individualization. Each team conducted a literature review and visitations, prepared a report and reported findings to the whole group. Ideas for the Hood River plan were formulated in this way using three criteria for making final decisions.

- Innovations would be made with staff who were available.
- An innovation would be initiated only if near concensus to do so was reached by the staff.
- There could be no increase in cost.

Continuous Progress is the Backbone of the Approach

To facilitate the ideal of individualization, the concept of continuous progress is essential. The curriculum structure and scheduling procedures have been modified to allow students to move through and between courses with a good deal of flexibility. The normal time constraints have been lifted. At Hood River High School the concept of continuous progress has been installed. The curriculum is structured so that courses are now divided into units with each unit being worth .1 of a Carnegie unit of credit. Most courses consist of ten (10) units or one credit, but some courses are as short as three (3) units or .3 of a Carnegie unit.

Each unit includes a written set of objectives, instructional activities and assessment procedures. A curriculum guide containing all courses and units is available for every subject area in the curriculum. While the curriculum materials are not polished, they serve well as the basis for teaching the units and courses and for assigning grades for each unit and course completed by each student.

The scheduling procedure has been modified so that students can move from course to course at any time during the school year. Students can complete a course early, spending less than a semester, or take longer than the usual amount of time. Students can also complete their high school program in less than three years or they can enroll for a fifth year to complete the needed credits. Procedures for scheduling students into different courses will be discussed below in the sections on teacher advisors and computer management. In order to increase accountability during the re-scheduling process new guidelines were issued this year, including the following:

- First, scheduling into another unit with the same teacher is considered.
- Second, scheduling into a unit in the same department is considered.
- Third, scheduling into a unit in the same division is considered.
- Fourth, scheduling into a unit in a course in a different division is considered.
- Fifth, a student does not leave the supervision of one teacher until scheduling into another class has been completed.

Teacher Advisors–"Guides"–Facilitate Continuous Progress and Individual Planning

The "Guide" program has added a human dimension to

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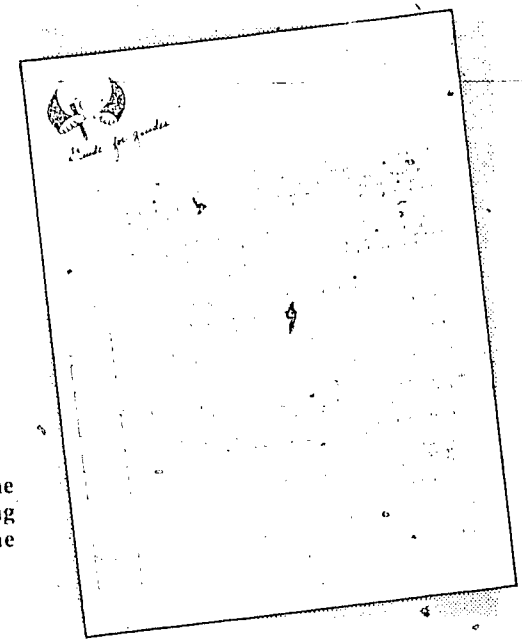
schooling at Hood River High School that was not experienced previously. Each professional staff member has a "Guide Group" of about 15 students for whom they are responsible; and conversely each student has a "Guide" who knows them well and helps with all types of needs and problems. While the "Guide" program began as a way of facilitating post high school goal setting and planning and to keep up with student records, the program has taken on two additional functions, an *intramural program* in which the "Guide Groups" compete against each other and a *social function* through which the "Guides" and "Guide Group" members get to know each other in a less formal way.

Setting an initial post high school goal and choosing a "Guide" happens in the spring of the ninth grade year, the final year of junior high. The high school counselors in cooperation with the junior high counselors conduct a testing program and conferences with each ninth grader and his or her parents. The result of the conference is an initial idea about a post high school goal and the selection or assignment of a "Guide." Later in the spring, the "Guides" meet with each newly assigned member of their "Guide Group" and their parents to get acquainted and to discuss the high school program and post high school goals. In this conference, the initial schedule for grade 10 is established. It should be pointed out that each "Guide Group" has tenth, eleventh and twelfth grade students as members. This sets up the possibility of peer assistance among students.

Through the "Guide" program, students confirm or revise their post high school goals each year. The courses are scheduled to keep them on target in terms of meeting their goals. Another important aspect of keeping individuals on target is giving them the responsibility for their own records. Through the "Guide Groups" each student keeps track of her or his progress toward high school graduation and their post high school goals. The "Guides" help, but the students are responsible. "Guides" help students through their high school program by helping to schedule courses and units at the beginning of each year as well as any time during the year that an individual is ready to change units or courses.

The intramural competition among "Guide Groups" is an excellent morale builder among students and staff. Social functions are planned by each "Guide Group" and may include such activities as meals together, birthday parties, trips and fundraising. Through the social functions, students and staff get to know each other well and this contributes to good relationships within "Guide Groups" and in the school gen-

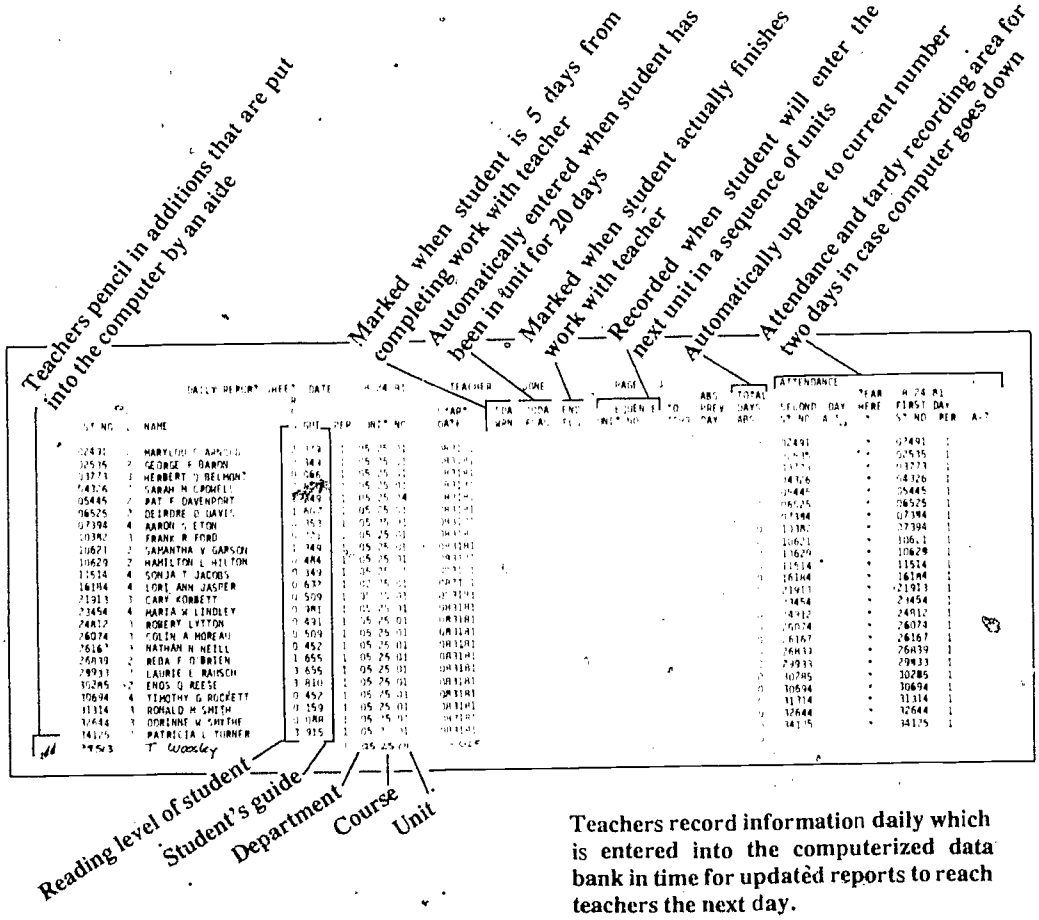
The counselors, in addition to working with their own "Guide Group," serve as resource persons to the "Guide" program. Each counselor has about 14 teachers that they help. The counselors also publish a **Guide for Guides**. The publication came out 14 times during the 1980-81 school year and contains tips for "Guides" to use with their "Guide Groups." Finally, counselors take referrals from "Guides." They work with students who have various kinds of problems that "Guides" are not trained to handle.



Counselors prepare about 15 issues of the "Guide for Guides" each year, offering practical tips and reminders to the guides.

Computerized Recordkeeping is an Essential Service for "Guides" and Teachers

Student records are updated daily through a "Daily Record Sheet" that is completed by all teachers. Every teacher *must* complete the "Daily Record Sheet" each day. It takes about 10-15 minutes to do. In this time, all important information, including attendance, drop information and an "end flag" for each student who is within five days of completing a course, is recorded on preprinted forms supplied to the teachers. The "Daily Record Sheet" comes to the teacher with names of students by period, number of units in which each student is enrolled, coded reading level for each student and sequencing of units for each student pre-printed. The information from the "Daily Record Sheet" is entered into the computer by a single paraprofessional in time for updated printouts to be available to "Guides" and teachers the next day.

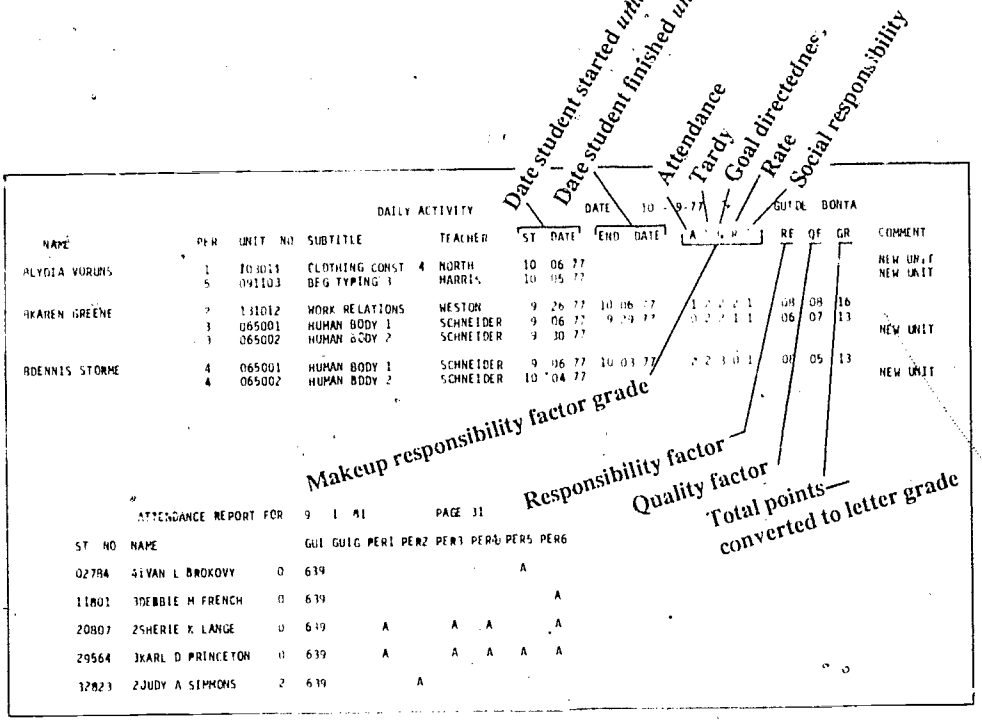


Teachers record information daily which is entered into the computerized data bank in time for updated reports to reach teachers the next day.

The "Guides" get an "Activity Sheet for Guides" each day that shows all of the transactions from the previous day for each member of the "Guide Group." The information received includes attendance for the previous day, changes in schedule completed, grades on units completed, drop information and "end flags" for students nearing completion of a course. When an "end flag" appears, the "Guide" must work with the student to schedule him or her into another course or unit.

Teachers also complete a "Weekly Grade Sheet" on which they record grades for all units completed by their students. The "Weekly Grade Sheet" also carries the "end flags" that were reported for students in the teacher's classes. Information from the "Weekly Grade Sheet" is automatically recorded on the "Activity Sheet for Guides."

The information from the "Daily Record Sheet" and "Weekly Grade Sheet" is automatically fed into the history for each student. From the history, report cards, semester stick tabs for permanent records, teacher load report, student directory (locator) and class list by teacher are generated automatically. Teacher *do not* spend time preparing grades each quarter and semester. The work is spread throughout the year.



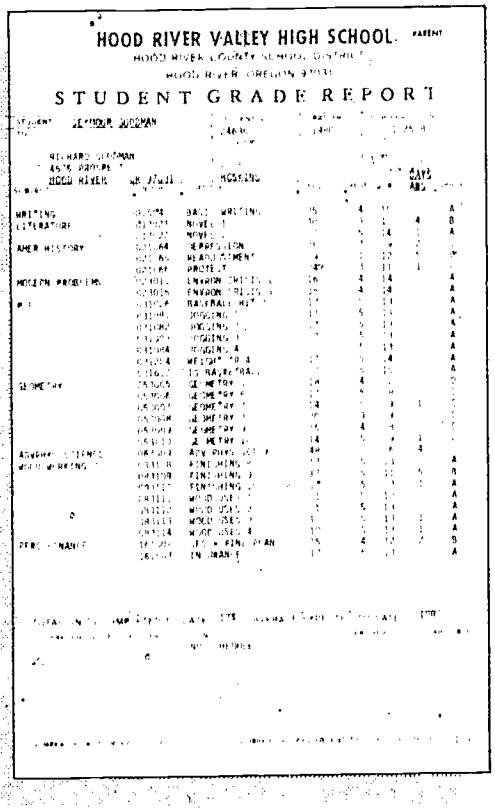
DAILY ACTIVITY DATE 10-9-77 GUIDE BONTA

NAME	PER	UNIT NO	SUBTITLE	TEACHER	ST DATE	END DATE	A T R	RE	QF	GR	COMMENT
ALYDIA VORUNS	1	103011	CLOTHING CONST 4	NORTH	10 06 77						NEW UNIT
	5	091103	BEG TYPING 3	HARRIS	10 05 77						NEW UNIT
#KAREN GREENE	2	131012	WORK RELATIONS	WESTON	9 26 77	10 06 77	1 2 2 2 1	08	08	16	
	3	065001	HUMAN BODY 1	SCHNEIDER	9 06 77	9 29 77	0 2 2 1 1	06	07	13	NEW UNIT
	3	065002	HUMAN BODY 2	SCHNEIDER	9 30 77						
#DENNIS STORME	4	065001	HUMAN BODY 1	SCHNEIDER	9 06 77	10 03 77	2 2 3 0 1	08	05	13	NEW UNIT
	4	065002	HUMAN BODY 2	SCHNEIDER	10 04 77						

ATTENDANCE REPORT FOR 9 1 81 PAGE 31

ST NO	NAME		GUI	GUIG	PER1	PER2	PER3	PER4	PER5	PER6
02784	4IVAN L BROKOVY	0	639						A	
11801	1DEBBIE M FRENCH	0	639							A
20807	2SHERIE K LANGE	0	639		A		A	A		A
29564	3KARL D PRINCETON	0	639		A		A	A	A	A
32823	2JUDY A SIMMONS	2	639			A				

Guides get progress and attendance information on their guidees daily.



HOOD RIVER VALLEY HIGH SCHOOL

STUDENT GRADE REPORT

Reports to parents are by units completed as well as courses completed. The report card is generated automatically from routine reports.

"Diffused Decisionmaking" Keeps Faculty Involved in Managing the School

Participation of the faculty in decisionmaking processes increases staff morale and commitment to the school program. To increase efficiency in communication and decision making processes, the school is organized into six divisions, including physical education and health, math and science, vocational education, resource center, humanities and guidance. Each division has a "Coordinator" who serves as the division head and is paid 15% above the teaching pay schedule. Within divisions there may be departments. For example, the humanities division is composed of English, social studies, art, music and foreign language. Each department that has several faculty members has a "Team Leader" who serves as department head and is paid 10% above schedule.

The principal has a "Cabinet" which is composed of all "Team Leaders," "Coordinators" and administrators. The "Coordinators" and administrators serve as an "Executive Committee" of the "Cabinet." The "Executive Committee" and "Cabinet" serve as problem solving groups and provide liaison with the general faculty. The "Executive Committee" meets weekly and the "Cabinet" meets periodically. These groups discuss ideas and problems. While they make many decisions, many issues are referred back to divisions or the general faculty for discussion and recommendations. Information flows both directions through the department/division/school organization. The "Team Leader" and "Coordinator" positions are reassigned annually. The principal takes applications from interested staff members and makes the selection each year.

Another part of the "Diffused Decisionmaking" process is a "Curriculum Committee." The "Curriculum Committee" is composed of one representative from each subject area (department), one counselor, the librarian and the principal, who chairs the group. The "Curriculum Committee" reviews and approves or disapproves all changes or additions to the curriculum. Teachers or departments make proposals which are usually assigned to a subcommittee of the "Curriculum Committee" to review. The subcommittee makes a recommendation to the full committee which is discussed and acted upon.

The large number of staff involved in the "Cabinet" and the "Curriculum Committee," and the leadership rotation system mean that all faculty members have a good chance for significant participation.

Other Positive Features Round Out the Approach

In addition to the key features described above, the approach also includes the following:

- Students must demonstrate that they have learned.

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
●	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
●	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
●	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

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Principal
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Hood River Valley High School has a unique program to meet the needs of individual students.

- Forty to fifty per cent of the students participate in community based exploratory or job preparation experiences.
- More attention is given to higher levels of learning. Technology is used to transmit information; there is less use of lecture with more discussion and more one-to-one interaction.
- There is a diagnosis effort that supports individual goal setting efforts. The diagnosis includes scholastic and occupational aptitude testing.
- There is an ongoing in-service program to promote staff renewal. The district provides one hour per week for this purpose. In-service includes planned programs put on by various consultants and staff members as well as time for curriculum planning.

Information on Hood River High School is Available in Other References

Because of the long history of innovation, information on the Hood River Approach is available from several sources.

- "IGE/s Description of Hood River Valley High School." A paper available from the school.
- "The Hood River Plan," by Charles Bowe, Principal. A paper available from the school.
- Klausmeier, Herbert J. and John C. Daresh, *A Description of Hood River Valley High School 1977-78*. Madison, Wisconsin: Wisconsin Research and Development Center for Individualized Schooling, April, 1979.
- *Profiles of Significant Schools: Continuous Progress*, Washington, D.C.: National Association of Secondary Schools, 1980. (Filmstrip or 16 mm film)

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Profiles programs & products

Product Profile

Long-Range Planning for School Improvement Series Pennsylvania Department of Education

What is the Pennsylvania Department of Education's Long-Range Planning for School Improvement process?

LRPSI is the process by which school districts assess current conditions and programs, identify key areas for improvement, develop plans to make those improvements, implement the plans and evaluate the success of the implementation. The process, required for all districts in the state, occurs in five year cycles. The focus is on action planning at both the building and district level.

What is included in this series for long-range planning for school improvement?

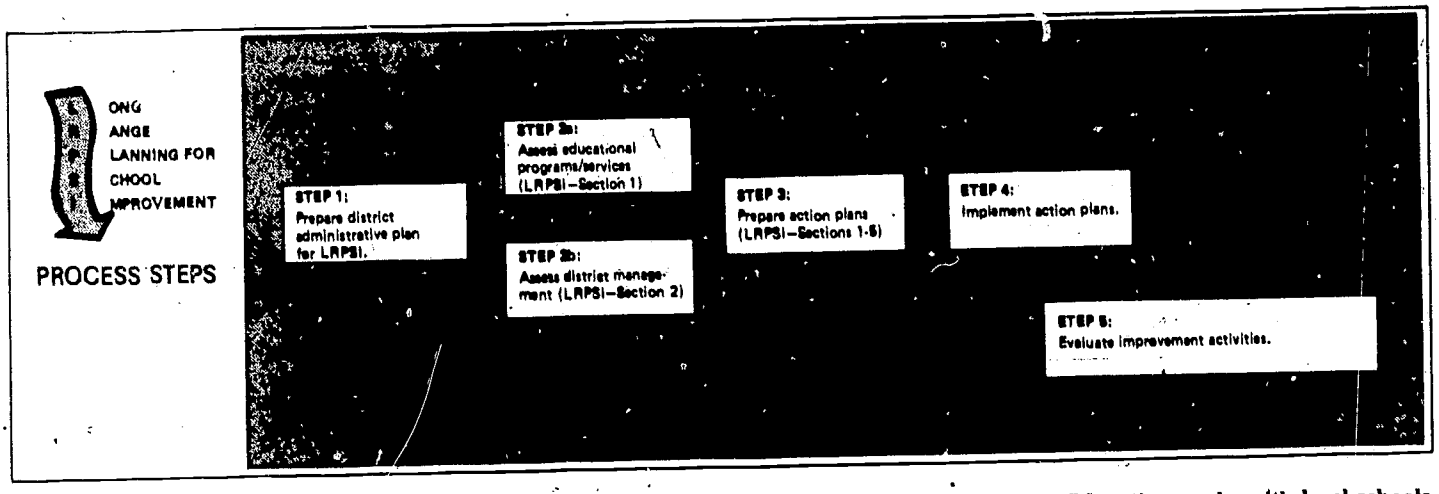
The series includes several guides to be used as resources for the Pennsylvania Department of Education's Long-Range Planning for School Improvement (LRPSI) process. The guides provide background information on long-range planning and on school improvement processes; suggestions which can be used for carrying out the LRPSI process; and resources and models for each of the process steps.

- **The LRPSI Overview** guide summarizes the "what, why and how" of the LRPSI process. Key steps in the process are outlined, and technical assistance support available from the Pennsylvania Department of Education, intermediate units and institutions of higher education is described.

- **The LRPSI Process Guide** describes a step-by-step approach to implementing the process. The five steps of the process (initial preparation, needs assessment, action planning, implementation and evaluation) are delineated in detail. A checklist of the steps and suggested basic tasks is provided.

- **The LRPSI Guidelines and Instructions** describes the documentation requirements and reporting processes by which districts demonstrate their engagement in Long-Range Planning for School Improvement. Required documentation to be submitted to the Pennsylvania Department of Education is indicated; districts may go beyond that which is required.

- **The LRPSI Resource Guides** provide background information, general suggestions for administrators to use in initiating and completing the process and resource material for technical assistance staff.



Pennsylvania Department of Education works with local schools and school districts in a five-step process for school improvement.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

Competency Based Education
Number 3 October 1981

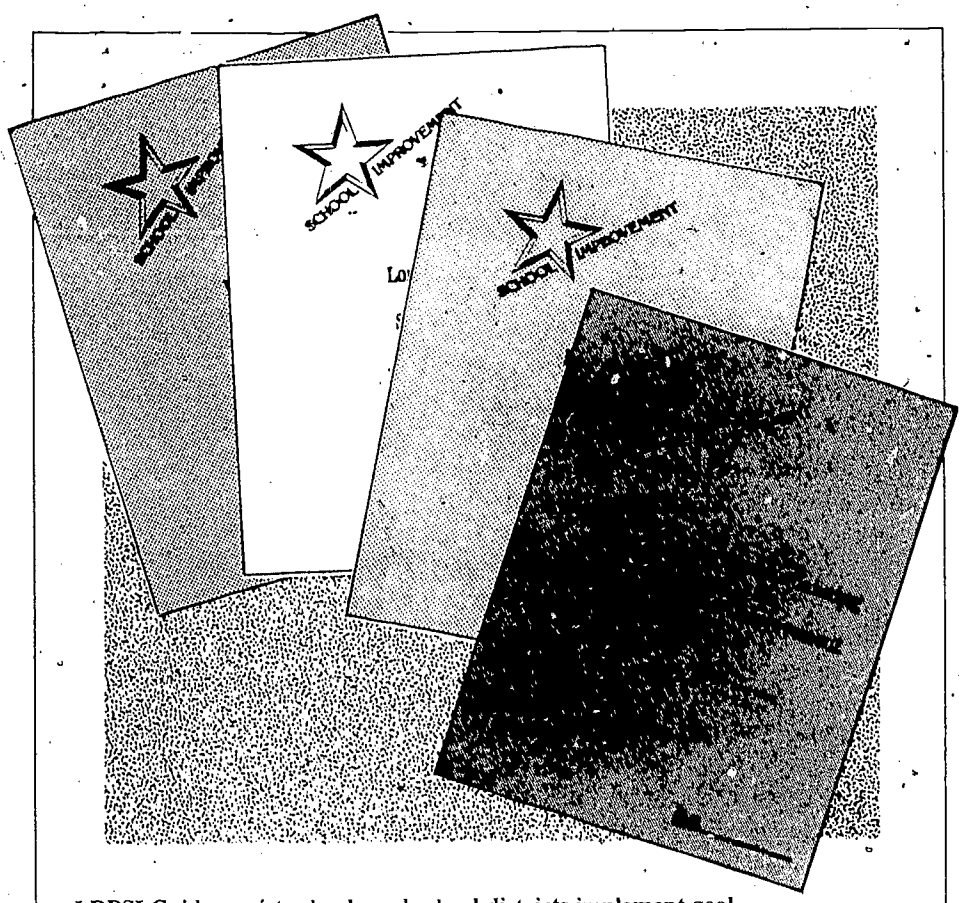
How are these guides to be used? Who is to use them?

The series of guides is designed to help districts understand, implement and monitor the Long-Range Planning for School Improvement process. The **LRPSI Overview** is an awareness level document designed to provide general information on the process. The **Process Guide** is intended to provide general guidance to district personnel as they organize their planning process. The **Guidelines and Instructions** document provides specific information on content requirements for district personnel as they monitor and document the planning process.

The guides are intended for use by district and building-level personnel in the state of Pennsylvania. The series is potentially useful for any school personnel interested in implementing a long-range planning process. In addition, persons responsible for policy decisions on long-range planning may find the series a useful model.

Where can a copy of the series be obtained?

School Improvement Desk
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126



LRPSI Guides assist schools and school districts implement goal-based planning processes.

Profiles
programs & products

Product Profile

Competency-Based Education: Beyond Minimum Competency Testing

Developed by Northwest Regional Educational Laboratory
Ruth Nickse, Editor/Larry McClure, Associate Editor
Teachers College Press, Teachers College, Columbia University
New York and London, 1981, 242 pages

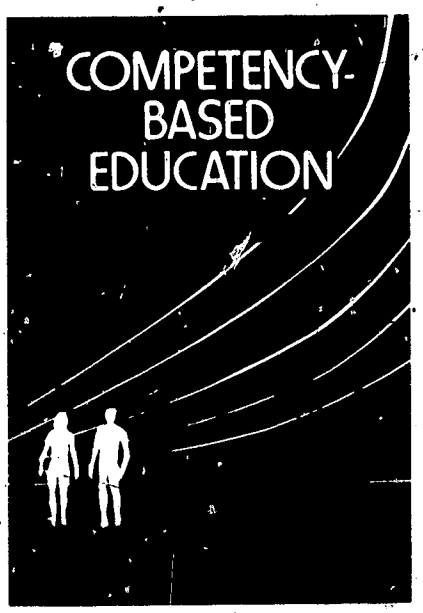
Who might find this product useful?

This publication introduces the principles of competency-based education (CBE) and the issues surrounding its implementation, surveys historical developments, investigates specific applications and discusses the implications of widespread use of CBE. It is intended to be useful to those with the responsibilities for the design and implementation of instruction and evaluation programs (school admistrators, teachers), to education policy makers (board members, legislators), and to those directly affected by CBE (parents and teachers).

What information is contained in this product?

This publication addresses many of the issues of competency-based education through individual, focused articles by a number of authors working in the field:

- ***What Is Competence?* Arthur Chickering and Charles Claxton:** A discussion of definitions of competency outlining four basic principles common among CBE approaches; a review of common CBE program development problems and a paradigm for competencies as related to personal development in the individual.
- ***What is Competency-Based Education?* Keith Goldhammer and Bruce Weitzel:** A review of the many types of programs in the multidimensional movement that is considered competency-based education; a definition of five steps for implementing CBE programs; and a look at CBE program patterns.
- ***How Can Competencies be Taught? Observations and Suggestions* Louis Rubin:** A discussion of eight steps to design and implement CBE which can accommodate a wide range of instructional approaches.
- ***A Sampler of CBE at Its Best* Larry McClure and Joanne Leigh:** Profiles of 13 existing CBE programs, including elementary and secondary education, post-secondary education and programs outside the formal educational system.
- ***How Can Competencies Be Assessed? Issues in Role-Based Assessment* H. Del Schalock:** A look at the processes and implications of assessment of life-role based competency education.



NWREL produces new addition to the literature on competency based education.

- ***CBE & Secondary Schools: Current Practice and Some Implications* Scott Thomson:** A discussion of current emphases, a review of CBE goals, a description of current work in CBE and suggestions for the implementation and effects of widespread competency-based education at the secondary level.

An extensive bibliography of literature about competency-based education is also included.

Where can a copy of Competency-Based Education: Beyond Minimum Competency Testing *be obtained?*

Teachers College Press
1234 Amsterdam Avenue
New York, NY 10027

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

Competency Based Education
Number 4 October 1981

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programs & products

Product Profile

Parkrose School District's Goal-Based Instructional Program: Meeting the Minimum Standards and Beyond

by
Virginia Shaumleffel
OSSC Bulletin, Vol. 24, No. 7, March 1981

Who might find this product useful?

This document describes the minimum standards statute for the state of Oregon, the philosophy and history of the Parkrose District program, the program itself, its results and remediation procedures, the provisions made for individual differences and the possibilities for use of the program in other districts. As such, it is potentially useful for state and district administrators, for teachers and for parents who wish to understand how a minimum standards statute might influence instruction in a school district.

What information is contained in this product?

The product describes in detail the **goal-based assessment program** used in Parkrose School District. The program has been developed, implemented and validated over the past seven years and consists of four major components:

- Curriculum goals
- Criterion-referenced testing for reading, writing and computing competencies that demonstrate student attainment of district goals
- Norm-referenced testing in reading, language arts and mathematics
- Inclass and district-level recordkeeping of additional competencies required by administrative rules

The report begins with an outline of Oregon Minimum Standards and then describes how the district fulfilled the requirements of the statute. In the section "Some Decisions Behind the Program," the creation of the philosophical framework underlying the program is described. The next section, "History of the Program," explains step-by-step the development of the Parkrose program. The body of the document provides a description of the program, including results. This subsection is of particular interest, for it includes a number of anecdotal reports that portray the program's impact on teachers and students. A final section summarizes two of the theoretical models investigated by the district during development of the program.

Where can a copy of Parkrose School District's Goal-Based Instructional Program: Meeting the Minimum Standards and Beyond *be obtained?*

A copy of this product can be obtained from:

Oregon School Study Council
College of Education, University of Oregon
Eugene, Oregon 97403

Single copies are $4.00 each ($3.00 if prepaid).

A discount of 10% is given if 10 or more copies are ordered.

Where can further information about the Parkrose District Program be obtained?

Additional information about the Parkrose goal-based assessment program can be obtained from:

Mr. Clarence Mershon
Director of Program Evaluation
Parkrose School District
11400 N.E. Sacramento
Portland, Oregon 97220
(503) 257-5229

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

Competency Based Education
Number 5 October 1981

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Program Profile

Whitney Community Learning Center Uses Competency Based Curriculum In College Preparatory High School Program

Established in 1976, the Whitney Community Learning Center uses a competency based college preparatory curriculum in all subjects for students in grades 7-12. Located in Cerritos, California, in the Los Angeles metropolitan area, the school offers instruction to college-bound students in the ABC Unified School District.

Whitney students are selected through competitive testing. District students are tested in the skills areas of reading, writing and mathematics and are ranked according to test scores. Students with the highest scores may apply to and be selected for transfer to Whitney.

Graduation requirements include passage of all required subjects and elective courses. Students are assessed through teacher-developed criterion-referenced tests. They are expected to demonstrate proficiency in all subject areas prior to graduation and must meet levels of competence established by the district in accordance with California law.

Major program elements include:

- A college preparatory competency based curriculum
- Competency tests keyed to course objectives
- A grading system based on quarterly testing of competency achievement
- Disciplinary procedures that include work/study sessions

Students Apply to Enter College Preparatory Program

Whitney is a six-year college preparatory school, grades 7-12, which prepares high school students to meet the entrance requirements of the University of California. The school's 865 students come to the Learning Center campus from three comprehensive high schools in the district, each with a student population of approximately 2,200, and from five junior high schools. Twenty-eight full time teachers follow the competency based curriculum for all students in required classes. School days at Whitney include seven class periods, a longer day than the six scheduled classes at other district high schools, and homework is assigned in each class every day. In addition, all students attend a college-level survey course during one of the seven class periods once each week. Taught by teams of professors from Cerritos Community College, the new six-year course centers on a particular theme each semester and, beginning this year, is required for all Whitney students.

Spaces are available at Whitney in each grade level each year. At any grade level, students may apply for admission and be transferred to the Learning Center for the remainder of the program. Admission is primarily based on student applicants' scores on locally-developed basic skills achievement tests. Student scores are ranked, and students with highest test score ranking, and with suitable recommendations from the principals of the school they are currently attending, are selected for the Whitney program on a space available basis. Approximately 35 percent of Whitney students are identified as talented and gifted.

In order to receive a diploma from Whitney, students must, commencing in grade 9, complete 200 credits before graduation. They must pass Whitney competency tests in:

English:	8 semesters
Social Studies:	6 semesters, including 2 in U.S. History and 1 in Civics
Health:	1 semester
Safety/Driver Education:	1 semester
Mathematics:	2 semesters in grades 9 and 10
Physical Education:	2 semesters
Science:	2 semesters

In addition, students must demonstrate proficiency in reading, writing, math and life skills by passing the ABC Unified School District Proficiency Examination, the district's minimum competency test developed to comply with California law. Students who complete course work, but do not pass district competency tests, do not receive diplomas and are awarded certificates of completion by the school.

Quarterly Testing Assesses Student Progress Through the CBC

The Whitney curriculum is organized into quarters and includes semester- and year-long courses. Students receive a "competency guide" or a "statement of student expectations" for each course. These include notification to students and parents of overall course objectives and of specific learning objec-

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RECOMMENDED SIX-YEAR PROGRAM FOR WHITNEY COMMUNITY LEARNING CENTER

	Subject	7th Grade	8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
1.	English	Eng. Level II or Eng. Level I	Eng. Level III or Eng. Level II	Eng. I-Level IV or Eng. Level III	Eng. II-Adv. Eng. or Eng. Level IV	Advanced English	Advanced English
2.	Social Science	Soc. Science 7	Soc. Science 8	Soc. Science 9	Soc. Sci. 10	Soc. Science 11	Soc. Science 12
3.	Math	Pre Algebra or Math Prof.	Algebra I or Pre Algebra or Math Prof.	Geometry or Algebra I or Pre Algebra	Algebra II or Geometry or Algebra I	Math Analysis or Algebra II or Geometry	Advanced Math(CJC) or Math Analysis or Algebra II
4.	Science	Science 7	Science 8 one semester			Biology or General Science	Physiology or Biology or General Science
5.	Language		Conv. Lang. one semester	Language I	Language II	Language III (optional) or Language I	Language IV (optional) or Language II
6.	P.E.	P.E. 7	P.E. 8	P.E. 9/Health	P.E. 10/Dr. Ed.		
7.	Elective	Personal Typing and Speech	Elective	Elective	Elective	Elective	Elective

Whitney is a six-year college preparatory school (grades 7 through 12) which concentrates on having students meet the entrance requirements for the University of California. We stress six years of English, social science, math, 2½ years of science, 2 years of a foreign language and 4 years of physical education. We also encourage students to develop themselves creatively in the areas of music, drama, dance, media and fine arts. The English, social science, math, and science programs are competency based, which means students receive grades by demonstrating understanding of competencies via the school competency testing program.

A recommended six-year program of study for Whitney students focuses on college-preparatory work in all subject areas.

tives throughout the course. The guide for the year-long, ninth-grade course in World History, for example, outlines course content covering "MODERN TIMES—The French Revolution to the Present." Sections are organized in historical sequence and outline specific information students are expected to learn:

3.0 Eufope and the World 1870s-1910s

3.1 Trace the effects of the industrial society upon life in Europe

3.1.1 Industrial growth
Steel—growth in use of 8400%
Steam, transportation—ocean and land....

3.1.2 Organization of industry
Trusts, holding companies and cartels

At the beginning of each semester, parents are sent an outline of material to be covered in all classes in the upcoming semester. Listings include, for each class, textbook titles, assignments for the classwork during the quarter and an explanation of how grades will be determined for the class. Students and parcan use these lists to check individual requirements for classes in the student's schedules.

At the same time, parents are notified of competency test dates. These tests are administered in all classes at the end of every quarter. Tests are developed by Whitney teachers at the department level and contain questions drawn from objectives for each class. All department teachers administer the same tests, so all students in each grade level in a particular course are assessed through the same test.

To pass quarterly tests, students must achieve 70 percent or more proficiency on each competency test. Students must pass all quarterly tests in each course to receive credit for that course; students who do not meet standards are put on academic probation and may be reassigned to their home junior high or high schools if unacceptable performance continues.

Grades of A (excellent, 90-100 percent), B (above average, 80-89 percent), C (average, 70-79 percent) and F (69 percent and below) are given. Grades are based, in percentages that vary among courses, on course work, homework and competency test scores. The Learning Center is currently working to phase in this grading system.

Discipline an Important Program Element

Firm discipline is an integral part of the Whitney program. Students are expected to attend all classes, to be punctual and prepared with necessary materials (books, homework, etc.) in classes and to remain on campus throughout the school day. The principal regularly patrols the halls, and school gates are locked during school hours. Infractions are reported to the administrative assistant in charge of guidance and/or to the assistant principal for appropriate disciplinary action.

In lieu of suspension for minor misconduct, students are placed in a detention program to make up additional time. Assigned hours are used for cleaning up the campus and school equipment. Time remaining after clean-up is used for make-up classwork or homework. There is close parent contact in all cases of misconduct.

CLASS NAME	BOOK	CHAPTERS ASSIGNED	OTHER ASSIGNMENTS	GRADING
SOCIAL SCIENCE Social Science - 7th	Introduction to the Social Sciences	Units 6 & 8 Geography (6) Political Science(8)	Mandatory-- 1/ Quarter project 2/ Glossary of Terms (both units) 3/ Study Guide Questions (both units) Review all units previously covered.	10% classwork 10% project 10% essay 70% objective portion competency exam
World History & Humanities - 8th	Ancient Civilizations	21-25	Research paper, report or project--Mandatory	15% paper or project 15% homework and class quizzes 70% test score
Social Science I-9	Medieval and Early Modern Times	20-24, 26-27, 29-32	Homework assignments	90% of grade on competency test 10% classwork
Social Science II-10th	Modern Times	25-33 and 35	Homework assignments optional report or research paper	Minimum of 70% on competency test. 90% of grade on the test. 10% for classwork. (0-20 points possible for research paper)
U.S. History	American Pageant	40-50	Term paper based on a suggested novel	Competency test accounts for 70% of final grade. Paper is 20% of final grade. Class exams are 10% of final grade.
Contemporary Problems	None		1. Attendance at one city council mtg. & one school board meeting 2. Participation in class simulations and activities 3. District proficiencies Student reports and discussion	Test of district proficiencies--50% Weekly grades 10% on class work. Quarter grade--20%

Outlines of classwork for each semester are sent to parents at the beginning of the semester, including reading materials, assignments and grading criteria.

Whitney Provides College Preparatory Education Comparable to Private Schools

The Whitney Community Learning Center provides college preparatory instruction to high school students selected from throughout the district on a basis of achievement in the basic skills areas of reading, writing and mathematics. A structured, competency based curriculum, frequent tests and strong discipline are combined to help students meet University of California entrance requirements at the completion of the school's six-year program. The program has been effective in preparing students for college, and administrators believe the Whitney program to be comparable to instruction offered in private college preparatory schools.

Whitney Community Learning Center

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

Robert S. Beall, Principal
Whitney Community Learning Center
16800 Shoemaker Avenue
Cerritos, California 90701
213/926-5566, ext. 2407

Profiles
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Program Profile

A Competency Based Curriculum in The Public Schools of the District of Columbia

Over the past five years, the Public Schools of the District of Columbia has been developing a systemwide competency based curriculum (CBC) for its approximately 100,000 students in grades prekindergarten through 12. This resulted from a 1975 D.C. Board of Education decision to upgrade the educational system and increase student achievement levels through adoption of the CBC.

New curriculum materials were required for all grades. A three-year curriculum development effort resulted in the 1978 publication of continuous progress curriculum materials. The materials specified sequenced learning objectives for students in all grades in reading, mathematics, science and English/language arts. A concurrent staff development effort was undertaken and a management by objectives approach was adopted to prepare system personnel for the implementation of the CBC. Pilot schools began using the CBC during the 1978-79 school year, and systemwide implementation began in the fall of 1979.

In the spring of 1980, the Board required that students demonstrate grade level competencies in reading and math in order to qualify for promotion to the next grade. Mid-year testing in grades 1-3 indicated students were not receiving sufficient instruction to meet minimum competencies and that revisions to the CBC were necessary. The curriculum was reorganized into semesters and objectives were rewritten for each semester. Promotion from each semester unit became based on student mastery of learning objectives in reading and math.

The revised CBC in reading and math, called the Student Progress Plan, is now in effect in all elementary schools in grades 1-6. Testing indicates that the new curriculum is beginning to have effect in raising student achievement levels. A secondary component to implement the revised CBC for grades 7-12 is being considered, as well.

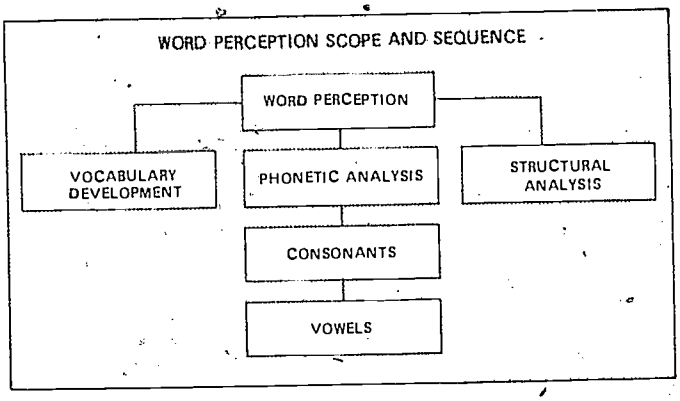
Board of Education Sets Educational Goals

The Board of Education charge to the D.C. public schools is "To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen." As part of their decision in 1975 to adopt CBC for the D.C. Public Schools, the Board outlined four major goals to be met in changing the curriculum:

1. Promote academic excellence for the attainment of knowledge, competencies and skills.
2. Ensure the active participation of all components of the D.C. Public Schools in the implementation of a systemwide competency based curriculum.
3. Develop a systematic plan for the continuous assessment and evaluation of educational needs and achievement.
4. Make significant improvements in the levels of service and efficiency of operations in the major support areas of management services and to maintain those level of support services necessary to the mission of the school system.

New curriculum materials for all grade levels were needed, and work was begun immediately. A Curriculum Advisory Committee was formed to design a comprehensive competency based program for all students in the system. Membership included teachers, school system administrative personnel, school officers and community members. Initial development concentrated on skill acquisition by students in broad categories which promote success in life-role functioning: analytical skills, consumer/producer skills, social/political skills, self-actualization skills.

Planning groups from each of the six administrative regions in the district were established. Comprised of PTA and community representatives, administrators, teachers and students, these groups provided guidance in curriculum development and adopted prioritized instructional goals.



Skills identified in the Washington, D.C., CBC "Word Perception Scope and Sequence."

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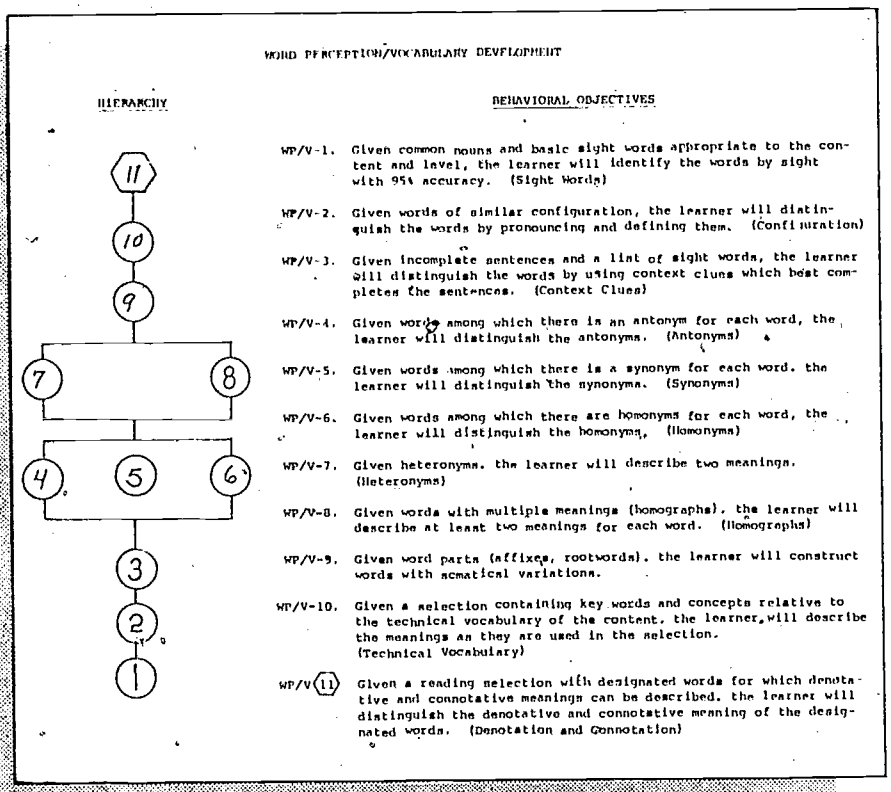
Number 7 November 1981



The CBC "Word Perception/Vocabulary Development" hierarchy of behavioral objectives.

Competency Based Curriculum Developed to Meet Goals

Curriculum development began first in the priority subject areas of reading, mathematics, science and English/language arts. In 1976, the Curriculum Advisory Committee produced the "Design for a Prekindergarten Through 12th Grade Competency Based Curriculum," which described sequences of skills in these four priority areas. This document was the basis for further curriculum development efforts.

A series of steps led to development of a full K-12 competency based curriculum. Initially, teachers volunteered time to write the curriculum, during in-service sessions after school and on weekends. During the summer of 1977, approximately 200 teachers took part in a tuition-free, for-credit CBC curriculum writing course. They received training in curriculum development, taught according to CBC principles, and participated in writing curriculum materials in their particular fields of interest. This course resulted in a written sequence of learning objectives for all grade levels which became the basis for curriculum materials.

A preliminary draft of the full curriculum was published in 1978, ready for the initial trial of the CBC. This curriculum describes student tasks in "instructional triads" with each triad directly reflecting one learning objective. Each triad includes three components:

1. Behavioral objective: the new behavior or skill to be achieved.
2. Instructional activities: at least two learning activities for students for each objective. These are often both classroom and homework experiences which complement one another, offer more than one approach and thus accommodate individual student learning styles. All are in performance agreement with the specified objective.
3. Assessment tasks: at least three consecutive student demonstrations of mastery of the specified objective, all in performance agreement with the specified objective.

Assessment of student progress is a key element of the CBC. The assessment tasks in the instructional triad measure each student's progress through the curriculum. In addition, both norm-referenced and criterion-referenced tests are used. Annual standardized norm-referenced tests are used in grades 3, 6 and 9 to compare D.C. student achievement levels with those of students across the nation, to determine student educational development and to pinpoint the need for changes in instructional programs based on assessment of group performance. Custom-made criterion-referenced tests, developed for the D.C. schools by the California Testing Bureau, are given to students in reading and mathematics. Testing determines how well students have mastered learning objectives and aids in determining individual student placement within the CBC.

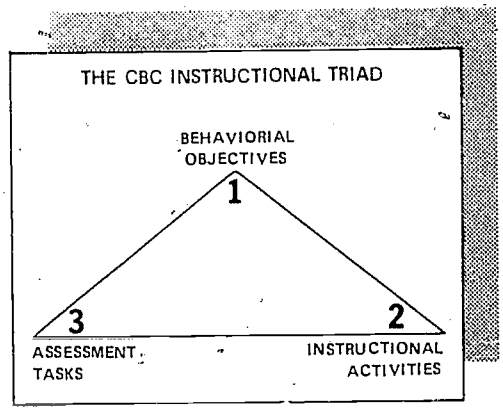
Massive Staff and Management Development Effort Prepares District for CBC

As work proceeded on curriculum development, a second major effort began to prepare staff and to develop new management techniques for the change to CBC. The Instructional Services Division was reorganized into two teams. The Coordinating Team provided overall leadership in planning, managment and implementation of transition to the CBC; and the Instructional Support Team offered direct technical assistance to classroom teachers. This team approach was to prove very effective in preparing the school system personnel, students and the community for the CBC.

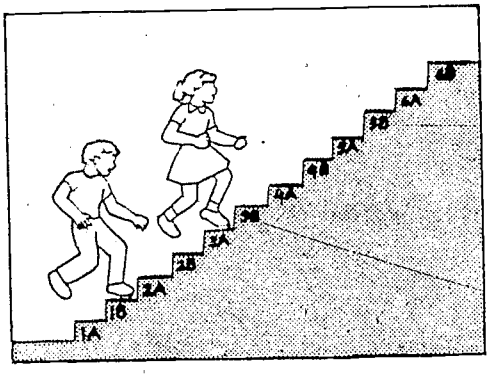
Three phases of staff development and implementation were planned: **Phase I/AWARENESS** in 1976-77; **Phase II/COMMITMENT** in 1977-78; and **Phase III/IMPLEMENTATION** in 1979-81.

Phase I/AWARENESS began in September of 1976, an effort to inform teachers of the need for curriculum changes and the direction of those changes. Several elements contributed to that effort:

- The creation of a third team, the Implementation Team, to take advantage of and mobilize in-house resources at the grassroots level.
- Presentations and workshops at individual schools, led by members of the three teams.



Each learning objective in the CBC is described in an instructional triad.



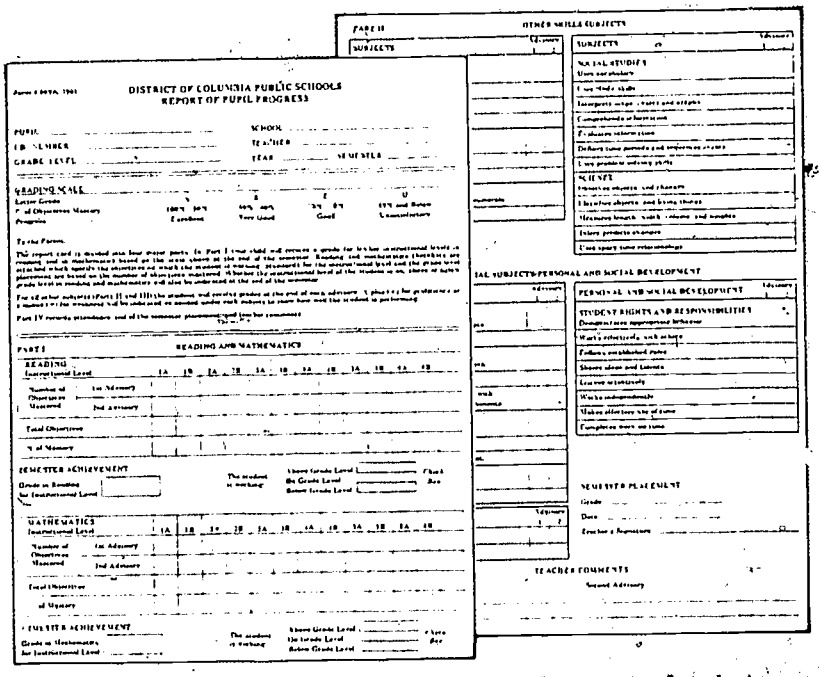
In the Student Progress Plan, students move through the first six grades in twelve steps. Semester promotion moves students to each step in the plan.

- The preparation of various instructional media for use during training sessions: slides/tapes, videotapes, films, multi-media kits, etc.
- The publication of printed materials about the new curriculum: a CBC NOTEBOOK of terminology and methodology with monthly updates, brochures, etc.
- More than 200 teachers participated in an in-service course in curriculum writing. The course resulted in the preparation of curriculum objectives used in developing curriculum materials.
- A second in-service course on "The Foundations of Competency-Based Curriculum" provided training in CBC technology to teams of administrators and teachers from 200 schools in the district. The course was taught according to CBC principles and introduced the more than 2,000 participants to systematized instruction. The course also resulted in the development of a CBC implementation plan for each school building in the district.

Phase II/COMMITMENT was initiated in 1977, both to expand information dissemination throughout the district and to elicit firm commitment from members of the school system and the community to the implementation of CBC. Phase II included several important elements:

- A 24-lesson television course on the competency-based curriculum, prepared by the D.C. Schools in cooperation with the local public television station, was broadcast throughout the metropolitan Washington community. The course increased community awareness of CBC and, through workshops and seminars held in conjunction with the lessons, demonstrated classroom uses of the CBC.
- A two-day Media Festival was held, highlighting the CBC approach through various media presentations, exhibitions and demonstrations of the CBC. All were open to members of the school system and interested community members.
- The new curriculum was introduced in 29 pilot and prototype schools following intensive staff development efforts for teachers who would be using the CBC. These classrooms served as observation sites for other district personnel.
- Validation of curriculum materials took place. It was found that the adoption of the CBC was feasible and could result in improved educational opportunities for students. The CBC materials had a generalized appeal to both students and teachers; the CBC approach proved a useful instructional framework which allowed latitude for creative approaches to teaching; and the CBC provided students with a clear understanding of the levels of achievement they were expected to reach.
- A new CBC team, the Instructional Management Team, led to the design and adoption of a management system to support the development and use of CBC. Based on a management by objectives approach, the new management system integrated the elements of planning, implementation and evaluation in administration of the district. Schools individually prepared goals, objectives, critical tasks and evaluation procedures for use in the entire academic year; and a CBC School Chairperson in each school served as liaison between the Instructional Management Team and the local school. Both elements of this management system have been continued.

Phase III/IMPLEMENTATION was planned for a three-year period. The first systemwide use of the competency based curriculum took place in the 1978-79 school year, and CBC was expected to be in full operation in the 1980-81 school year. To facilitate ongoing development as implementation progressed, a CBC Center was established, providing information, resources and assistance to teachers using the CBC materials.


DISTRICT OF COLUMBIA PUBLIC SCHOOLS
REPORT OF PUPIL PROGRESS

Parents receive reports of student progress that specify status in the Student Progress Plan and performance in all other subjects.

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
●	Course goals
	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
●	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
●	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
●	Setting goals, objectives/ competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

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Board Requires Grade Level Promotion

The CBC included a continuous progress approach which moved students through the curriculum, but it did not include standards of mastery for grade level promotion and retention. In the spring of 1980, the D.C. Board of Education required that standards for promotion be adopted in all elementary schools. Promotion was to be based on student demonstration of grade-level competencies in reading and mathematics.

At mid-year, students in grades 1-3 were assessed, based on teacher judgment supported by data on student daily performance, student mastery of objectives and the results of standardized diagnostic tests. Results indicated that most students were unable to meet minimum competencies at that time. Although intensified instruction was effective in raising achievement levels by the end of the year, this assessment indicated the need for curriculum revision.

CBC Revision Leads to Student Progress Plan

Reevaluation of the CBC led to the development of the Student Progress Plan, a competency-based curriculum for grades 1-6 which mandates student promotion based on competencies in reading and mathematics. The curriculum is divided into 12 semesters for the six grades and outlines sequenced objectives for each semester. Students begin the continuum in first grade, in semester 1A and proceed through the six grades semester by semester: 1A, 1B, 2A, 2B, 3A, etc. Promotion is based on teacher determination of student mastery of objectives and takes place at the semester for students who have met the reading and mathematics skills requirements of the current level.

A student who masters at least 70% of the reading and mathematics objectives for a semester grade level, including all those identified as critical skills for that level, is promoted to the next semester level. Students who, at the end of a semester, can demonstrate mastery of skills in only one of the two areas are placed in a "transitional" class or group at the next level/grade. They are provided special intensive instruction which helps them acquire the necessary skills to advance along the instructional continuum.

Student eligibility for promotion is based upon the results of curriculum objective assessments and teacher judgment. Student progress toward learning objectives is monitored throughout the semester through individualized report forms (checklists) that record each student's achievement of objectives.

Other efforts were made to increase the effectiveness of the CBC, as well. New recordkeeping requirements were established. In many cases, teachers restructured classroom activities to include CBC curriculum materials that had not previously been used. A series of three handbooks was prepared for parents, teachers and administrators explaining the uses of the individualized Student Progress Plan.

The Student Progress Plan is now fully operational throughout the D.C. Public School system in grades 1-6. Developmental efforts continue, as the district works toward full implementation of a competency-based curriculum in all subjects for grades prekindergarten through 12.

CBC Major Change in D.C. School System

Faced with the problems of upgrading a large urban school district, the D.C. Board of Education decided to implement competency based curriculum rather than simply begin administering competency based testing: they opted to improved the processes of education rather than change their method of measuring the outcomes of education. The entire school system and the community became involved in a complex, lengthy development process that resulted in the final adoption of a competency based curriculum throughout the system in all grade levels. Teaching methods, assessment procedures and administrative systems were changed to accommodate the new curriculum. A major setback was overcome when competency assessment was mandated for student promotion, and the D.C. Public Schools have now successfully implemented a systemwide competency based curriculum for grades 1-6. The system will continue to develop, as curriculum changes are made to reflect student needs. The successful transition to the CBC was facilitated by careful planning, a systemwide commitment to the curriculum change, and the involvement of personnel throughout the system in both the development and implementation of the system.

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Profiles
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Program Profile

Modesto Public Schools Program Solves Problems of Curriculum and Discipline

The 1981 "Gallup Poll of the Public's Attitudes Toward the Public Schools" (*Phi Delta Kappan*, September, 1981, pp. 33-47) indicates that Americans believe "lack of discipline" and "poor curriculum/poor (academic) standards" to be two of the most critical problems facing public schools in this country. Since 1976, the Modesto City Schools have been using an approach to education specifically designed to solve these problems, and their program has been successful on both counts.

Called **Academic Expectations and the Fourth R: Responsibility**, the program outlines competency based expectations for all district students in grades K-12; specifies student, parent and school responsibilities in education and involves parents and community members in school programs.

The program includes:

- Board-adopted principles outlining student, parent, community and school responsibilities in a partnership to improve education
- Competency based education for grades K-12, including minimum competency requirements for high school graduation
- Direct parent involvement in the processes of education
- Remediation for students unable to meet grade-level or graduation competency requirements.
- Involvement of community members in programs to reduce truancy, to coordinate youth assistance services and to recognize student excellence throughout the community.

Development of Program Based on Standards of School and Community Responsibilities

The Modesto program resulted from efforts begun in 1975 by Assistant Superintendent Jim Enochs. He surveyed national trends in education and found that relaxation of school standards was a primary reason for the alarming drop in student achievement levels and for the rapidly-increasing problems of student misconduct. He looked at Modesto's schools and discovered a less-marked but similar trend in the district; and he determined that immediate action could forestall acceleration of the problems.

A year later, after much research and planning, Enochs presented to the Board of Education a multi-faceted plan which would provide the local schools with a strong program to combat these threats to education. The plan called for 1) careful delineation of learning objectives in a competency based basic skills program, 2) the institution of school efforts to instill personal responsibility in students and 3) increased community and parent awareness of their responsibilities for student welfare.

The plan was predicated on a series of principles:

- It is essential that a public institution clearly define itself; to say unequivocally what it believes in and stands for.
- The development of responsible adults is a task requiring community commitment. It cannot be left solely to the public schools.
- The principal tasks of the public schools cannot be achieved if a disproportionate amount of time and resources must be given to maintaining order.
- The full responsibility for learning cannot be transferred from the student to the teacher.
- Parents must consistently support the proposition that students have responsibilities as well as rights and schools have an obligation to insist upon both.
- Public schools are not obligated to serve students who, through persistent and serious acts, disrupt school and violate the rights of others.
- High performance takes place in a framework of high expectation.
- There is nothing inherently undemocratic in requiring students to do things which are demonstrably beneficial to them.
- In order for a program to succeed, it must be kept in place for a reasonable period of time and be assured of continued support despite periodic criticism and the lure of faddishness.

The plan proposed that the district change its approach to education to reflect these principles. Included were the following elements, each proposing specific programming in schools and including a process whereby each should be established:

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Goal Based Education
Number 8 November 1981

1. Establish written student conduct codes.
2. Reemphasize involvement, commitment and identity for students, schools and the community.
3. Develop a genuine community consortium for dealing with serious youth problems.
4. Educate students for responsibility in a specialized program, grades K-6.
5. Create a framework of academic expectations for all students, grades K-12.

Early in 1976, the Board accepted the assessment of present and potential problems, adopted the principles as district policy and agreed that the Modesto Schools would implement the entire **Academic Expectations and the Fourth R: Responsibility** program. Work began immediately, involving students, teachers, administrators, parents and community members. Implementation of the program began in September, 1976, was expanded the following year and is now in operation throughout the district.

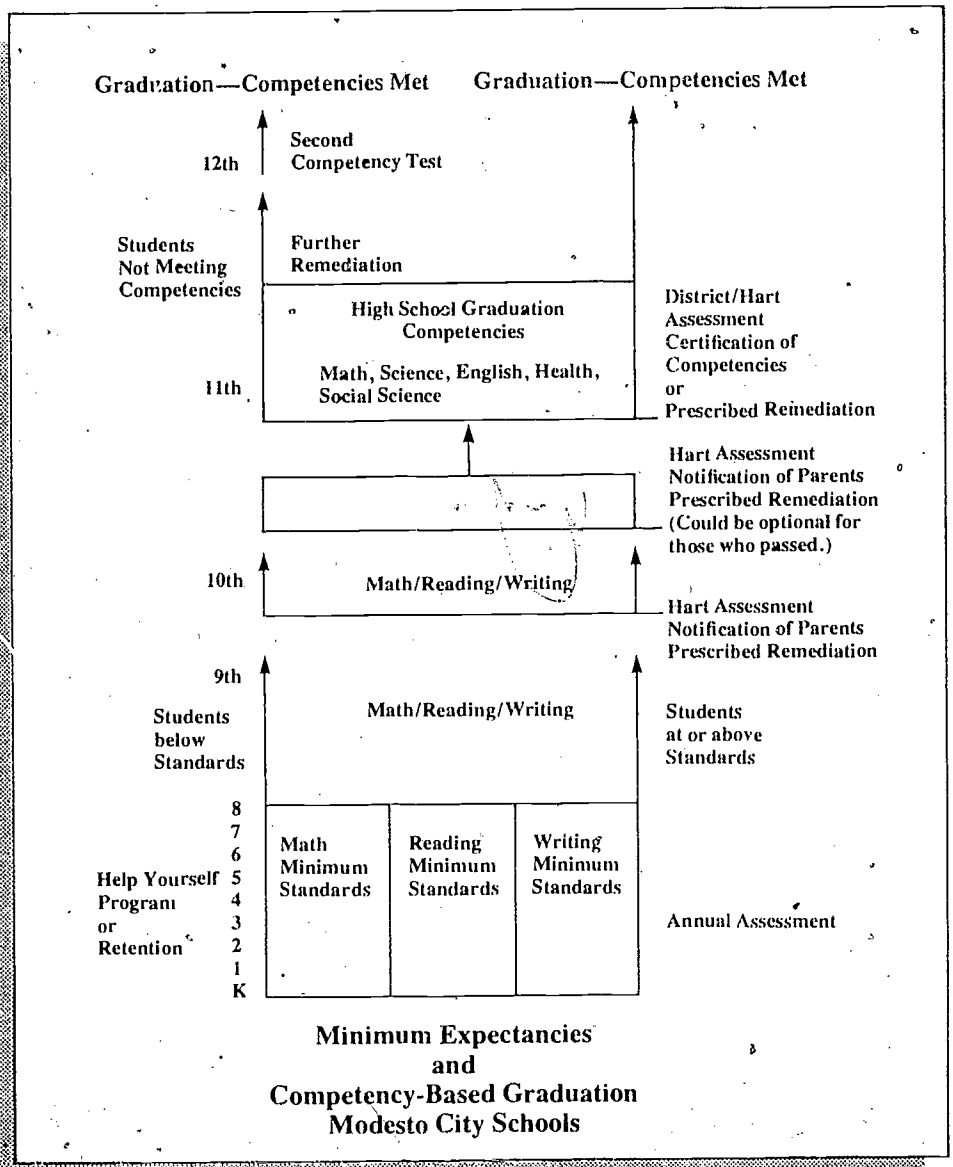
Modesto Specifies Academic Expectations for All Students

Modesto's "Academic Expectations" for all students include five major components in an overall competency based program for all district students in grades K-12:

A **Basic Skills Program** for grades K-8 defines minimum competencies in math, reading and writing. The program includes annual assessment based on these written competency objectives (including writing samples), systematic remediation for students unable to demonstrate minimum competencies, required parent conferences regarding student progress, mandatory retention if competencies are not mastered and a uniform district grading policy.

A pamphlet describing the basic skills program is circulated to all parents of students in these grades, explaining the program and outlining competencies. Clear definition of expectations in minimum competencies is thus available to all parents and students.

A **Help Yourself Home School Program** for grades K-8 provides mandatory remediation for students showing need. In a carefully organized and supervised program, students showing deficiencies are assigned daily homework packets tailored to their individual needs which must be completed and turned in the next day. Parents either provide quiet study time or work with the students on the lessons and are required to sign completed assignments verifying the student's having done the work at home. Parents who choose to be more directly involved in the program by helping students with homework assignments may attend voluntary training sessions provided by the school as part of the program. A single paraprofessional prepares packets for students according to teacher instructions and checks returned homework. The program provides daily assistance to students and emphasizes that "learning is the job of the school, the home and the student."

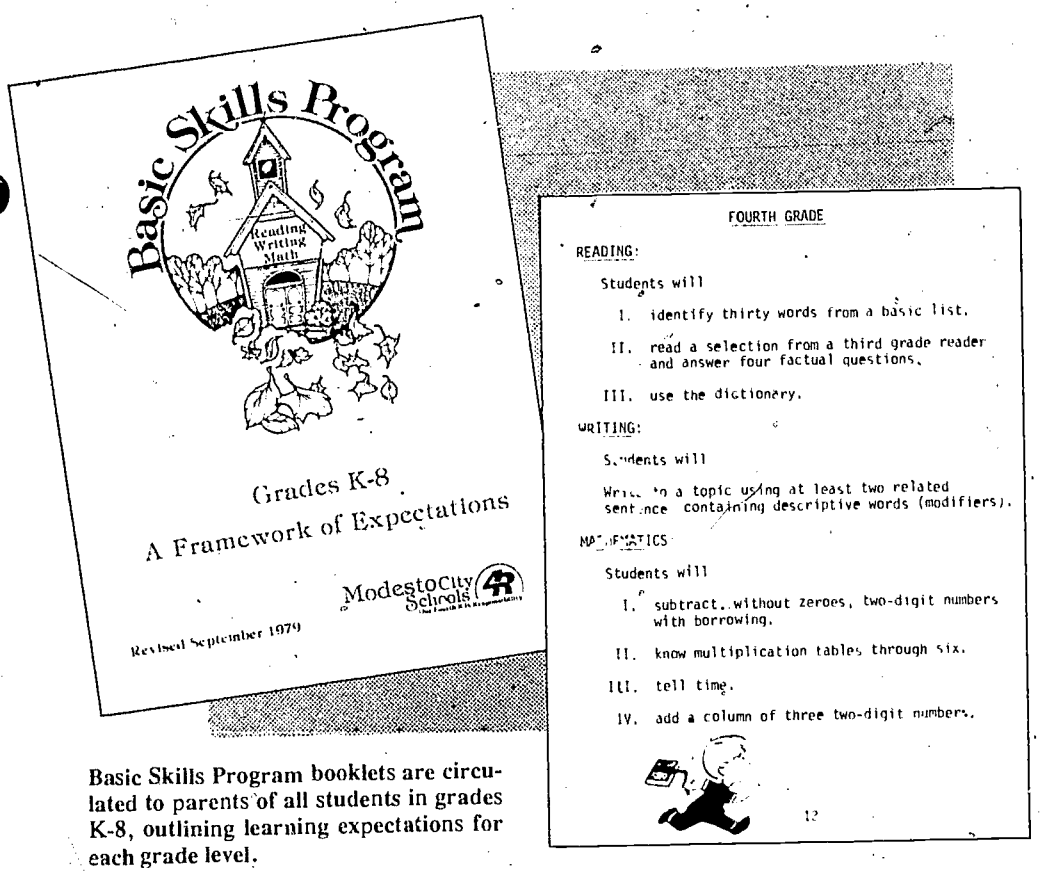


Minimum Expectancies and Competency-Based Graduation Modesto City Schools

In the Modesto schools, student progress toward meeting minimum expectancies and graduation competencies is monitored thoughout grades K-12.

A **High School Specialization Diploma Program** for grades 9-12 requires that students, with parental guidance, select one of three high school curriculum plans: "academic" (college preparatory program), "vocational" (preparation for employment in business and industry) or "general" (for students who do not plan to attend college or have not chosen a vocational field; prepares them to qualify for a California community college). In each case, students work with counselors and parents to develop a plan which meets both special requirements in each course and general education course requirements applicable to all students.

Competency Based High School Graduation is in effect for all district students, requiring them to demonstrate proficiency in science, social science, health, English and math minimum competencies. Freshman and sopho-



Basic Skills Program booklets are circulated to parents of all students in grades K-8, outlining learning expectations for each grade level.

more students are tested annually in reading, writing and math competencies, continuing the assessment begun in grade school. During the junior year, students are tested in all required competencies and are certified competent in each area by a passing score on these tests. Students unable to demonstrate competence are given a second chance to pass the test in the senior year. A one-semester remedial course in math and/or English is provided to students unable to pass competency tests in the junior year, and individual independent study is required for students failing in the other minimum competency areas. If a student fails any of the five competency tests a second time, the student is ineligible for graduation.

A student recognition program called **Excellence is a Community Affair** publicizes and rewards academic achievement in a joint school-community effort. Organized according to elementary, junior high and high school levels, both competitive events and recognition programs have been developed in a partnership with the city's business and professional communities. Community sponsors provide funds for purchase of awards or for cash prizes and are represented in panels selecting student winners. Excellence is recognized in categories that range from creative writing through homemaking skills. Students with high grade point averages are also recognized.

"The Fourth R: Responsibility" Integrated in K-12 Curriculum

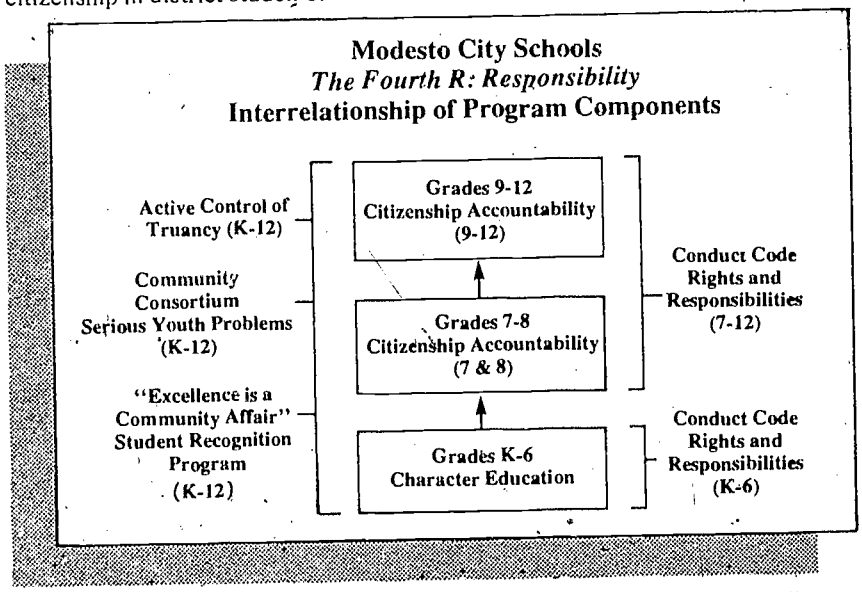
The competency based curriculum clearly defines academic expectations for student achievement and minimum graduation competencies. A second program, "The Fourth R: Responsibility" is integrated throughout the K-12 curriculum to expose students to commonly-held personal values and to aid in developing personal responsibility and citizenship in district students.

Six major components have been developed as part of the "Fourth R" program:

Character Education courses are required for all students in grades K-6. In half-hour classes three times per week, all elementary students receive instruction in the "consensus values" of courage and conviction, generosity and kindness, honesty, tolerance, use of time and talents and others. Character Education was instituted to assure that all students are, at an early age, exposed to values that are commonly considered to be important to the development of responsible citizens.

Uniform Written Student Conduct Code booklets are distributed to all parents and students in grades K-12. These booklets define student rights and responsibilities, acceptable student behaviors and school action if rules of conduct are broken. Two code booklets are circulated, one for grades K-6 and a second for grades 7-12. Booklets are sent home to parents with students, and parents must return a signed notice of receipt. Through these written codes, all students and parents are apprised of required standards of student behavior.

There is student Citizenship Accountability in grades 7-12. Each quarter, students receive citizenship marks of "outstanding," "satisfactory" or "unsatisfactory" assigned by classroom teachers. These marks are based on student performance in such areas as tardiness, failure to meet deadlines, coming to class unprepared and others detailed in district guidelines. Student privileges (athletics, student government, school clubs, etc.) are linked to citizenship



"The Fourth R: Responsibility" program elements are interrelated throughout all grades in the Modesto schools.

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
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●	Remediation procedures
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●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
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	Student reports based on objectives or competencies
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	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

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and may be revoked if students fail to meet citizenship standards.

The **Active Control of Truancy** (ACT) program involves cooperation between the schools and local law enforcement agencies. Students found on the streets during morning school hours are picked up and taken to one of several designated "drop areas." Schools are notified, parents are involved in resolving truancy cases and legal follow-up may take place.

A Community Consortium for Dealing with Serious Youth Problems represents a cooperative effort within the Modesto community to coordinate youth assistance efforts. Instituted by the school district, there are regular meetings of a committee of school administrators and representatives of probation, mental health, welfare, law enforcement, juvenile court and other agencies working with young people. This committee airs concerns, defines reponsibilities and explores ways in which greater cooperation among agencies and with the schools can aid students in the community.

The **Excellence is a Community Affair** student recognition program detailed earlier also includes recognition of and awards to students for their citizenship, for community-school service, for performance in the Character Education Program and other achievements. Excellence in the "Fourth R" is recognized and rewarded in the same manner as academic achievement.

Dual Program Successful in Raising Student Achievement Levels and Reducing Discipline Problems

The Modesto City Schools instituted the **Academic Expectations and the Fourth R: Responsibility** program to restore academic standards and to counteract national and local trends toward increased problems of student discipline. The program, with its emphasis on individual responsibility and its clearly defined standards for student academic achievement, has been successful in meeting both objectives.

The basic skills program, the competency based curriculum and the minimum high shool competency requirements have been effective in raising student achievement levels. Approximately 80 percent of students in grades 1-8 are achieving at or above grade level in reading and math, according to results of annual California Test of Basic Skills (CTBS) assessments. Average scores for high school students taking the Scholastic Aptitude Test have increased 18 percent in verbal and 11 percent in math over a three-year period. In addition, there has been an average gain of 19 percent in California Assessment Program performance by students in grades 3, 6 and 12.

The "Fourth R: Responsibility" program has been effective as well. There has been significant reduction in truancy, students are showing increased citizenship capabilities and the incidence of vandalism has fallen. Overall, Modesto has experienced success with the program.

Combining a determination to raise standards and the belief that education is a shared responsibility among students, parents, the community and the schools led the Modesto Public Schools to develop and implement a dual-emphasis program that has successfully combatted two of the most significant problems facing schools in this country today.

The Modesto program has been effective in improving student academic performance, in increasing student citizenship and in reducing truancy.

Modesto City Schools 4R
Our Fourth R is Responsibility

TIDE CHARTS

I. Minimum Competencies: Percent of Failures

	Math	Reading	Writing
1977-78	56%	12%	21%
1978-79	15%	3%	13%
1979-80	4%	3%	7%

II. Citizenship: Percent of Unsatisfactories

1st Quarter	40%
2nd Quarter	35%
3rd Quarter	25%
4th and subsequent Quarters	18-21%

III. Truancy: Percent of Unexcused Absences

1975-76	4.5%
1976-77	4.0%
1977-78	3.5%
1978-79	2.5%
1980-81 (5 months)	1.5%

Profiles
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Program Profile

Graduation Competencies in the Newport-Mesa Unified School District

In the Newport-Mesa Unified School District competency based curriculum and assessment program, all students must meet minimum competency requirements to qualify for high school graduation. In effect the first time for seniors graduating in 1981, the program requires graduates to demonstrate proficiency in 60 skills in the subject areas of reading, computation, composition and mathematical systems.

Program development and implementation included the following elements:

- A community-wide survey of expectations for education which led to Board adoption of an overall education policy for the district
- Identification of educational objectives and correlative assessment items in 12 skill and knowledge areas for all students in grades K-12
- Local development of criterion-referenced tests to assess graduation competencies
- Assessment of enabling objectives for graduation competencies at the elementary level
- Computerized recordkeeping and reporting of student progress
- Extensive remediation for students to help them achieve required competency levels

Development Process Based on Board Adoption of Educational Goals

The change to competency based education in Newport-Mesa began when the district was formed in 1965. Two elementary school districts and one high school district were at that time consolidated under a single Board of Trustees and Superintendent. The Board immediately began to develop a new educational thrust for the district.

The first step was the "Instructional Tasks Project (ITP)," a survey of community expectations for the schools funded through an ESEA Title II grant. In the survey, subcontracted to the American Institute for Research (AIR), data was collected from a random sample of 1,500 community members, including high school students, parents, business persons, teachers and members of the community-at-large. Groups of participants were called in to fill out a questionnaire based on the AIR "critical incident" technique. Participants were asked to give specific examples of desirable and undesirable behaviors of youth. Desirable behaviors were categorized and reviewed by a panel of 35 community members who had participated in the initial survey. This panel was asked to select behavior categories representing skills in which schools should be responsible for training district students. Twelve skill/knowledge areas were thus identified as areas of school responsibility.

Translated into educational objectives for district schools, these 12 skill/knowledge areas were adopted as goals for education by the Newport-Mesa Board of Trustees in 1970. The policy document adopted by the board was called "Statement of Educational Principles (SEP)."

STATEMENT OF EDUCATIONAL PRINCIPLES

The total education of the student results from the combined efforts of home, church, and total community. The Board of Education assumes the *primary responsiblity* for the *maximum intellectual development of all students*, including development of the ability to apply intellect to the problems of citizenship in our democratic society. The Board recognizes, however, that if the education is to be complete, the efforts of other community institutions must be supported and reinforced. Thus, the Board *shares responsibility* for physical, social-emotional, cultural (esthetic values) and ethical-moral development of students with other community efforts

Statement of Educational Principles

1. That the total education of youth is shared among home, church, school, and other community organizations.
2. That the areas of shared responsibility for student development are physical development, social development, emotional development, cultural and ethical-moral development.
3. That the schools' *primary responsibility* is the *maximum intellectual development* of youth.
4. That each school is responsible for the educational progress of *each student* attending
5. That each student is to make *reasonable progress in each school subject, each year* in which he is enrolled or participating.
6. That progress will be determined through District, school, and teacher assessment data.
7. That progress will be reported to all concerned.

The Board of Education adopted a *Statement of Educational Principles* to guide development of curriculum objectives.

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Work was then begun to develop sets of objectives for each of the 12 areas. In a joint project with the Center for the Study of Evaluation at U.C.L.A., the district developed a continuum of instructional objectives and test items in reading which became a prototype for development in all areas.

Committees were established to develop sets of objectives for each of the 12 skill/knowledge areas and 12 "SEP Curriculum Universes" or hierarchies of objectives were completed.

SEP UNIVERSE FOR READING:
OBJECTIVES FOR READING READINESS

1 0 The learner will develop visual perception skills

1 1 1 The learner will develop visual discrimination

1 1 1 1 Given a set of simple objects and a set of illustrations of these objects, the learner will match objects to their illustrations

1 1 1 2 Given a set of shapes or simple pictures, the learner will mark those that are identical

1 1 1 3 Given pictures or shapes, all identical but one, the learner will indicate the one which is different

1 1 1 4 Given complete and incomplete pictures of the same scene, the learner will indicate or supply the missing part of the incomplete picture to make the pictures identical

1 1 1 5 The learner will distinguish between similar letters of the alphabet such as "b" and "d" or "p" and "q"

These SEP Universes were then used by 12 Program Outcome Evaluation Committees to develop assessment components, with test items tied to individual objectives in the 12 areas. A district-wide survey of teachers led to the acceptance and adoption of objectives and assessment components, including the assignment of objectives to grade levels.

The 12 SEP Universes and the number of student performance objectives comprising each universe are as follows:

Reading	100 objectives
Computational Skills	100 objectives
Mathematical Systems	409 objectives
Composition	164 objectives
Language Systems	254 objectives
Social Studies	501 objectives
Science	383 objectives
Fine and Practical Arts	753 objectives
Speaking	144 objectives
Thinking	140 objectives
Listening	201 objectives
Doing	(incomplete)

Graduation Requires Proficiency in 60 Locally Developed Competencies

The district's next step was to identify levels of competency in the 12 SEP universes for graduation from high school. Due to impending California legislation requiring basic skills competencies for all high school graduates, the emphasis was placed on identifying graduation competencies in reading, composition and mathematics.

Parents, community leaders, administrators, SEP committee chairpersons and teachers met to determine which objectives in the reading, composition and mathematics SEP Universes should become prerequisites for high school graduation. Skill lists were developed and refined through field tests of assessment items by both students and adults. High school principals selected department chairpersons to serve as selection committees to actually define graduation competencies, and by April, 1978, the Board of Education had adopted minimum graduation proficiency requirements, now in effect district-wide.

Assessment of Competencies Key to Program

In order to graduate from Newport-Mesa district high schools, regular program students must demonstrate proficiency in all 60 skills (10 Reading, 25 Computation, 19 Mathematical Systems, 4 Composition, 2 Writing). Students designated as "learning disabled" are required to demonstrate compe-

Newport-Mesa Unified School District

Minimum Graduation Profiency Requirements

In compliance with California legal requirements, this school district requires that students graduating from high school after June, 1980, demonstrate mastery of certain skills in the area of Reading, Mathematics, and Composition that have been adopted by our Board of Education. The student must master all sixty of these skills before receiving a diploma from the school district. The sixty skills are grouped into six categories or sub-tests as indicated. As the student masters all of the skills in a particular category, a 1/2" x 3 1/2" label is placed on the permanent record card indicating that all objectives were passed in that particular skill category. This means that a student may have between 0 and 6 labels on the permanent card. If a student has six such labels affixed to the permanent record card, then s/he has demonstrated mastery of all sixty skills.

Reading (RDG): 10 Skills

- Multiple-meaning words (using context clues)
- Main idea
- Specific details
- Events in order
- Cause/effect
- Inference
- Fact vs. opinion
- Using the newspaper
- Filling out forms/applications
- Alphabetical order

Composition (CPS) 4 Skills

- Spelling
- Capitalization
- Punctuation
- Usage

Computation (CMP): 25 Skills

- Numeral name
- Add/Subtract whole numbers (5 or less)
- Multiply single digits
- Add/Subtract any whole numbers
- Multiply factors (10 through 100)
- Divide one-digit numbers
- Divide whole numbers
- Add fractions with like denominators (sum of 1 or less)
- Add fractions with like denominators (sum of 1 or more)
- Add fractions with unlike denominators (sum of 1 or less)
- Subtract proper fractions, like denominators
- Subtract mixed fractions, like denominators
- Subtract proper fractions from whole numbers
- Multiply whole numbers/proper fractions
- Multiply proper fractions
- Multiply whole/mixed numbers
- Add/Subtract/Multiply decimal fractions
- Divide decimals by whole numbers
- Divide decimals by decimals
- Divide whole numbers by decimals
- Common fraction to a percent
- Common integral percent

Writing Sample—Business Letter (WS-BL)

- Business letter (applying for a job)

Writing Sample—Theme (WS-TH)

- Composition (unified around a central idea)

Mathematical Systems (MATH): 19 Skills

- Whole number digit place value
- Decimal digit place value
- Line segment: fraction
- Fractions to decimals
- Reading a thermometer
- Reading a scale
- Units of measurement
- Length of line segment
- Finding perimeter
- Finding volume
- Finding area
- Word problem: selecting operation
- Word problem: one operation, whole number
- Word problem: one or more operations
- Sales tax and selling price
- Simple yearly interest
- Finding total expenditure
- Determining change
- Finding total salary

Newport-Mesa students must demonstrate proficiency in 60 skills before graduation.

SAMPLE ITEM AND ITEM SPECIFICATIONS FOR:

COMPOSITION 90.52.2.5D2 or PUNCTUATION--APOSTROPHES TO SHOW POSSESSION

SAMPLE ITEM:

STIMULUS

Directions: Choose the item which is CORRECTLY punctuated.

STIMULUS & RESPONSES

A. The three girls coats were wool.
B. The three girl's coats were wool.
C. The three girls' coats were wool.

Answer: C

ITEM SPECIFICATIONS:

Stimulus and Response Attributes:

1. The student will be given a simple sentence containing a singular or plural possessive.

2. The following uses of the apostrophe will be tested:

2.1 To form the possessive of a SINGULAR NOUN or PRONOUN, e.g., baby's toy, woman's dress, someone's notebook

2.2 To form the possessive of a REGULAR PLURAL NOUN (ending in s), e.g., girls' hats, ladies' hats

2.3 To form the possessive of an IRREGULAR PLURAL NOUN (not ending in s). These will be confined to frequently-used irregulars: men, women and children. Examples: children's toys, men's department

Samples of test items and clarifications of skills measured by these items are circulated to teachers for use in instruction.

tence in the same 60 skills by taking tests at one of three levels of difficulty in each subject area. A school committee determines the level of test to be taken in each subject area.

Competencies are integrated throughout the curriculum and are not tied to specific courses. Competency instruction in the basic skills begins in grade school. In a decentralized approach directed by each school administration, elementary teachers are responsible for incorporating competencies into the regular curriculum. Elementary teachers can use a "Proficiency Assistance Catalogue" to assist in instruction toward the competencies. The Catalogue is a directory of existing district resources, and includes worksheets, recommended texts and a correlation to films and other media available at the district media center.

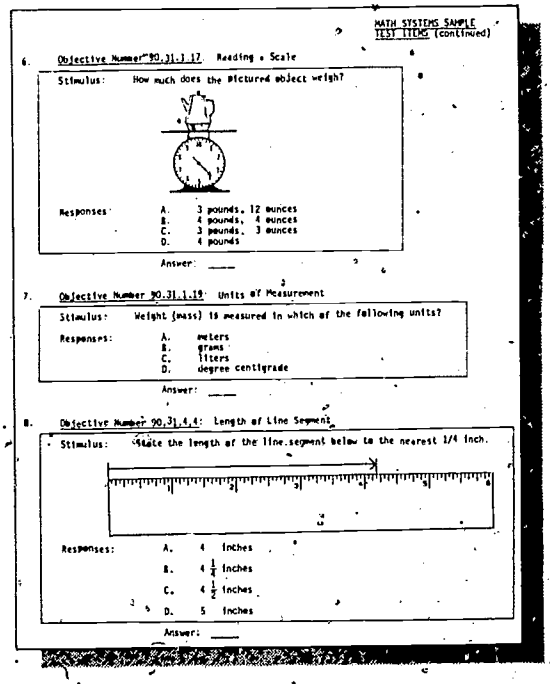
Mandatory proficiency testing on enabling objectives to assess student progress toward competencies is administered in grades 3 and 5. All 18 elementary schools in the district have voluntarily increased the testing program to include assessment of student skill development at the beginning and end of all grades 1-6.

Full testing on graduation competencies is required for the first time for all students in April of the eighth grade year. Students are at this time expected to be proficient in all 60 minimum graduation competencies. Competencies are assessed in a series of six "sub-tests," locally-developed criterion-referenced tests in which test items directly reflect the required competencies. One-hour sub-tests in Reading, Computation, Composition, Mathematical Systems and Writing (two sub-tests) are usually given in three two-hour sessions on three consecutive school days. Testing on school time is repeated in grades 9, 10 and 11.

To demonstrate proficiency in each skill area and pass the sub-test, students must correctly answer a minimum of two-thirds of items on each objective test. Writing tests are graded in a "holistic" approach. Teams of two teachers read writing samples, each assigns a grade, and the two grades on each sample are averaged to determine whether a third reading is necessary to assess the student's level of proficiency.

High school teachers continue to incorporate minimum competencies into the regular curriculum. To aid them in integrating competencies into classroom materials, an "Item Specifications and Sample Test Item Packet" is widely circulated. This packet includes detailed explanations of the scope of each skill required for graduation and sample test items used to assess that skill. Teachers model practice tests for students on these packets.

Test items in the mathematical systems area include assessment of student mastery of weights and measures.


MATH SYSTEMS SAMPLE TEST ITEMS (continued)

6. Objective Number 90.31.1.17: Reading a Scale

Stimulus: How much does the pictured object weigh?

Responses:
A. 3 pounds, 12 ounces
B. 4 pounds, 4 ounces
C. 3 pounds, 3 ounces
D. 4 pounds

Answer: ___

7. Objective Number 90.31.1.19: Units of Measurement

Stimulus: Weight (mass) is measured in which of the following units?

Responses:
A. meters
B. grams
C. liters
D. degree centigrade

Answer: ___

8. Objective Number 90.31.4.4: Length of Line Segment

Stimulus: State the length of the line segment below to the nearest 1/4 inch.

Responses:
A. 4 inches
B. 4 1/4 inches
C. 4 1/2 inches
D. 5 inches

Answer: ___

In grades 9 through 11, students are tested only in areas where they have failed previous tests: high school students must demonstrate competency in each skill area only once. Because all competencies must be successfully demonstrated by all students before graduation, seniors have the opportunity to mini-test on each skill at site testing centers.

Computerized Recordkeeping and Reporting Procedures Map Student Progress

Student progress toward meeting graduation competencies is monitored through a computerized recordkeeping system. Individual student scores are entered when students undergo the sub-tests covering the 60 skill areas. A cumulative record of each student's "Graduation Proficiency Status" is printed and mailed to parents each year. The report form lists all 60 required competencies, with those the student has mastered checked off. Scores on sub-tests are noted in a listing summarizing the percentages of skills mastered in each of the six sub-tests. Parents and students are in this way notified of student progress toward meeting graduation competency requirements.

Remediation Includes Student Review Packets and Summer Sessions

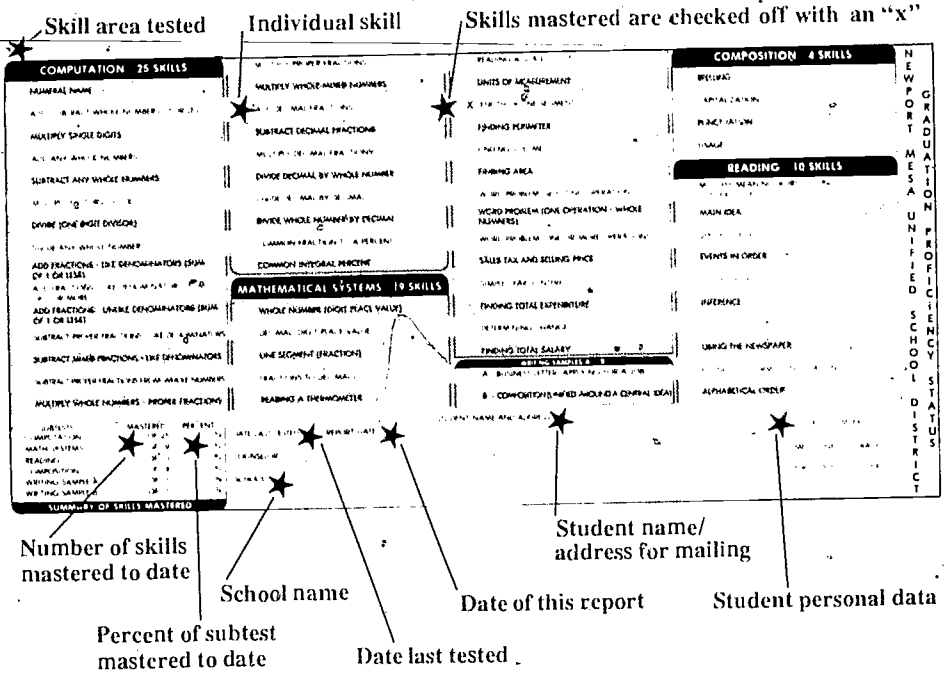
For high school students who have not achieved competencies, remediation is available throughout the school

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
	Unit objectives
	Grade level competencies
●	Graduation competencies
	Competencies with life role focus
	Instruction
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
	Mastery learning
	Continuous progress
●	Remediation procedures
	Parent participation
	Computer support
	Assessment
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
●	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
●	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

Dale C. Woolley or Nola Hoffman
Newport-Mesa Support Services Center
425 E. 18th Street
Costa Mesa, California 92627
714/760-3295



A self-mailing computer printout of the cumulative record of individual student progress toward meeting graduation requirements for skill mastery is sent to the student's home each year to inform parents of current student status.

year and in special summer programs. Main remediation efforts during the school year take place in skill labs within district high schools. Labs are supervised by regular staff teachers, and schedules are arranged at each school. Some schools make labs available during school time, others schedule sessions during the lunch hour or after school.

Students voluntarily attend lab sessions and work through self-directed study guides in skill areas where they lack proficiency. These "Basic Skill Review Packets" are designed to teach specific skills that will be assessed on the district competency tests. Seniors indicating need have weekly after-school opportunities for competency testing at the labs, providing they have completed appropriate remedial work in the review packets.

A summer remedial program for middle and high school students was begun in 1980. Using the self-guided review packets, students work to achieve the required competencies. Daily testing is available and is controlled by teachers based on whether or not the student is ready to retest on specific skills.

District Continues Work Toward Full CBE Program

Led by its Board of Trustees, the Newport-Mesa Unified School District has now completely implemented graduation competencies in the basic skills areas of reading, composition and mathematics. Development of programs in the other skill/knowledge areas has slowed, although a new Title IV-C funded project will begin shortly to complete the "listening" component of the curriculum.

The district has established the philosophy of goal based education, defined minimum graduation competencies, developed assessment tools, prepared materials to aid in integrating competencies into the curriculum and created a program of remediation that has aided students in achieving minimum competencies. The program's success is indicated by two factors. Teachers have become more involved in helping each student reach required competence; and each year a higher percentage of students have demonstrated proficiency in the minimum graduation competencies at the end of the eighth grade year.

For further information, contact:

Dale C. Woolley, Director
Research and Student Services
or
Nola Hoffman, Director
Curriculum and Test Development Laboratory

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714/760-3295

Profiles
programs & products

Program Profile

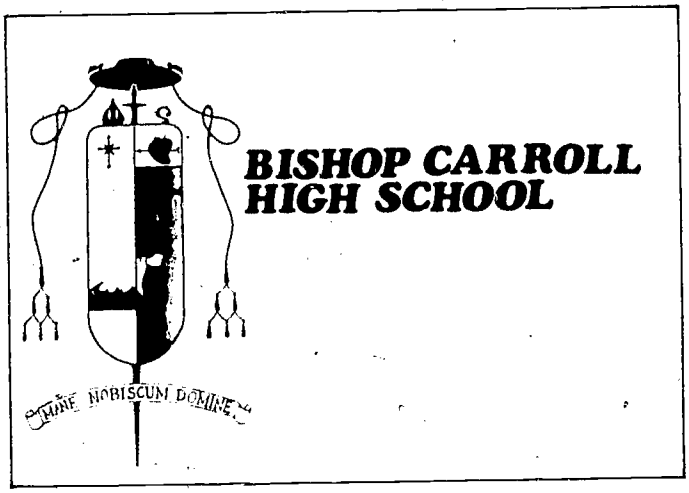
Independent Study and Continuous Progress Instruction Emphasized at Bishop Carroll High School

In 1971, Bishop Carroll High School in Calgary, Alberta, Canada, opened its doors based on a continuous progress, individualized approach to education for all students in grades 10-12.

The organization of the school included changes in instructional time and changes in curriculum and staffing structures for the school. The school accepted a new way in which education dollars are spent while maintaining a per student education cost equal to the other four high schools in the Calgary Catholic School District.

The program includes:

- A continuous progress approach to instruction with emphasis on scheduled independent study for all students
- A school building, designed for the new approach to education, which does not include traditional classrooms
- A Teacher-Advisor Program tied directly to individualized independent study
- Teachers working in teams and aided by increased support staff
- A modularized curriculum divided into nine areas of knowledge with graduation requirements in each
- Flexible student scheduling, including opportunities for off-campus learning experiences for credit



Continuous Progress Adopted to Increase Learning Opportunities for Students

The Bishop Carroll program developed through the five-year Model Schools Project sponsored by the National Association of Secondary School Principals and directed by J. Lloyd Trump. Thirty-two schools were selected as project participants, 30 in the United States, one in Germany and Bishop Carroll in Canada. The project was based on a commitment to student-centered education and included changes in curriculum, staffing methods and instructional patterns. Currently, the school is a member of the Learning Environments Consortium, under the direction of Dr. William Georgiades, which is a self-help group of schools committed to personalized learning.

The Bishop Carroll program is based on the concepts of continuous progress instruction and individualized education. The curriculum is modularized and students move through courses at their own pace, evaluate their own progress and choose times for testing according to their own rates of achievement. Students work toward predetermined learning goals in areas that may be of particular interest to them while fulfilling specified requirements for graduation. Student groupings vary according to achievement levels and student interest, and scheduling is flexible.

Students are evaluated according to individual progress rather than through comparison with other students. Working through individual study plans, students do not wait for other students to catch up, nor are they frustrated by work that is too difficult for them. The relationship between time spent in school and credit earned has been abolished; instead, there is a direct relationship between achievement and credit.

There is flexibility to match students' learning styles with teaching strategies. The role of the teacher is defined as separate from the roles of support staff, and the program provides conditions for teaching that recognize differences between teachers and capitalizes on the special talents and interests of each staff member. Teachers provide instruction through large group presentations, small group discussions and individual meetings with students. Learning takes place in a number of spaces, and neither students nor teachers are programmed to study or teach in particular places at particular times every school day.

Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, Oregon 97204

Goal Based Education
Number 10 November 1981

Flexible Building and Teacher Roles Facilitate Curriculum

Two of the elements which facilitate the individualized approach to education at Bishop Carroll are a school building flexible enough to accommodate the innovative program and a reorganization of staffing which changes the role of teachers.

The school building, while not an essential element for the success of the program, was new in 1971 and does not include traditional classrooms. Instead there are major areas used as resource centers for each of the nine subject areas into which the curriculum has been divided. Each center contains study carrels, tables and chairs, equipment, printed materials and audio-visual resources appropriate to the subject area. The school building also includes seminar rooms, labs, shops, a media center, gymnasium, cafeteria, reference library, theatre, art gallery, diagnostic fitness center, career resource area and individual offices for teachers. The building provides areas for students to follow individualized learning plans that include three kinds of instruction: independent study at learning centers, large group presentations and small discussion groups or seminars.

Staffing at Bishop Carroll also reflects the curriculum emphasis on individualized instruction. In a staffing program that includes a system of support service provided by three types of aides, teachers serve in professional roles as both learning facilitators in a particular subject area and as teacher-advisors to an assigned group of students.

Subject area instruction includes several elements. Working in teams, teachers are responsible for motivational presentations in a particular subject area to large groups of students. In these sessions, teachers may provide information, circulate supplemental written materials or make oral assignments to students. Individual teachers may schedule themselves to meet with smaller groups of students for seminars in particular subject courses. Scheduling is flexible, and the majority of teacher time is not spent in classroom presentations.

A portion of each teacher's time is set aside each week for curriculum planning. In these regularly scheduled biweekly sessions, teachers work together to develop curriculum materials for use in subject area centers. Teachers also have time to work individually to map personalized schedules of instruction for individual students assigned to them in the school's Teacher-Advisor program.

As subject area specialists, teachers are also responsible for maintenance and staffing of subject area resource centers. They prepare curriculum materials, monitor student progress and are always on site during center hours to provide assistance to individual students or informal groups of students working in that center. There is some specialization, but, for the most part, teachers are responsible for providing assistance and direction to students in all course material within the subject area.

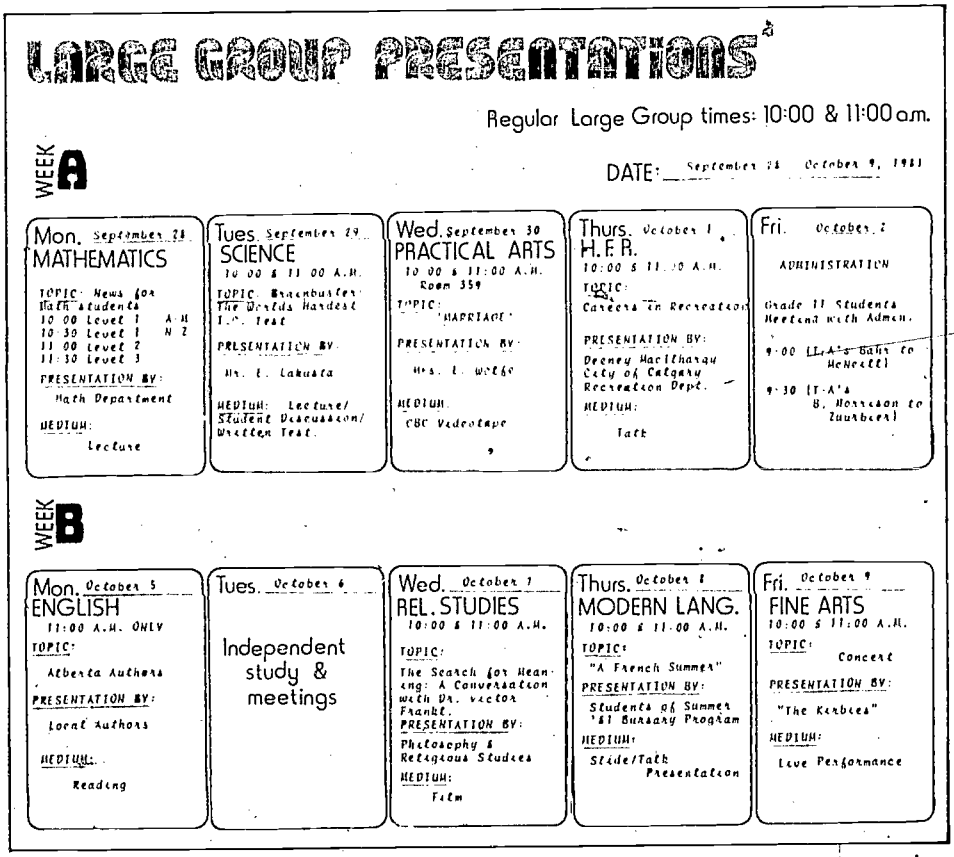
Teacher-Adivisor Program Creates Close Relationships With Students

The remainder of teacher time is spent providing assistance to students in the Teacher-Advisor Program. Each teacher serves as Teacher-Advisor (TA) to 20-35 Bishop Carroll Students. Students are assigned to a TA when they enter the school and remain with the same TA throughout their high school careers. New students are assigned to each TA each year, and TA groups include students from all grade levels.

The Teacher-Advisor is personally responsible for providing assistance to student advisees in all areas of their educational progress at Bishop Carroll. They work in cooperation with other TAs, with staff counselors, subject area teachers and with the administration in monitoring advisees.

There is continual contact between the Teacher-Advisor and each advisee. At the beginning of the year, TAs meet individually with advisees to plan personalized student schedules for the year. Individual meetings continue at least once a month during the year for review of student academic progress, diagnosis of problems and prescription of solutions. All members of a single TA group meet with their Teacher-Advisor twice each day, as well, for check-in where attendance is recorded and for check-out at the end of the day. In addition, TAs are available during regular school hours for special consultations with individual advisees.

A close relationship develops between the Teacher-Advisor and the advisee. Teacher-Advisors keep student progress records, meet with parents of advisees at least twice each year, and report home on student progress. They serve as mentors to their advisees, referring students to subject area teachers for special instruction, becoming aware


LARGE GROUP PRESENTATIONS

Regular Large Group times: 10:00 & 11:00 a.m.

WEEK A

DATE: September 28 October 9, 1981

Mon. September 28
MATHEMATICS
TOPIC: News for Math students
10:00 Level 1 A-M
10:30 Level 1 N-Z
11:00 Level 2
11:30 Level 3
PRESENTATION BY: Math Department
MEDIUM: Lecture

Tues. September 29
SCIENCE
10:00 & 11:00 A.M.
TOPIC: Brainbuster: The Worlds Hardest I.Q. Test
PRESENTATION BY: Mr. E. Lakusta
MEDIUM: Lecture/Student Discussion/Written Test.

Wed. September 30
PRACTICAL ARTS
10:00 & 11:00 A.M.
Room 359
TOPIC: "MARRIAGE"
PRESENTATION BY: Mrs. E. Wolfe
MEDIUM: CBC Videotape

Thurs. October 1
H.F.R.
10:00 & 11:00 A.M.
TOPIC: Careers in Recreation
PRESENTATION BY: Deeney MacIlhargy City of Calgary Recreation Dept.
MEDIUM: Talk

Fri. October 2
ADMINISTRATION
Grade 11 Students Meeting with Admin.
9:00 (T-A's Bahr to McNeill)
9:30 (T-A's B. Morrison to Zuurbier)

WEEK B

Mon. October 5
ENGLISH
11:00 A.M. ONLY
TOPIC: Alberta Authors
PRESENTATION BY: Local Authors
MEDIUM: Reading

Tues. October 6
Independent study & meetings

Wed. October 7
REL. STUDIES
10:00 & 11:00 A.M.
TOPIC: The Search for Meaning: A Conversation with Dr. Victor Frankl.
PRESENTATION BY: Philosophy & Religious Studies
MEDIUM: Film

Thurs. October 8
MODERN LANG.
10:00 & 11:00 A.M.
TOPIC: "A French Summer"
PRESENTATION BY: Students of Summer '81 Bursary Program
MEDIUM: Slide/Talk Presentation

Fri. October 9
FINE ARTS
10:00 & 11:00 A.M.
TOPIC: Concert
PRESENTATION BY: "The Kirbies"
MEDIUM: Live Performance

Every two weeks, lists of upcoming large group presentations are circulated for use in scheduling student time. Daily notices also provide information on large group sessions and other activities.

of personal needs of individual students and providing support to students as they work through their personal study plans.

Support staff relieve teachers of many non-instructional duties. Three types of aides provide support services for teachers, performing tasks which would take up as much as one-third or more of a traditional teaching day:

- Instructional Assistants who have two years of post-secondary training in a particular subject area supervise independent study areas, aid in materials preparation and assist in evaluation of students.
- Clerical Aides are responsible for typing, duplicating, record keeping and other clerical tasks normally performed by teachers. There is one clerical aide for each subject area team of teachers, approximately one for every four teachers.
- General Aides supervise study and non-study areas, arrange for audio-visual equipment, file and perform other tasks.

The paid support staff frees teachers to concentrate on instruction, curriculum development and direct monitoring of individual student progress in the Teacher-Advisor program. Support staff is not in addition to professional staff but in place of some certified teachers.

Modularized Curriculum Provides Flexibility for Learning Experiences in Nine Areas of Knowledge

A modularized curriculum provides flexible time that can be scheduled to include a variety of learning experiences for all Bishop Carroll students, regardless of age or talent. With the guidance of Teacher-Advisors, students can arrange for supervised self-directed and school-directed individualized study and work at school, at home or in the community.

All students must meet specified requirements in the school's "Nine Areas of Knowledge" while acquiring the 100 credits necessary for graduation:

English Language Arts	Minimum of three five-credit courses, one at each grade level
Fine Arts	Minimum of one three-credit course
Health Fitness and Recreation	Minimum of one three-credit course
Mathematics	Minimum of one five-credit course
Modern Languages	Minimum of one three-credit course
Philosophy and Religious Studies	Minimum of one three-credit course
Practical Arts (accounting, business, home economics, industrial arts, performing arts)	Minimum of one three-credit course
Science	Minimum of one three-credit course
Social Sciences	Minimum of ten credits, five of which must be grade 10 social studies

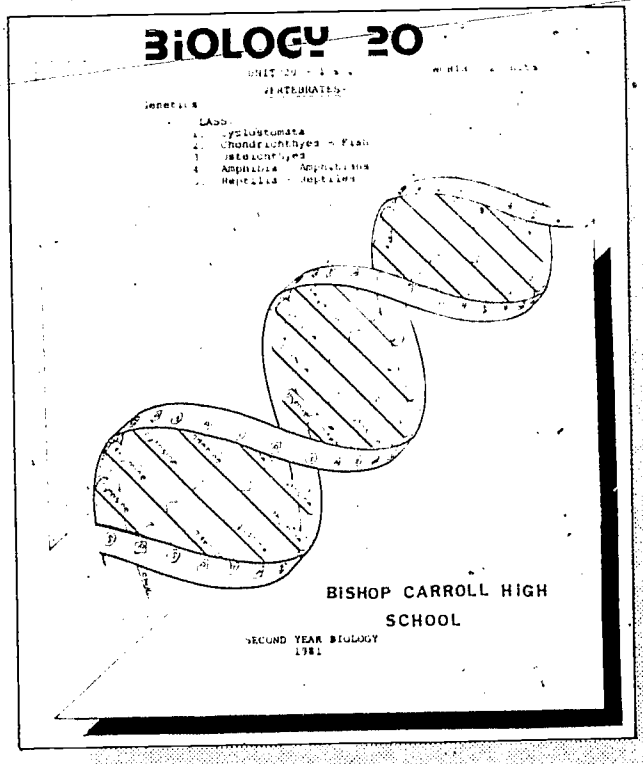
In the nine subject areas, each course is assigned a number of credits toward graduation. Students must earn a minimum of 100 credits to graduate, although most students earn more. There is no time limit for fulfilling requirements nor are students required at all times to be at grade level in all classes.

Each course is, in turn, divided into a set number of units which students must complete in order to earn credit for that course. Five-credit courses contain 30 units of instruction and require approximately three to five hours of student work per unit. Three-credit courses contain either 15 (half course) or 18 units. To graduate, most students complete 210 to 240 units or approximately 35-40 credits per year.

Each student follows a personal performance schedule of independent study planned with and approved by the Teacher-Advisor to include time for independent study and scheduled group sessions. The student is responsible for working according to the personal schedule which can be changed whenever necessary.

Group sessions and independent study time are scheduled for all students and teachers in a two-week cycle of instruction. In a typical two-week schedule, students may attend large group sessions and small group sessions in each of the major subject areas. These sessions, which are the responsibility of subject area teams of teachers, are approximately 30 minutes in length and complement the students' independent study.

Students proceed at their own pace through courses, using learning guides prepared for each unit. Working through the guides, students spend time in subject area resource centers in study and in projects guided by subject area teachers. Learning guides are supplemented by small group discussions, seminars, audio-visual materials, video tapes and some large group presentations. Within the course, students advance in sequenced units after achieving 60 percent proficiency on unit tests. Most tests are administered in the school testing center.



In supervised individual study, students use unit guides which, like this sample biology guide, include objectives, references, learning activities and self-tests relating to specific course material.

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
●	Unit objectives
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	Graduation competencies
	Competencies with life role focus
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	Interdisciplinary curriculum
	Experiential learning
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	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

Ralph A. Vigna, Principal
Bishop Carroll High School
4624 Richard Road S.W.
Calgary, Alberta
Canada T3E 6L1
403/249-6601

Course Completion Record

LEVEL: Grade X | LEVEL: Grade XI | LEVEL: Grade XII

COURSE	CREDIT	MARK	DATE COMPLETED	COURSE	CREDIT	MARK	DATE COMPLETED	COURSE	CREDIT	MARK	DATE COMPLETED

Each student's progress is recorded in a "Course Completion Record" available to students, parents and Teacher-Advisors.

Student academic progress is monitored by Teacher-Advisors. A Student Progress Report booklet is assigned by the TA to each student at the beginning of the year. The booklets serve both as planning guides for students and as reports of student progress. Following meetings with TAs, student goals for the year are listed in the booklets. As course work is completed, entries are made in a "Course Completion Record," kept up-to-date so student, parent and Teacher-Advisor are aware of student progress toward year-long goals. At each formal report period, report to parents is made via forms in the booklets which note work completed to date, work planned for the next report period and work to be completed by the end of the year. At all times, students, teachers and parents are aware of the student's progress toward meeting goals and toward fulfilng graduation requirements.

As units are completed, students receive written confirmation which includes test performance and comments from teachers. Percentage grades—an Alberta Education requirement—are given at the completion of each course. Grading, forced attendance and peer comparisons are deemphasized to reduce tensions among students and there are few discipline problems in the school. Letter grades are not given, and there is no honor roll.

In addition to in-school instruction, students have opportunities to gain credits by participating in work experience and by doing special projects both inside and outside of the formal school setting. Students can, with Teacher-Advisor approval, arrange to spend time in the community in offices, industries, museums, institutes or other locations to supplement instruction in particular subject areas. In this way, much of the community becomes a classroom, as students work outside the school building in individual learning situations arranged by the school.

Curriculm Updating Assures School's Responsiveness to Student Needs

For over ten years, Bishop Carroll High School has successfully used a continuous progress approach to individualized education. Within a building which accommodates the nine curriculum areas, students and teachers work together in a program that offers individualized instruction and a variety of learning situations. Students are responsible for selecting and completing their own course of study; and teachers, aided by extensive support staff, can concentrate on improving instruction.

Bishop Carroll's program has been successful, but the school is aware that the curriculum must be continually reviewed and amended in order to remain responsive to student needs. Through continuation of the program and regular assessment of its effectiveness, Bishop Carroll will continue to provide its students with a wide variety of educational opportunities.

Profiles
programs & products

Product Profile

Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE)

Who might find this product useful?

Through workshops and printed materials, the Wisconsin Program for the Renewal and Improvement of Secondary Education (WRISE) provides information on an outcomes-based approach to secondary school improvement. Developed by the Wisconsin Research and Development Center for Individualized schooling through a grant from the National Institute for Education, the program is designed for persons who lead or coordinate local school educational improvement activities (principals, learning coordinators, department heads, district directors of secondary education, state education agency personnel and university professors) and for university professors who offer courses dealing with secondary education but do not provide technical support to local schools.

What information is contained in this product?

The WRISE program provides an improvement process easily adapted to local school situations. Underlying the program are ten objectives for improving secondary education:

1. *Providing students with individual educational programs* of course work and other activities which meet both the student's developmental needs and characteristics and district and state requirements.
2. *Developing a comprehensive, flexible curriculum* that meets both state and district requirements and facilitates individualized educational programming for students.
3. *Arranging work and community learning* to provide students with opportunities for experiential learning and/or work experience outside the school.
4. *Developing capabilities for student decision making* regarding planning, implementation and evaluation of their own programs and activities.
5. *Systematically evaluating* individual students' progress toward objectives, educational programs of individual students and the entire school instructional program.
6. *Organizing administrative arrangements*, including a local school improvement committee, to provide for cooperative planning and shared decision making among administrators, counselors, teachers and students.
7. *Organizing for instruction and student advising* by grouping faculty and students.
8. *Developing home-school-community relations* through effective communication and cooperative educational efforts.
9. *Developing internal and external support* for the instructional program within the school and with state education agencies, teacher education institutions, professional associations, etc.
10. *Continuing research and development* to improve all elements of secondary education.

Information about WRISE is made available through workshops and printed materials. WRISE personnel conduct 3½ day workshops to introduce the program and train educational improvement leaders in its use. In the first 2½ days of the workshops, participants attend 10 sessions concentrating on elements of the program. The final day is optional for those who desire more information or individualized consultations. Workshops are goal based, with each session designed to meet predetermined objectives while aiding participants to identify the areas of improvement which would be most effective in their situations and to prepare related improvement plans.

The Wisconsin Program for the Renewal and Improvement of Secondary Education.

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300 S.W. Sixth Avenue
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A complete set of printed materials used in the workshops is available only to persons who complete the first 2½ days of the workshop and can be purchased for $120 from CCL Documents Service, Wisconsin Research and Development Center, 1025 S. Johnson Street, Madison, WI 53706. The textbook ($11.00) and a filmstrip entitled "Introduction to the Renewal and Improvement of Secondary Education" ($10.00) may be purchased by any person interested in gaining an overview of the program. Workshop materials are:

Text: Klausmeier, H. J., Lipham, J. M. and Daresh, J. C. *The renewal and improvement of secondary education: Concepts and practices*. Madison: Wisonsin Research and Development Center for Individualized Schooling, 1980 (for all workshop participants).

Manual: Daresh, J. C. and Klausmeier, H. J. *Educational improvement leader's manual*. Madison: Wisonsin Research and Development Center for Individualized Schooling, 1980 (for local school personnel).

Learning Guide: Klausmeier, H. J., McGivern, J. E., Thierbach, G. L., and Daresh, J. C. *Learning guide for the Wisconsin program for the renewal and improvement of secondary education: School staff members*. Madison: Wisconsin Research and Development Center for Individualized Schooling, 1980 (for local school personnel).

Learning Guide: Klausmeier, H. J., Thierbach, G. L., McGivern, J. E., and Daresh, J. C. *Learning guide for the Wisconsin program for the renewal and improvement of secondary education: College students*. Madison: Wisconsin Research and Development Center for Individualized Schooling, 1980 (for university professors).

College Instructor's Guide: Klausmeier, H. J., Thierbach, G. L., McGivern, J. E., and Daresh, J. C. *College instructor's guide for the Wisconsin program for the renewal and improvement of secondary education*. Madison: Wisconsin Research and Development Center for Individualized Schooling, 1980 (for university professors).

Used in schools throughout the country, the WRISE Program has proven effective in improving student achievement levels, and it has been well received by administrtors, teachers and students.

Where can further information about WRISE be obtained?

Additional information about the Wisconsin Program for the Renewal and Improvement of Secondary Education can be obtained from:

Dr. Herbert Klausmeier, Director
Wisconsin Program for the Renewal and Improvement of Secondary Education
University of Wisconsin
1025 S. Johnson Street
Madison, WI 53706
(608) 262-3694

Profiles
programs & products

Product Profile

The Clearinghouse For Applied Performance Testing *CAPTRENDS* Newsletter

Who might find this product useful?

The Clearinghouse for Applied Performance Testing (CAPT), located at the Northwest Regional Educational Laboratory, conducts research and provides information and assistance to those interested in performance assessment. In performance assessment, students are asked to apply their knowledge and skills to solve real life or simulated problems. Teachers, in turn, observe student behavior so required tasks are completed and evaluate performance, often using subjective criteria. Communication skills (speaking, listening and writing) are often assessed via performance measures. This type of assessment may be of greatest potential value to persons interested in working with goal based approaches to instruction.

Three times per year CAPT publishes *CAPTRENDS*, a newsletter highlighting particular areas of interest and providing generalized information about applied performance assessment. *CAPTRENDS* is currently received by over 3,000 public school teachers and administrators, college and university staff and administrators, personnel at state departments of education and intermediate eduational districts and persons working in government, business and industry.

What information is contained in this product?

Recent issues of *CAPTRENDS* have focused on "Performance Assessment and Learning Disabled Students," "Assessing Performance in the Talented and Gifted," "Assessing Life Skills," "Assessing Speaking and Listening Skills" and other topics. In addition to special topical material, each issue has included information concerning workshops, publications, research projects and special programs involving applied performance techniques.

CAPTRENDS also provides up-to-date information on CAPT's investigations of the role of performance assessment in the classroom and descriptions of CAPT publications currently available. Clearinghouse publications include a series of annotated bibliographies in topics related to performance assessment, as well as synthesis papers and monographs on the development and use of performance-based measures.

Where can further information about CAPTRENDS be obtained?

CAPTRENDS and many other CAPT publications are free of charge on request. The CAPT program will, on request, provide an extensive list of publications concerning applied performance testing. To be placed on the *CAPTRENDS* mailing list and/or to receive the CAPT publications list, contact:

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CAPTRENDS
Clearinghouse for Applied Performance Testing
Northwest Regional Educational Laboratory
CAPT September 1981 Volume 7 Number 1

Performance Assessment: Special Tests for Special Needs

Sitting in the midst of his small reading group, Aaron slowly and laboriously pronounces word after word from the sentence in front of him. For this young third grader, reading aloud is tedious and often agonizing. Aaron's teacher is puzzled that this seemingly bright, active young sir is having serious problems learning to read. What are the reasons? Does he lack basic reading fundamentals? Are there perceptual problems? Could he be learning disabled? And regardless of the problem, how can he best be helped?

Like thousands of school children young Aaron needs the attention of a skilled teacher and experienced resource persons to assess his reading problems and plan appropriate ways of improving his learning skills. Aaron may well be one of the 1% of school children currently identified as learning disabled. This issue of **CAPTRENDS** addresses some of the assessment issues educators face in determining the nature and degree of a child's handicapping condition.

Identifying Learning Disabilities

Although considerable variation actually exists in procedures for identifying the learning disabled child, all states endeavor to follow the general guidelines set out in Public Law 94-142. According to that law, children with learning disabilities are those who show serious difficulties in learning to read, speak coherently, write, spell or master basic arithmetic. In the learning disabled these problems are not the result of mental retardation or other major disabling handicaps, but are related to perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia or any number of other problems. Some learning disabled children are unable to perceive symbols and letters correctly, despite normal vision. Others are unable to distinguish between similar sounding words (i.e., "cope" and "cake") despite apparently normal hearing. Still others show a markedly higher level of activity in the classroom, responding simultaneously and erratically that their attention spans are significantly diminished.

The Current Controversy

Many practitioners believe that clue to a potential learning disability lies in whether the child's classroom achievement appears significantly lower than potential ability to perform. This may sound clearcut enough. In actual practice, however, appropriate identification and classification of learning disabilities has been problematic and controversial.

In a recent issue of *Learning Disabilities Quarterly*, authors Thurlow and Ysseldyke (1979) contend that the criteria used to identify the learning disabled child have been both highly variant and nebulous. Similarly, Shepard and Smith (1981), after completing a comprehensive study of Colorado students with perceptual-communicative disorders (PCD) — a category almost identical to learning disabled — state that "almost none of the previous research provides information on what characteristics qualified LD children for placement or on the validity of those diagnostic decisions."

Much of the current frustration focuses on the assessment process itself, actually identifying the nature of the learning disability. Public Law 94-142 has had unquestionable impact on the kinds of assessments used. School districts are mandated to use a multiple assessment approach, to evaluate each area of possible disability, to use multidisciplinary teams to diagnose students' needs, and to develop a prescriptive and individual educational plan for each identified child.

Critique of Current Assessment Practices

The law set out to improve the assessment process and enhance constructive learning opportunities for the child. Yet problems abound. In their recent study of Colorado PCD students, Shepard and Smith identified specific assessment issues that clearly illustrate difficulties experienced across the country.

- A majority of students received multiple tests during initial assessment

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Goal Based Education
Number 12 November 1981

Profiles
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Program Profile

Secondary Curriculum Improvement Project Uses Competency Based Approach in New Orleans Public Schools

As in many large urban school districts in the 1970s, the New Orleans Public Schools faced declining student enrollments, poor attendance, student discipline problems and falling SAT test scores among high school students in the district. A program in New Orleans elementary schools had been successful in improving student achievement levels, and it became clear that similar efforts at the secondary level were necessary. In addition, statewide legislation had been passed requiring Louisiana schools to adopt curricula with a greater emphasis on competency based instruction in the basic skills and improved evaluation techniques.

In 1977, the New Orleans School Board determined to change the secondary curriculum and to implement the Secondary Curriculum Improvement Program (SCIP), a mastery learning program in the basic skills areas of Reading/Language Arts and Mathematics for all high school students in the district.

Elements of the program include:

- A "Continua of Skills and Objectives" delineating minimum competency objectives which serves as the basis for all instruction in the two subject areas in high schools in the district
- Minimum Competencies which students achieve before receiving high school diplomas
- Criterion-referenced tests used to assess mastery of objectives
- Resource centers staffed by trained "SCIP Associates" who are available for training and support to all teachers in the district
- A computerized Information Management System used to monitor student progress, design individualized programs of study, develop and score student tests and provide reports of student progress to teachers and parents.
- A "Home Study Program" that involves parents in helping their children achieve mastery of minimum competencies

School-by-School Planning Process and Curriculum Development Readies District for SCIP

Each secondary school in the New Orleans district was responsible for its own SCIP instructional model based on a needs assessment and an action plan developed by personnel at each school. The individual SCIP models of instruction were to be in accordance with mastery learning theory: students are required to master each segment of the curriculum in a subject area before moving to another segment. Each school was required to submit a planning proposal describing its implementation of SCIP over a five-year period. To draw up these five-year proposals, each school received a grant for a summer workshop, ranging from $500 to $20,000 depending on school size. During the summer of 1978, planning strategies to develop five-year plans were prepared by all secondary schools in the district. The plans were developed at the beginning of the 1978-79 school year.

Curriculum development was concurrent with the preparation of school proposals. In the summer of 1977, Curriculum Committees were appointed to study the existing curriculum, concentrating on the basic skills areas of Mathematics and Reading/Language Arts, and to determine minimum competency objectives for district students. During the 1977-78 school year, curriculum personnel worked to refine the objectives produced by the summer committees.

Also during that year, a Consultant Team composed of curriculum experts from the district and representatives of outside organizations was appointed by the Superintendent of Schools to complete objectives in the two areas and to begin exploration of criterion-referenced testing of those objectives. Early in the planning process, Benjamin Bloom, James Block and other mastery learning experts visited the New Orleans schools to aid in the training of personnel to develop SCIP. Central resource centers for training and information about mastery learning were established to provide support for the development process.

A Task Force for New Orleans Public Schools Objectives, including a large cross section of representation, was commissioned to validate the work of the Consultant Team and to refine objectives. A complete sequence of learning objectives in Reading/Language Arts and Mathematics, called the "Continua of Skills and Objectives," resulted from this developmental work and was adopted by the New Orleans School Board as a basis for secondary instruction in the district.

Objectives and Competencies Basis for Instruction

The New Orleans SCIP program is based on the "Continua of Skills and Objectives," which includes sequenced learning ob-

LANGUAGE ARTS

SKILLS	CYCLE I	CYCLE II	CYCLE III	CYCLE IV	CYCLE V
Listening	Discrimination Language Concepts Information Analysis Participation Socialization	Discrimination Language Concepts Information Analysis Participation Socialization	Discrimination Language Concepts Information Analysis Participation Socialization	Discrimination Language Concepts Analysis Participation Socialization	Discrimination Language Concepts Analysis Participation Socialization
Concepts	Vocabulary Growth Vocabulary Diversity	Vocabulary Growth Vocabulary Diversity	Vocabulary Growth Vocabulary Diversity Technical Vocabulary	Vocabulary Growth Technical Vocabulary	Vocabulary Growth Technical Vocabulary
Comprehension	Conceptual Processes Literary Processes	Conceptual Processes Literary Processes	Conceptual Processes Literary Processes	Conceptual Processes Literary Processes	Conceptual Processes Literary Processes
Reference and Study	Locational Skills Organizational Skills Test Taking Skills	Locational Skills Organizational Skills Test Taking Skills	Locational Skills Organizational Skills Test Taking Skills	Locational Skills Organizational Skills Test Taking Skills	Locational Skills Organizational Skills Test Taking Skills
Speaking	Diction Syntax Style Organization Information Delivery Socialization	Diction Syntax	Diction Syntax Style Organization Information Socialization	Information Style Organization Delivery Socialization	Style Organization Information Delivery Socialization
Writing	Clarity Composition Usage Syntax Form Mechanics	Clarity Composition Usage Syntax Form Mechanics	Clarity Composition Usage Syntax Form Mechanics	Clarity Composition Usage Syntax Form Mechanics	Clarity Composition Usage Syntax Form Mechanics

READING

The Continua of Skills and Objectives lists learning goals for five cycles of instruction in Reading/Language Arts and Mathematics.

jectives in Reading/Language Arts and Mathematics. As students move through the Continua, they must also demonstrate mastery of the district's "Minimum Competencies," a portion of the Continua which specifies levels of achievement in the basic skills areas for district students. The Minimum Competencies were developed following completion of the Continua and include requirements in life skills areas.

Learning objectives in the Continua of Skills and Objectives are arranged sequentially in "cycles":

Cycle I: Foundational Objectives
Cycle II: Functional Objectives
Cycle III: Operational Objectives
Cycle IV: Extended Objectives
Cycle V: Augmented Objectives

Minimum competencies required in the district are generally included in the objectives in Cycles I, II and III. Cycles IV and V move the students beyond minimum expectations into expansion, enrichment and specialized curriculum areas.

Students move through the sequence of objectives, mastering competencies ...ch subject area before moving to another cycle. Objectives are clustered in skill areas and are listed from the least to most difficult. The Cycles are applicable within any of the grade levels or chronological age groupings.

CRTs Assess Student Progress in Mastery Learning Cycles

Keyed to the objectives in the Continua, a mastery learning "cycle of instruction" is used throughout the district. The approach includes diagnostic testing, flexible student groupings and individualized instruction.

Assessment of students takes place through criterion-referenced tests including test items keyed to individual Continua objectives. Test items were developed by two task forces of teachers, curriculum specialists, testing personnel, multi-lingual specialists, special education teachers and consultants from the National Assessment of Educational Progress (NAEP). A total of 20 test items per objective were written and critiqued by the Task Force for New Orleans Public School Objectives, by the State Department of Education curriculum and testing specialists and by NAEP personnel. Following pilot testing in 15 schools, test items were packaged and incorporated into SCIP throughout the district.

Using the CRT data, teachers assess each student's level of achievement within the Continua as the students enter each course. Assessment is based on student test scores, evaluation of past records and previous grades and other methods. Teachers then provide instruction toward objectives at the diagnosed entry level within the context of units and plans prepared for the course. After sufficient instruction, students undergo formative testing, and those who have mastered objecives receive extensions or enrichment. Those who have not mastered the objectives receive corrective instruction through alternative teaching strategies. Students are regrouped according to formative test results, instructed and tested again, and finally undergo a summative test for the specific objectives. The summative test serves as the diagnostic instrument for the next group of objectives in the sequence, and the mastery learning cycle begins again.

Early in the student's high school ca-

reer, information is developed concerning the student's mastery of required competencies. Individualized programs of study are planned for each student to insure each will master all essential minimum competencies required for graduation.

Computerized Instructional Management System Used District-Wide

A computerized instructional Management Information System (MIS) is used in the district to aid teachers in assessing student achievement levels, in designing individual programs of instruction and in generating information about student progress. All 412 objectives in the Minimum Competencies portion of the Continua of Skills and Objectives have been entered into the computer and serve as data base for the MIS. Every student and teacher is included in the system via individual identification numbers. Student numbers are assigned and maintained throughout the student's career in New Orleans schools, and teachers can at any time extract information in the computer about students' current status toward mastery of objectives.

Regular testing of student mastery of Minimum Competency Objectives is facilitated by the MIS. Test items for each objective in the Minimum Competencies have been entered into the computer and reusable test booklets are available to teachers through a computerized catalogue cross-referenced to objectives. There is a bank of 20 criterion-referenced test items per objective. Ten items for each objective have been validated and are in booklet form for use by teachers.

Teachers determine objectives on which to test students, order test booklets and use preprinted answer sheet in testing. Student performance on tests is then scored by computer. Students may be tested on a single objective within a test booklet, all objectives in a single booklet, or several objectives in several booklets. The computerized system enables teachers to test students at current levels in each objective in each subject area. Teachers use teacher-made criterion-referenced tests to assess competencies that reach beyond the minimum.

In addition to its use for testing student achievement levels, the MIS is used throughout the district for the design of individualized student programs of study. Instructional materials available at all schools have been referenced to the Minimum Competencies objectives and entered into the computerized system, following a major effort wherein teachers at each school reviewed all textbooks and reference materials found in individual schools and noted the sections of each resource pertaining to particular Minimum Competencies objectives. The information from all schools is now listed in the MIS, and information regarding materials at each school is thus made accessible to teachers at all schools through the computer.

Drawing on this extensive pool of materials, teachers retrieve listings of materials appropriate to individual students' learning needs and use them to prepare programs of study to aid students in mastering the objectives necessary for the students to progress through the Continua.

Computer-generated reports of student progress are also available to teachers and administrators. They include:

- Individual Student Profiles: Current information about each student's progress toward meeting minimum competency objectives and information on most recent testing
- Group Profiles: Information on mastery of minimum competency objectives for particular groups of students, organized to list students together who have achieved the same level of mastery in the objectives sequence
- Reports to Parents: Information on student achievement of objectives and home study lessons parents may use in the Home Study Program to help students progress toward objectives
- Individual Student Histories: Complete records of student progress, which objectives mastered, dates of all tests
- Classroom Summaries: Summations of class group achievement levels on objectives

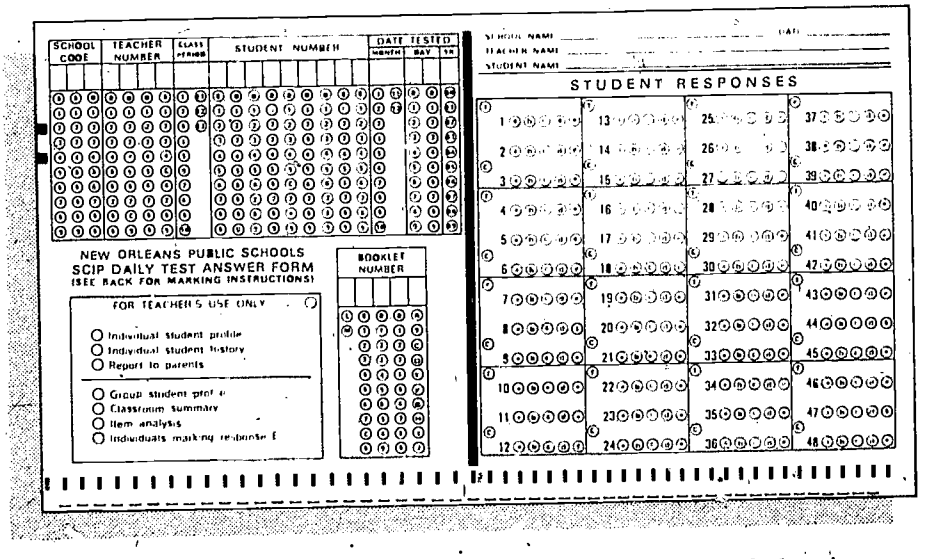
The MIS has operated through the central administrative office, resulting in an approximately two-week turnaround time on information for teachers. A pilot use of a microcomputer hookup in one junior high school in the 1981-82 school year may lead to more rapid information return should the system be adopted by other schools in the district.

Staff Development Integral to SCIP

Staff development efforts were begun in 1977-78 school year with inservice training of principals and staff. Initial efforts resulted in the development of a model for inservice and, since June 1980, training has included preliminary sessions followed by in-classroom assistance in the following SCIP program areas:

- Use of materials developed for systemwide implementation
- Knowledge of mastery learning and Bloom's taxonomy
- Classroom management of instruction
- Identification of teaching and learning styles
- Grouping at the secondary level
- Preparation of syllabi, units and lessons
- Preparation of correctives and extensions
- Management of data and information

Ongoing staff development takes place at a district Staff Development Center, the Administrative Annex, which contains one laboratory/work-



Students are tested regularly using response forms which can be scored by the SCIP computer.

program highlights

Goals, Objectives, Competencies	
	Subject area (program) goals
	Course goals
	Unit objectives
●	Grade level competencies
	Graduation competencies
	Competencies with life role focus
Instruction	
	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
	Individualized learning plans
	Teacher advisors
●	Mastery learning
	Continuous progress
	Remediation procedures
●	Parent participation
	Computer support
Assessment	
●	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
	Demonstrated competence required
	Assessment center
	Credit by examination
●	Objective/competency referenced records
●	Student reports based on objectives or competencies
	Grading system other than A-F
●	Computer support
Management	
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
Community Involvement	
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

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4100 Touro St.
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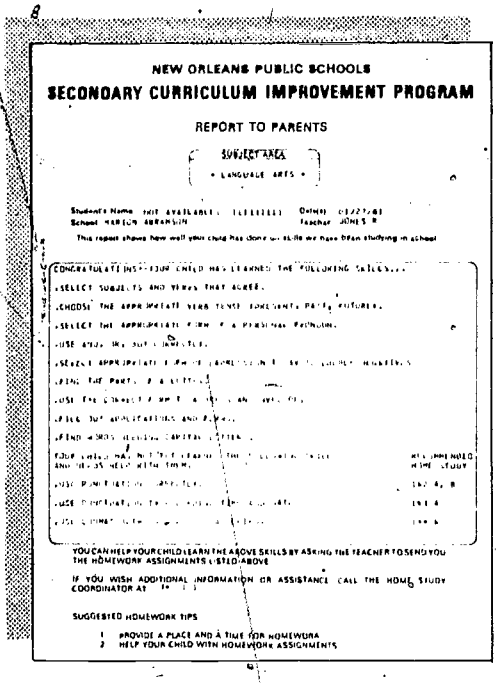

NEW ORLEANS PUBLIC SCHOOLS
SECONDARY CURRICULUM IMPROVEMENT PROGRAM
REPORT TO PARENTS
SUBJECT AREA
• LANGUAGE ARTS •
Student's Name
School
Teacher
This report shows how well your child has done on skills we have been studying in school
CONGRATULATIONS—YOUR CHILD HAS LEARNED THE FOLLOWING SKILLS...
•SELECT SUBJECTS AND VERBS THAT AGREE.
•CHOOSE THE APPROPRIATE VERB TENSE FOREGENT, PAST, FUTURE.
•SELECT THE APPROPRIATE FORM OF A PERSONAL PRONOUN.
•USE AND, OR, BUT CORRECTLY.
•SELECT APPROPRIATE FORM OF [illegible]
•FIND THE PARTS OF A LETTER.
•USE THE CORRECT FORM OF [illegible]
•FILL OUT APPLICATIONS AND FORMS.
•FIND WORDS HELPING CAPITAL LETTERS.
YOUR CHILD HAS NOT YET LEARNED THE FOLLOWING SKILLS AND NEEDS HELP WITH THEM.
RECOMMENDED HOME STUDY
•USE PUNCTUATION CORRECTLY.
•USE PUNCTUATION [illegible]
•USE [illegible]
YOU CAN HELP YOUR CHILD LEARN THE ABOVE SKILLS BY ASKING THE TEACHER TO SEND YOU THE HOMEWORK ASSIGNMENTS LISTED ABOVE
IF YOU WISH ADDITIONAL INFORMATION OR ASSISTANCE CALL THE HOME STUDY COORDINATOR AT
SUGGESTED HOMEWORK TIPS
1 PROVIDE A PLACE AND A TIME FOR HOMEWORK
2 HELP YOUR CHILD WITH HOMEWORK ASSIGNMENTS

Reports to parents list students' achivevements and recommended Home Study Program materials that can be used at home to aid students in learning new skills.

shop for Reading/Language Arts and a second for Mathematics. In the Center, teachers can refer to curriculum materials, catalogues, objectives and test item banks, reference books and other information. These centers are staffed by "SCIP Associates," teachers who have received intensive training in mastery learning techniques and who provide support services to administrators, other teachers and individual schools. Among activities at the centers are the continual revision of objectives and test items, workshops for teachers, conferences and inservice training sessions.

Staff training is led by SCIP Associates and includes an initial five-day inservice session and five days of in-building training over the several weeks, following the initial session. In addition to staff training, Associates provide assistance to schools in the use of the Management Information System, aid schools in developing and implementing their SCIP Five-Year Plans, including annual evaluations and budget preparation, and provide special assistance with interpretation and use of students' CTBS scores and state achievement test results to improve the instructional program.

Home Study Program Involves Parents in the Educational Process

One major goal of SCIP has been to include parents actively in the education of their children. The New Orleans Public Schools has developed a "Home Study Program" to aid parents in becoming involved. A special Home Study staff conducts parent workshops to inform parents about how the SCIP program works, to familiarize them with home study materials that are available to them for use with their children and to encourage parents to provide the proper environment for learning at home. Parents are asked to enter into a contract with the district agreeing to work with their children toward meeting the objectives and competencies required in the district.

In addition, parents regularly receive information about student progress toward mastery of basic skills requirements in Reading/Language Arts and Mathematics. These "Reports to Parents" list skills students have mastered and those on which students need additional help. Home Study Program assignments are listed next to skills which students have not mastered and parents can use Home Study materials provided by the schools to help students with homework assignments. As the Home Study Program continues to develop, the district's goal is to have homework lessons available for every test item for each objective and to have maximum parental participation in SCIP.

SCIP Assessment Study Under Way

The New Orleans Public Schools' Secondary Curriculum Improvement Plan appears to be successful in improving student achievements in the basic skills areas of Reading/Language Arts and Mathematics.

The district will research SCIP effectiveness during the 1981-82 school year. Two research groups of teachers and students have been identified in each school in this study. An experimental group of teachers will use SCIP resources in instructing students, while a second, control group will not use SCIP. Student progress in the two groups will be studied. Based on this assessment of SCIP effectiveness, further decisions will be made concerning the program.

Profiles
programs & products

Program Profile

Continuous Progress Individualized Instruction In Chalmette High School

Chalmette High School has developed and implemented a continuous progress, individualized approach to instruction in all subjects for all students grades 9-12. Part of the St. Bernard Parish School System, Chalmette is a suburban high school located in the New Orleans, Louisiana, metropolitan area. The school adopted continuous progress instruction to counteract high student dropout rates and low student achievement levels and to improve instruction for all students.

Features of the Chalmette program include:

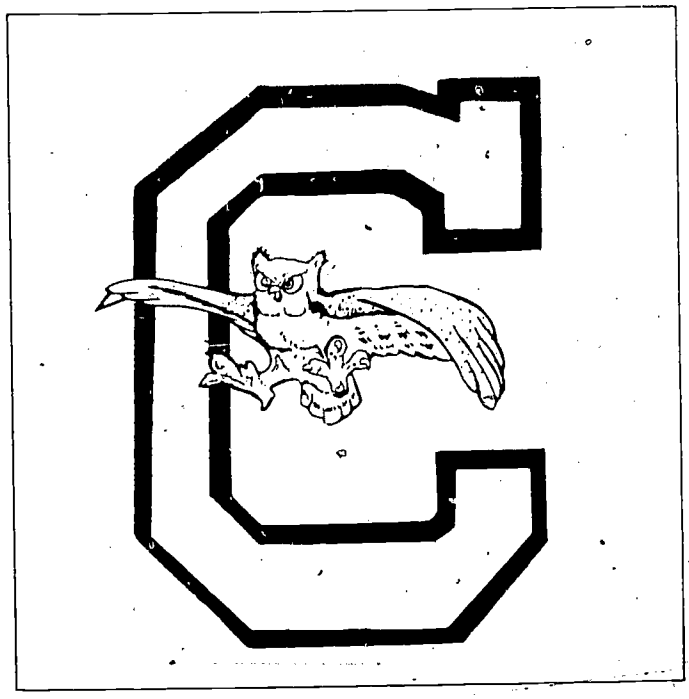
- Continuous progress instruction allowing students to progress through the curriculum at individual rates and not tied to grade levels.
- A special program wherein students are assigned to consult with and work with Teacher-Advisors in developing individualized programs of study.
- Subject area learning centers staffed by department teachers in which students independently follow individualized programs of study.
- A variety of student groupings for instruction, ranging from large group instruction to totally independent study.
- Flexible scheduling with students involved in making decisions about how school time is spent.

Program Grows from Pilot Project

To more effectively meet the needs of district students, the St. Bernard Parish School System began to change to a continuous progress approach to instruction for all grade levels in all district schools in the 1965-66 school year. A structured curriculum and increased teacher-student interaction allows students to move through a continuum of basic skills and enrichment activities at individual rates. Students proceed through the curriculum at their own pace and are not tied to grade levels.

Curriculum guides in all subject areas (math, reading, language arts, social studies, cultural arts, science) identify basic skills which are the target of the instructional program. Guides include procedures for diagnosing current student achievement levels, provide instructional activities that can be individualized according to students' needs and furnish evaluation methods to assess students' achievement of competencies covered in instructional materials. As students are assessed for current performance levels, a course of instruction is prescribed and appropriate evaluation takes place.

In 1969, Chalmette High School was selected as a pilot school in the five-year Danforth Model Schools Project, a project developed through a grant from the Danforth Foundation to the National Association of Secondary School Principals. Development at Chalmette centered around incorporating educational innovations into a systematic, comprehensive program of instruction which would reinvolve students in the educational process by developing their individual talents and allowing them to progress at individual rates.



Louisiana's Chalmette High School uses a continuous progress approach to individualize instruction.

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Goal Based Education
Number 14 November 1981

Teacher-Advisors Key to Chalmette Program

Chalmette students, all boys, are familiar with the continuous-progress approach to instruction when they enter the high school. Through Chalmette's Teacher-Advisor program, however, students become more directly involved in determining their individual courses of study.

Each student is assigned to a Teacher-Advisor (TA) on entering Chalmette. The TAs are selected from among experienced teachers and receive in-service. In addition to regular teaching duties, each TA works with a group of approximately 30-35 students, randomly assigned by the principal. Students generally remain with the same TA throughout their four years at Chalmette, and close relationships usually develop between TAs and advisees.

In a program specifically designed to increase the effectiveness of student guidance services at Chalmette, Teacher-Advisors fulfill four main functions:

- Each TA helps assigned students make decisions about how school time will be spent—how much in math, how much in work experience, etc. Guidance includes keeping students aware of graduation requirements.
- Teacher-Advisors collect and record information on assigned students' progress through the curriculum. Information is entered into the school's data processing system and is available to TAs and counselors. It is through this monitoring process that TAs learn to know advisees well.
- Each student is aided by the assigned TA to discover and develop individual talents and interests.
- Teacher-Advisors serve as the school's liaison to parents of advisees, through regularly scheduled meetings. They also provide liaison in cases of student attendance or discipline problems.

Close contact between advisees and TAs is encouraged. Teacher-Advisors record daily attendance of advisees and are available in a one-hour period each day for consultations with them. To facilitate responsiveness to changes in students' needs, Teacher-Advisors review and make necessary amendments to student schedules. Teacher-Advisors meet individually with each advisee at least once every three weeks.

Staff counselors, supervised by the principal, provide assistance to Teacher-Advisors, meeting with them often both individually and in teams. Counselors are closely integrated into the school program and are available to help students and parents, as well.

Learning Centers Organize Instructional Activities

Instructional activities at Chalmette are based in subject area learning centers rather than in regular classrooms. Seven learning centers have been established in the school, including language arts, mathematics, science, social studies, practical arts, fine arts, and health and physical education. Staffed at all times by teams of subject area teachers, the centers contain textbooks, tapes, filmstrips, slides, and other subject-related instructional and reference materials.

Teachers in each center evaluate and record each student's achievements both to determine which course objectives have been mastered and what activities should next be undertaken. Students have the opportunity to use a wide variety of instructional materials individually or in groups, always with teacher guidance and direction, as they work to fulfill graduation requirements.

Teachers have a unique role at Chalmette High School. They not only work with class size groups, but also spend a good deal of time helping students individually. Teachers frequently plan special presentations that are made to large groups of students.

Modularized Curriculum Units Basis for Graduation Requirements

The high school's program is conducted on a year-round basis operating within a quinmester structure. The year is divided into five nine-week terms, with all quinmesters equal in academic value.

To graduate from Chalmette, students must complete specified units of credit in required courses. Students who entered prior to the year 1981-82 must complete 20 units of credit for graduation:

3 Units	Language Arts
2 Units	Social Studies
2 Units	Mathematics
2 Units	Science
2 Units	Health & Physical Education
½ Unit	Free Enterprise
8½ Units	Electives
20 Units	Total required for graduation

In 1983 and thereafter, 22 units of credit must be earned for graduation:

4 Units	Language Arts
2 Units	Social Studies
3 Units	Mathematics
2 Units	Science
2 Units	Health & Physical Education
½ Unit	Free Enterprise
8½ Units	Electives
22 Units	Total required for graduation

Each Carnegie unit of credit represents a full year of course work. Individual courses which are worth ½ credit are broken down into instructional objectives. All instructional objectives must be completed for the student to receive course credit.

Flexible Scheduling Facilitates Student Progress

There are three types of instructional opportunities available in all subject areas at Chalmette:

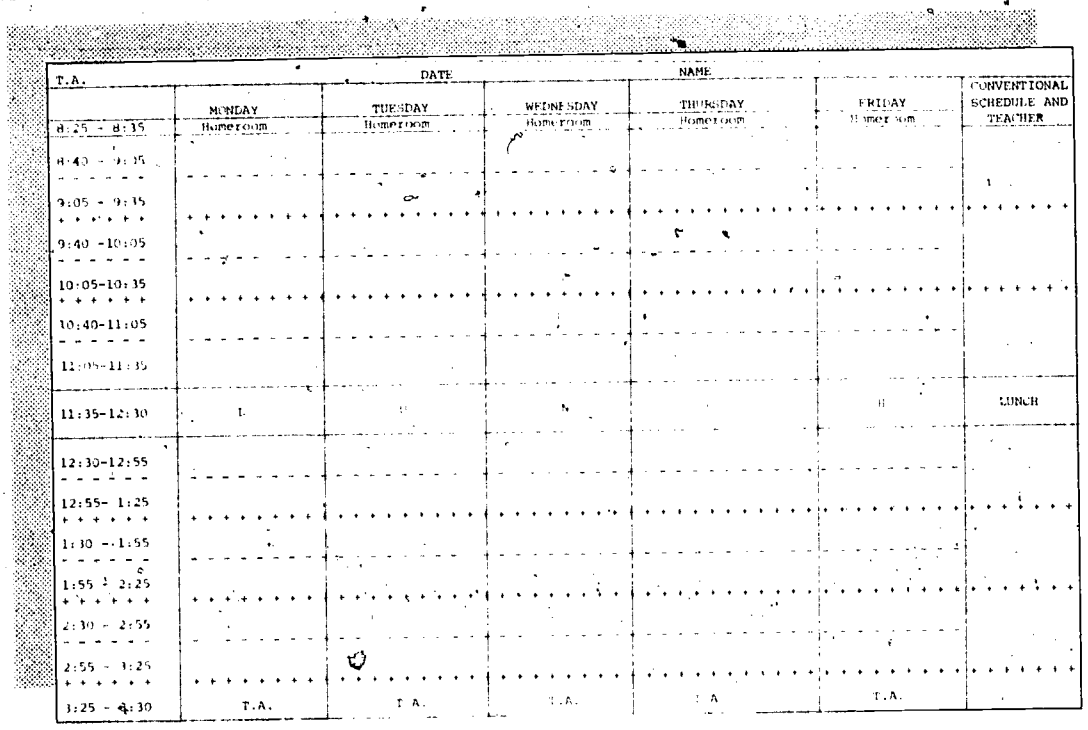
- Large groups: Lectures, demonstrations and audio-visual programs are scheduled periodically in some subjects. Students involved in related course work are scheduled for these sessions, which are led by teams of teachers in the subject area.
- Small groups: Seminar-type sessions are held both formally and informally in which students discuss material with their peers and with individual subject area teachers.
- Independent study: Students pursue individual interests in learning centers, researching and studying particular course work.

Students are responsible for directing their own programs of learning. Guided by Teacher-Advisors, students select combinations of instructional methods and subject areas to create tailored programs of study as they proceed through their work to fulfill requirements. Students are accountable for their own time: teachers at each type of grouping stamp copies of the student's schedule to verify student attendance during each period of time. All student time in school is scheduled. Teacher-Advisors monitor this project.

According to the student's capacity for self-direction, three types of personalized weekly schedules are prepared in consultations with Teacher-Advisors:

- Flexible Schedule: The majority of students follow flexible schedules that include large and small group sessions and independent study. Teachers stamp each student's schedule at each session to verify attendance. Students may plan their own activity schedules.
- Inflexible Schedule: Students unable to satisfactorily follow a

Students each receive a weekly schedule sheet which must be stamped by teachers to verify attendance at large group sessions, seminars and study centers. Schedules are colorcoded for students with flexible schedules and those with inflexible schedules.



T.A.	DATE		NAME			
	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	CONVENTIONAL SCHEDULE AND TEACHER
8:25 - 8:35	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:40 - 9:35						
9:05 - 9:35						
9:40 -10:05						
10:05-10:35						
10:40-11:05						
11:05-11:35						
11:35-12:30	L					LUNCH
12:30-12:55						
12:55- 1:25						
1:30 - 1:55						
1:55 - 2:25						
2:30 - 2:55						
2:55 - 3:25						
3:25 - 4:30	T.A.	T.A.	T.A.	T.A.	T.A.	

flexible schedule are assigned firm, inflexible schedules of supervised instruction and are required to have schedules stamped by teachers to verify attendance at each instructional activity.

- "Pride Platoon:" Students in grades 11 and 12 who have demonstrated a high capacity for self-directed study follow schedules independently and are not required to have teachers verify attendance at large and small group sessions or in learning centers.

Student Progress Measured, Reported to Parents

Student progress is continually assessed through teacher-made tests administered by instructional aides at the testing center. Test materials, coordinated with work packets in all units of instruction, are available through the school's testing center. After completing a packet, the student requests a test on the material. One of several versions of the test prepared for each particular unit is selected, administered at the testing center and then graded by the teacher. If the student fails the test, recycling activities are prescribed covering the same subject matter. If the student passes, new subject material is selected and the student begins a new unit.

Both remedial instruction and special education are provided at Chalmette. For slow readers, there is a remedial reading laboratory. Students working in the remedial lab may concurrently work in high school language arts courses for credit. They move out of the laboratory as soon as they demonstrate the required reading skills. In addition, a special program for the learning disabled provides extra help for students showing need.

Parents receive status reports on student progress each quinmester. Reports list courses, subjects, sequences of instructional units, student achievement levels or grades in each course and the number of credits earned toward graduation. Reports show letter grades. Parents may also choose to receive information more frequently on student progress that is not assessed in standard A-F grades.

Planning for Program Refinement Continues

Since 1969, Chalmette High School has used a continuous progress approach to individualized instruction. While providing students with a highly diversified program of instruction, the school has included them in decisions about what they study and has emphasized the individual student's responsibility for learning.

While implementation is complete and the program has gained acceptance in the community, plans continue for refining and improving the program. There is great interest at the school in recent research on individual learning

Students in grades 11 and 12 who have demonstrated a high degree of self-direction in studying are granted membership in the school's "Pride Platoon."

program highlights

	Goals, Objectives, Competencies
	Subject area (program) goals
	Course goals
●	Unit objectives
	Grade level competencies
	Graduation competencies
	Competencies with life role focus
	Instruction
●	Modularized curriculum
	Interdisciplinary curriculum
	Experiential learning
●	Individualized learning plans
●	Teacher advisors
	Mastery learning
●	Continuous progress
	Remediation procedures
	Parent participation
	Computer support
	Assessment
	Criterion referenced tests
	Applied performance tests
	Norm referenced tests
	Minimum competency testing
●	Demonstrated competence required
●	Assessment center
	Credit by examination
	Objective/competency referenced records
	Student reports based on objectives or competencies
	Grading system other than A-F
	Computer support
	Management
	Goal based planning
	Participatory management
	Management by objectives
	Accountability
	Management information system
	Computer support
	Data based program evaluation
	Regular program revision
	Regular reporting of program performance
	Community Involvement
	Setting goals, objectives, competencies
	Program review
	Learning sites for students
	Certifying students competent
	Joint enrollment secondary/post secondary

contact for information

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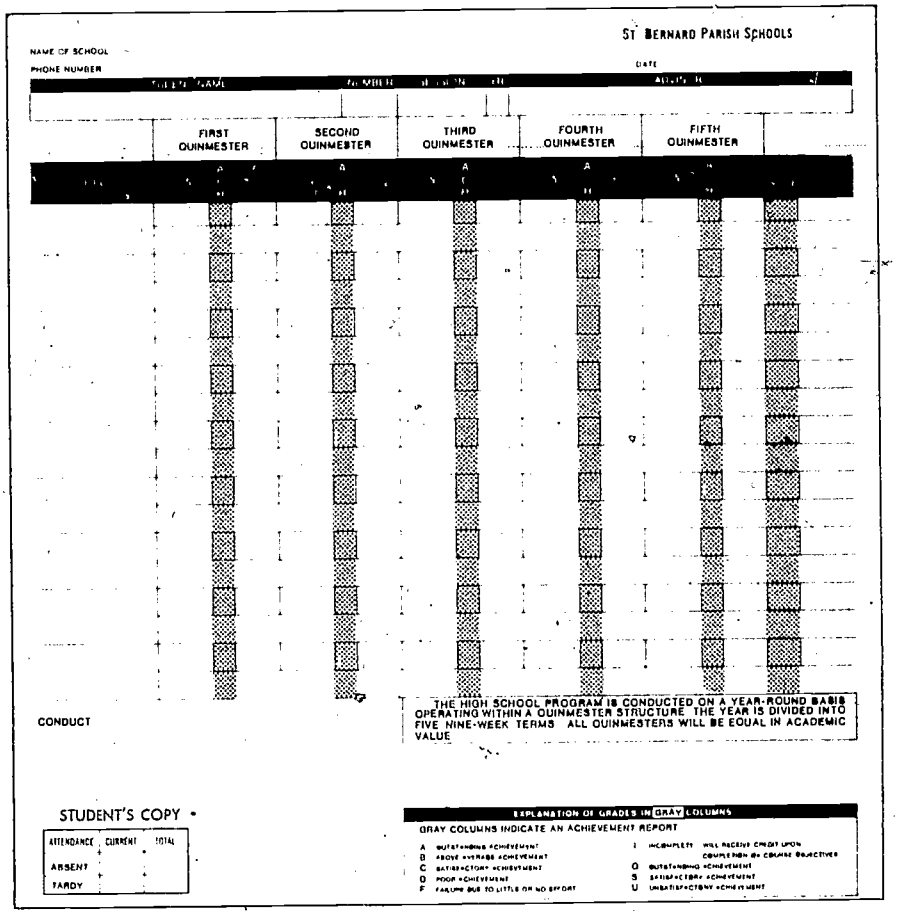
Chalmette, LA 70043
(504) 271-4506



Student progress is reported to parents each quinmester on a printed report form listing subjects, sequences of units completed and credits earned, achievement (ACH) and total credits earned to date in the year.

styles and their measurement: further information about individual student approaches to learning may result in finding ways to make the Chalmette program more responsive to student needs. Work is now under way to develop alternative learning activities which would increase options for Chalmette students.

The Chalmette program will continue to evolve as district administrators, teachers, students and parents work together to improve and maintain broad educational opportunities for all students in the school.