



Competency-Based High School Graduation Requirements Pilot



Illinois State Board of Education

December 11, 2017



Webinar Agenda

Welcome

Mary Reynolds, ISBE

Competency-Based Education: Understanding the Why, What, Where and How

Wendy Surr, Midwest Comprehensive Center

Janet Twyman, Center on Innovations in Learning

Highlights from Current Pilot District

Overview of Illinois Pilot Project Request for Application

Mary Reynolds, ISBE

Questions & Answers



Additional Information

- Webinar is recorded and will be kept on ISBE Competency Pilot website
- All questions from today's webinar will be added to a Frequently Asked Questions section on the ISBE Pilot website:

www.isbe.net/competency



Competency-Based Education: Understanding the Why, What, Where, and How

MIDWEST Comprehensive Center
at American Institutes for Research ■



Wendy Surr, Midwest Comprehensive Center

Janet Twyman, Center on Innovations in Learning

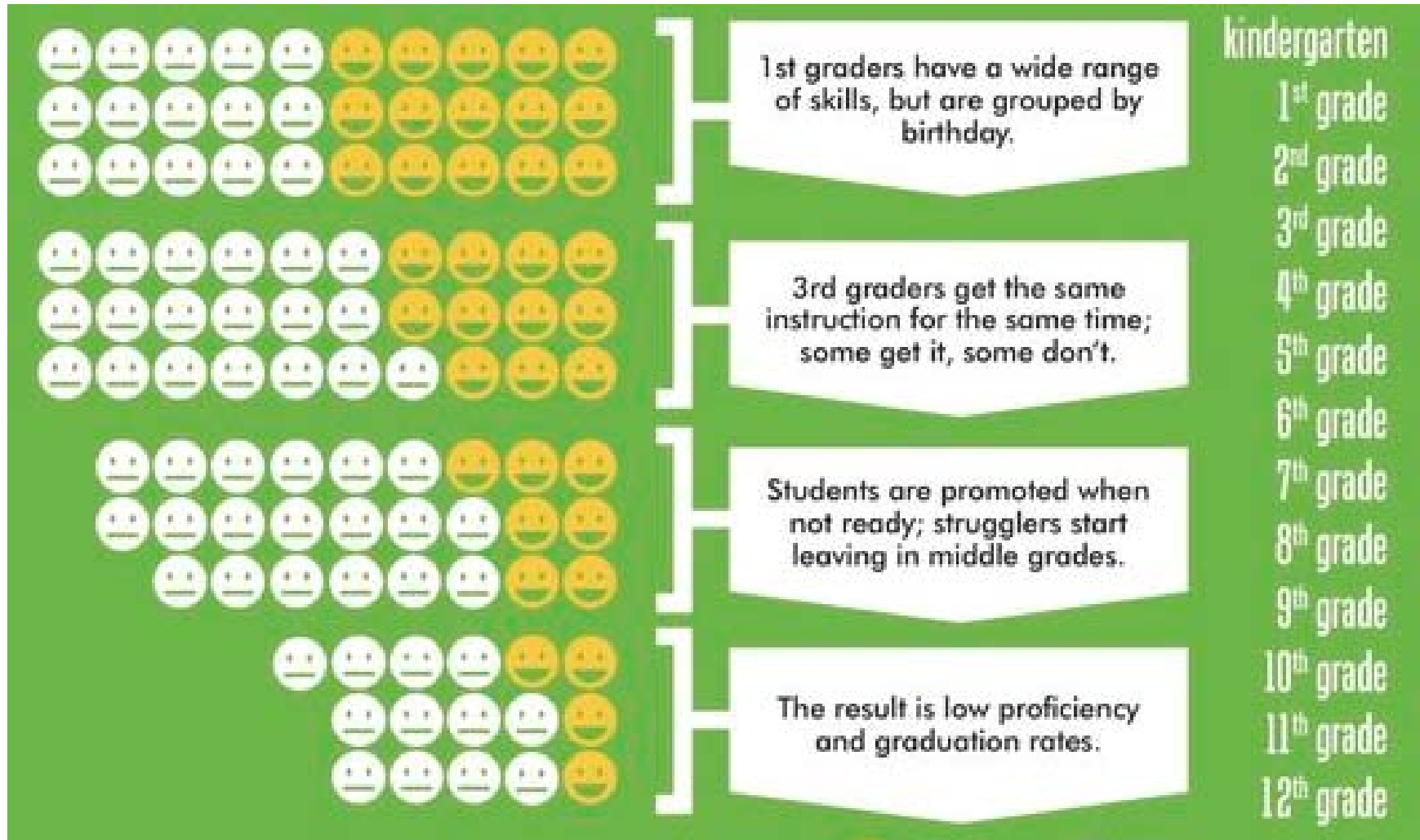
December 11, 2017

Competency-Based Education

1. Why embrace competency-based education?
 2. What is competency-based education?
 3. What is the prevalence of competency-based education?
 4. How are states and districts implementing competency-based education?
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Why embrace competency-based education?

One size does not fit all.



Source: Bailey, Schneider, Sturgis, and Vander Ark, 2013

States Are Moving Away From Time-Based Systems for Teaching and Learning

How Students Learn and Teachers Teach	Traditional	Competency-Based Education Model
Students earn credit and advance based on:	course completion seat time	demonstrated mastery
Instruction is:	primarily whole class	personalized to the learner
Student work results in:	a letter grade	a new competency
The relationship between learning and time:	Time is held constant, while learning varies.	Learning is held constant, while time varies.

***What is competency-based
education?***

Defining Competency-Based Education



Competencies are:

- Explicit, measurable, and transferable
- Emphasize application and creation of knowledge, along with the development of important skills and dispositions

Educators and schools ensure that:

- Students receive timely, differentiated support based on their individual needs
- Assessment is meaningful and a positive learning experience
- Students advance upon mastery

Adapted from Sturgis, Patrick, & Pittenger, 2011

What Is a Competency?

A competency is more than just academic knowledge and skill.

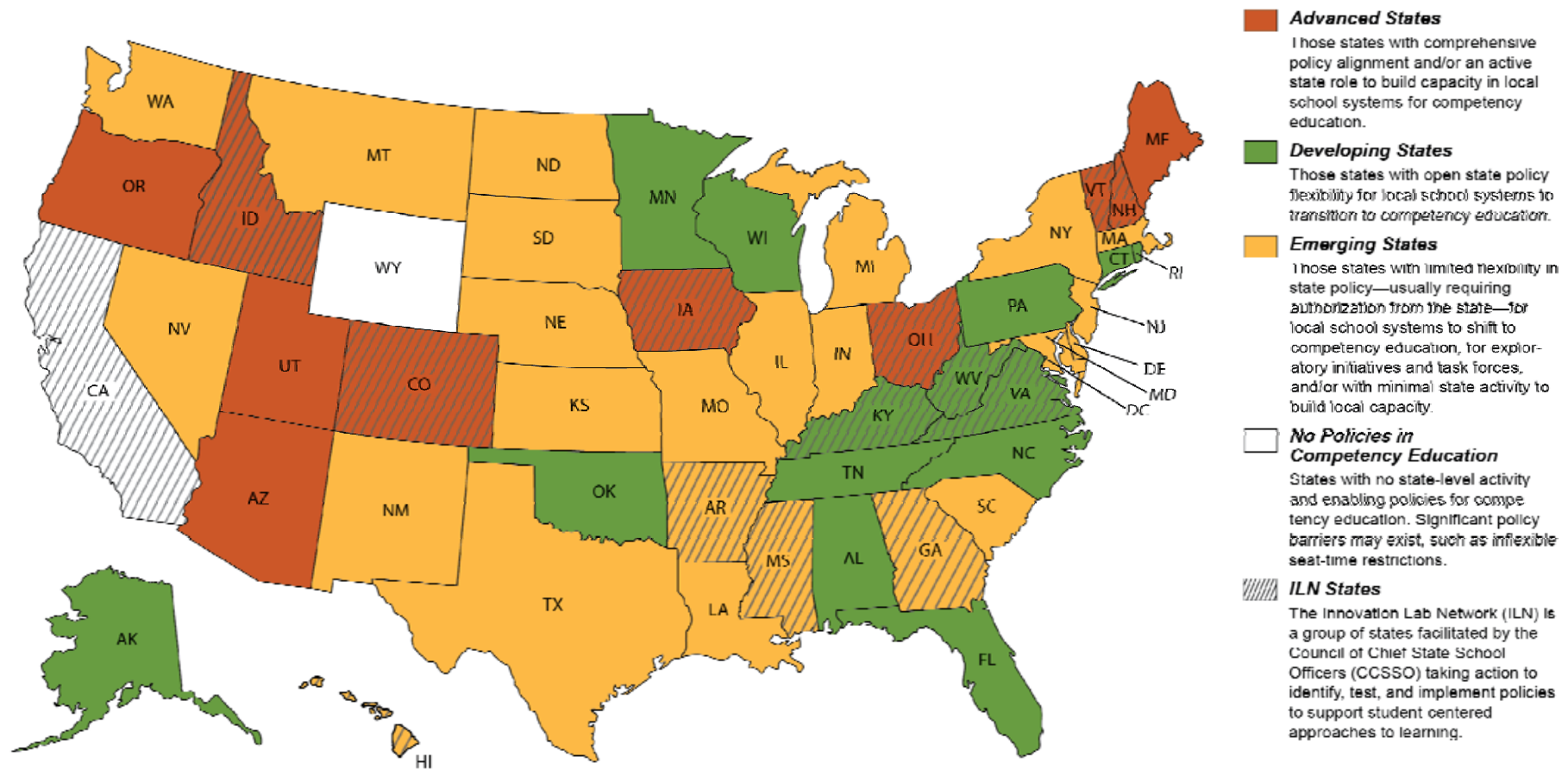
A competency:

- Includes nonacademic areas
- Requires integration
- Enables a student to apply and expand his or her learning over time



***What is the prevalence of
competency-based education?***

A Snapshot of K-12 Competency Education State Policy Across the United States



New Hampshire



- First state to implement college and career readiness competency standards
- Credit and graduation based on mastery
- In 2012, created the Performance Assessment Pilot (PACE); selected districts are able to develop performance-based assessments in combination with statewide assessments

Source: International Association for K–12 Online Learning, 2016; Frost, 2016; Sturgis, 2016a.

Ohio



- 2009: Statewide credit flexibility plan
- 2014–15: Statewide competency-based education pilot program (with funding)
- 2015–16: Five sites selected for Competency-Based Education Pilot
- 2015–16: Creation of draft *learner competencies*

Sources: Ohio Department of Education, 2016; Surr and Rasmussen, 2015

References

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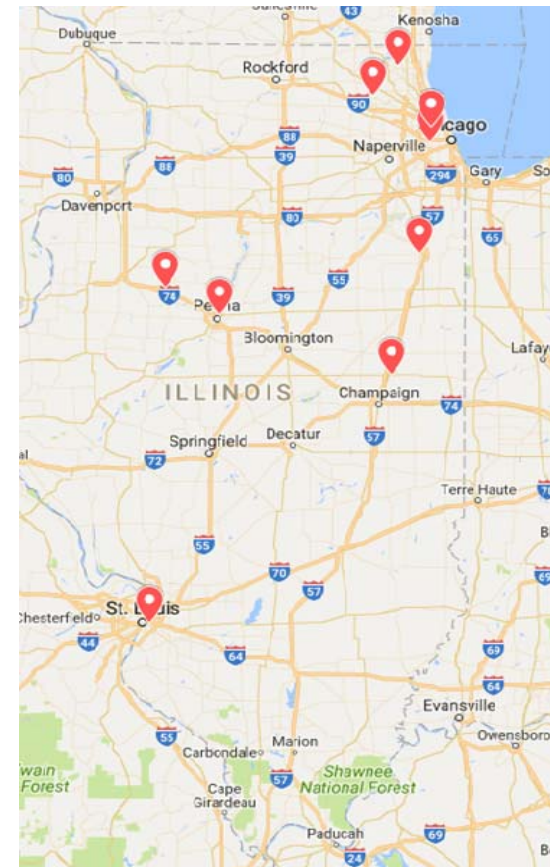
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- Surr, W. & Redding, S. (2017) *Competency-based education: Staying shallow or going deep? A deeper, more personal look at what it means to be competent*. Washington, DC: Great Lakes and Midwest Regional Deeper Learning Initiative and College and Career Readiness and Success Center, American Institutes for Research.
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***How are districts redesigning -
current pilot district shares their
journey – Williamsfield CUSD***



Illinois Competency Pilot Districts First Cohort

1. City of Chicago Public School District 299 – 6 sites:
Benito Juarez Community Academy High School, Lindblom Math & Science Academy, Brooks College Prep, Walter Payton College Preparatory High School, Consuella B. York Alternative High School, and South Side Occupational High School
2. East St. Louis School District 189, East St. Louis
3. Huntley Community School District 158, Algonquin
4. Kankakee School District 111, Kankakee
5. Peoria Public School District 150, Peoria
6. Proviso Township High School District 209, Forest Park
7. Rantoul Township High School District 193, Rantoul
8. Ridgewood High School District 234, Norridge
9. Round Lake Community Unit School District 116, Round Lake
10. Williamsfield Community Unit School District 210, Williamsfield





Williamsfield Schools Williamsfield, IL

- Purposeful work (increase student engagement)
- 4 graduation pathways
 - Diploma+ Associate's Degree
 - Diploma+ College Credits
 - Diploma+ Trade Certification
 - Diploma+ Internship/Work-based experiences
- Continual ELA, Math, Science course enrollment
- Core coursework embedded into purposeful experiences
 - Pathway courses
 - Internships
 - Work-based experiences





Think big!

*Start imagining
what is possible in
your district and
schools...*



***Illinois Competency-Based High
School Graduation
Requirements Pilot Request for
Applications***



Illinois Eligibility Requirements

- Up to 12 public school districts serving grades 9-12 will be selected in the second cohort of the pilot program.
- Districts with a student population of fewer than 500,000 may participate in the pilot program for some or all of its schools serving grades 9-12. Those with more than 500,000 students may only select 6 schools to participate in the project.



Illinois Process

- Phase I includes the initial application due February 16, 2018 to ISBE.
- Phase II will be full development and implementation of a detailed plan.
- Districts will establish a standing Planning & Implementation Committee, including an equal number of administrators & teachers.
- Districts demonstrate that the proposal is a core strategy & that all students within the participating schools will have access to the pilot program.
- Develop plans for administrator & educator professional development, community engagement & communications, assigning course grades, collecting & assessing student progress, data collection & reporting, and engaging feeder elementary schools.
- Actively partner with a community college and a higher education institution other than a community college.
- Complete the application & attachment.
- Submit application & attachment to ISBE Office by February 16, 2018.



Elements that must be included in the IL competency-based learning system:

- Students must demonstrate mastery of all required competencies to earn credit.
- Students must demonstrate mastery of adaptive competencies defined by the school district in addition to academic competencies.
- Students shall advance once they have demonstrated mastery. Students shall receive more time and personalized instruction, if needed, to demonstrate mastery.
- Students shall have the ability to attain advanced postsecondary education and career-related competencies beyond those needed for graduation.
- Students must be assessed using multiple measures to determine mastery, usually requiring application of knowledge.
- Students must be able to earn credit toward graduation requirements in ways other than traditional coursework, including learning opportunities outside the traditional classroom setting (such as Supervised Career Development Experiences).



Think Big! Explore Your Options

What's Possible...

Awarding Credit for:

- Demonstrated mastery of competencies in lieu of course attendance & participation (seat time)
- Online secondary & dual enrollment post-secondary courses
- Community Service, Internships & paid employment
- Independent Study

Student Attendance & Participation:

- Alternative methods for counting course attendance & daily attendance
- Alternative school year/school day requirements

What's Not Possible...

Waivers or modifications to:

- State assessments
- Accountability requirements



Think Big! Explore Your Options

What's Possible...

Grading and Progression:

- Proficiency-based grading in lieu of letter grades
- Grade and course progression upon demonstrated mastery rather than school schedule, quarters, semesters
- Competency status in lieu of school grade level designation

Assessment:

- Alternative assessment options for final course exams (e.g. presentations, portfolios, performance assessments)
- Exams administered at flexible time points
- Opportunities for re-assessment without penalty

What's Not Possible...

Waivers or modifications to:

- Teacher tenure or seniority
- Teacher or principal evaluations



Think Big! Explore Your Options

What's Possible...

Graduation Requirements:

- Establishing additional requirements for earning a diploma (e.g. mastery of Adaptive Competencies, work-based experiences)
- Substituting specific course requirements and credit hours required for graduation with demonstrated mastery of competencies, or fulfillment of alternative options such as work-based learning experiences
- Enabling students to meet graduation requirements through multiple and flexible pathways & be recognized for additional credentials & badges earned

What's Not Possible...

Waivers or modifications to:

- Learning standards
- Legal protections or supports intended for the protection of children or a particular category of students, such as students with disabilities or English Learners



Resources

- Application, attachment, current pilot sites, Ohio's Self-Assessment, research, and background can be found on ISBE's website: www.isbe.net/competency
- Frequently Asked Questions will be added to website and updated based on feedback.
- [Illinois Law](#)
- Email questions to: competencypilot@isbe.net.



Applications due to ISBE Office by February 16, 2018

Questions?