

Competency-Based High School Graduation Requirements Pilot Program Information & Request for Applications

May 21, 2019



A Snapshot of K-12 Competency Education State Policy Across the United States **Advanced States** Those states with comprehensive policy alignment and/or an active state role to build capacity in local WA school systems for competency education. **Developing States** Those states with open state policy flexibility for local school systems to transition to competency education. SD **Emerging States** WY Those states with limited flexibility in state policy-usually requiring authorization from the state-for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to KS build local capacity. No Policies in Competency Education States with no state-level activity OK and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions. ILN States The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

Illinois is an advanced state for k-12 competency-based education

May 2018

What is Competency-Based Education?

- Competencies are
 - Explicit, measurable, and transferable; and
 - 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 after mastery.

Adapted from Sturgis, Patrick, & Pittenger, 2011



What is a Competency?

A competency is more than just a standard.

A competency...

- Includes nonacademic areas;
- Requires integration of multiple standards;
- Includes both knowledge and skills; and
- Enables a student to apply and expand his or her learning over time.

Table 3. Definition of Learner Competency Developed by Illinois Working Group, 2018

A **learner competency** is a broad, overarching concept supported by a cluster of standards that can be applied across disciplines and outside the classroom.

In Illinois' Competency-Based Learning System, Students Must.....

- Demonstrate mastery of all required competencies to earn credit;
- Demonstrate mastery of adaptive competencies defined by the school district, in addition to academic competencies;
- Advance once they have demonstrated mastery; receive more time and personalized instruction, if needed, to demonstrate mastery;
- Have the ability to attain advanced postsecondary education and careerrelated competencies beyond those needed for graduation;
- Be assessed using multiple measures to determine mastery, usually with requirements to apply knowledge; and
- Be able to earn credit toward graduation requirements in ways other than traditional coursework—for example, learning opportunities outside the traditional classroom setting (such as supervised career development experiences).

Whole Child • Whole School • Whole Community

Illinois Competency Pilot Overview

- In April 2017, ten school districts were announced as part of the first cohort.
- In March 2018, six school districts were announced as part of the second cohort.
- In September 2018, four additional school districts were announced as part of the second cohort.
- In December 2018, five additional learning communities were announced, including three collaboratives, as part of the third cohort.
- Pilot districts may request waiver or modification of state mandates or rules to support implementation. Limitations are outlined in statute.



Illinois Competency Pilot Districts Cohort 1

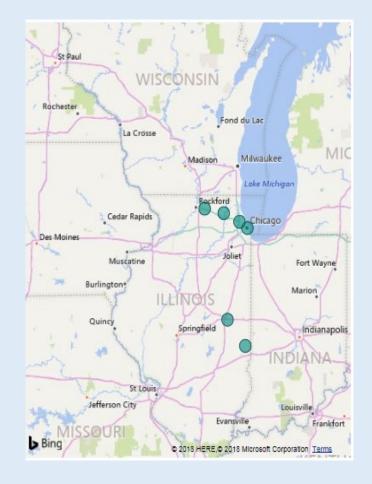
- 1. City of Chicago Public School District 299
- 2. East St. Louis School District 189, East St. Louis
- 3. Huntley Community School District 158, Algonquin
- 4. Kankakee School District 111, Kankakee
- 5. Peoria Public School District 150, Peoria
- 6. Proviso Township High School District 209, Forest 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





Illinois Competency Pilot Districts Cohort 2

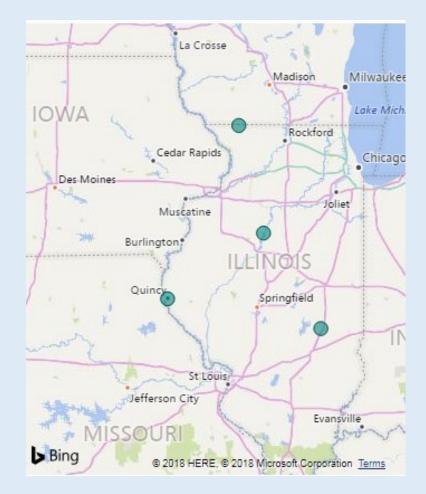
- 1. Belvidere Community Unit School District 100, Belvidere
- 2. City of Chicago Public School District 299
- 3. Community School District 300, Algonquin
- 4. Maine Township High School District 207, Park Ridge
- 5. Paris Cooperative High School, Paris
- 6. Urbana School District 116, Urbana





Illinois Competency Pilot Districts Cohort 2

- 1. Illinois Valley Central School District 321, Chillicothe
- 2. Mattoon Community Unit School District 2, Mattoon
- 3. Quincy School District 172, Quincy
- 4. Warren Community Unit School District 205, Warren

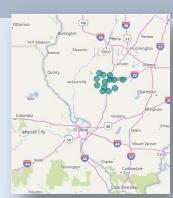




Illinois Competency Pilot Districts Cohort 3

Abe Lincoln Collaborative

- Athens Community Unit School District 213
- Auburn Community Unit School District 10
- Ball-Chatham Community School District 5
- Edinburg Community School District 4
- Greenview Community School District 200
- New Berlin Community Unit School District 16
- Pawnee Community Unit School District 11
- Pleasant Plains Community Unit School District 8
- PORTA Community Unit School District 202
- Riverton Community Unit School District 14
- · Sangamon Valley Community Unit School District 9
- Springfield District 186
- Tri-City Community Unit School District 1
- · Williamsville Community Unit School District 15



Champaign Collaborative

- Champaign Community Unit School District 4
- Heritage Community School District 8
- Mahomet-Seymour Community Unit District 3
- Paxton-Buckley-Loda Community Unit School District 10
- St. Joseph-Ogden Community High School District 305
- Tolono Community Unit School District 7

Current Pilot Districts

- · Urbana School District 116
- · Rantoul Township High School District 193



Work Ready Collaborative

- LeRoy Community Unit School District 2
- Olympia Community Unit School District 16
- Pontiac Township School District 90
- Tri-Valley Community Unit School District 3



Whole Child • Whole School • Whole Community



Competency-Based High School Graduation Requirements Pilot Program Application

Proposal Format

Each proposal must be submitted in the format outlined below.

1) Cover Packet

• Attachment 1 - Complete the requested information. Include all signatures.

2) Proposal Narrative

Follow the instructions under Proposal Narrative Requirements.

3) Evaluation and Sustainability

 Describe how the plan will be monitored and evaluated and how results will be reported.



Eligible Applicants

- According to Section 20 of the Postsecondary and Workforce Readiness Act <u>110 ILCS 48/</u>:
 - Public school districts may participate in the pilot program for some or all of its schools.
 - School districts may collaboratively apply to participate in the pilot program.



District Application



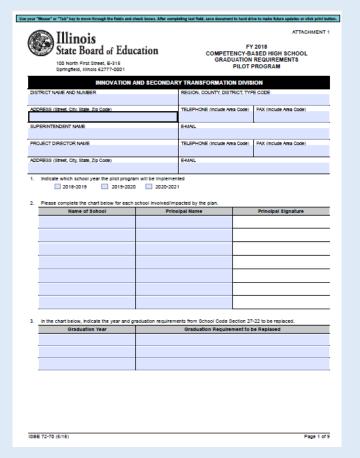
District Application

- As part of the Request for Application (RFA) process, districts select the year and course graduation requirement it wishes to replace with a competency-based learning system.
- If a district has a student population of fewer than 500,000, all of its schools may participate in the pilot program. Districts with more than 500,000 students may only select six schools to participate in the project.
- Districts have the flexibility to include in the proposed timeline a planning year or immediate implementation.



Attachment

The district must complete pages 1-9 of the attachment.



TRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
Name or constant the sheet below to be seen as	persolpeting in the plan. (Duplicate as needed.)
School Name:	personal in the pain (cooperate as resource)
Name of Teacher	Subject/Grade Taught
School Name:	
Name of Teacher	Subject/Grade Taught
School Name:	
Name of Teacher	Subject/Grade Taught
School Name:	
Name of Teacher	Subject/Grade Taught
E 72-70 (10/18)	Peg

DEST	RICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
5.	In the box below, provide a description of hor (Do not type below space provided. You	w teachers have been engaged throughout the application development process. may attach securate sheets.)
100	72-70 (10/18)	Page 3 of i

TRICT NAME AND NUMBER		REGION, COUNTY DI	STRICT. TYPE CODE
in the chart below, provide the name Member's Name	s of the standing Planning Member's	and implementation Position	Connities members. Member's Signature

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
In the box below, provide a desorption of h community college have been engaged thro You may attach separate sheets.)	ow the local community college and an institution of higher education other than uphout the application development process. (Do not type below space provide

DIS.	TRICT NAME AND NUMBER	REGION, COUNTY, DIS	TRICT, TYPE CODE
7.	In the box below, provide the district's prior p development of application and implementati		
	for major district instructional initiatives. (Do	not type below space provided. You	nay affach separate sheets.)
15/06	72-70 (10/18)		

RICT NAME AND NUMBER		UNITY, DISTRICT, TYPE CODE		
In the chart below, provide the names of	of the standing Planning and Impler	ning and implementation Committee members. sr's Position Member's Signature		
Member's Name	Member's Position	Member's Signature		

to verify the m	ropriate treesse must er ethod for assessing con	sure that an appropriately licensed teacher a patency of mastery and verify whether a stud	nd the provider of instruction partner in orde ent has demonstrated mastery.
Walver F	tequest Type	Flexibility Requested (List specific law, regulation, or policy from which relief is sought.)	Impact of the Walver (What will the walver enable the school to do differently, etc.?)

REGION, COUNTY DISTRICT, TYPE CODE

DISTRICT NAME AND NUMBER		REGION, COUNTY, DE	TRICT, TYPE CODE
11. Certifying Signatures			
We certify that the proposed plan comp	ies with the requirement ections 20 through 35,	ts of the Competency- inclusive) and proced	Based High School Gredustion Requirem tures identified by the Illinois State Boar
Please sign below.			
Datrid Superintendent Typed Name	Signature		Dete
Sound President Type Name	Signeture		Dete
DOES FreeDest Type reason	ogniue		Lew
Bargaining Unit President Typed Name	Signature		Date
Name of Community College			
Community College Representative	Signature		Dete
Name of Higher Education Institution			
Higher Education Institution Representative	Signature		Dete
Note: If bargaining unit president does not si	on the plan, then the disposition of the disposition	strict should either sub good faith efforts to o	mit a statement from the president regar Idain the signature and/or statement.
the bengaining units position or provide a de			
the bergeining unit's position or provide a de			
the bergeining unit's position or provide a de			
the bergeining unit's position or provide a de			
the bengarring units position or provide a dee			
the bengarring units presiden or previale a dec			
tre bergering units pretten or provide a dec			



Collaborative Application



Collaborative Application

- School districts may collaboratively apply to participate in the pilot program.
- In the application of a collaborative of districts, each district participating in the collaborative shall comply with the requirements outlined in the application.
- The districts participating in the collaborative may establish and maintain a standing planning and implementation committee individually or collaboratively.



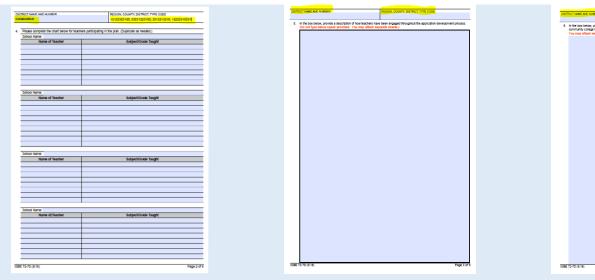
Attachment Page 1

Each district must submit a copy of page 1 for each district involved in the collaborative.

Example: If there are four school districts in the collaborative, the collaborative district application will have four copies of page 1 in their submitted application.

1	State Board of Educ 100 North First Street, E-315 Springfield, Illinois 62777-0001	cation	GRADUAT	ATTACHME FY 2018 (Y-BASED HIGH SCHOOL TION REQUIREMENTS OT PROGRAM	ENT
		AND SECONDAR	Y TRANSFORMATION D		
DIS	TRICT NAME AND NUMBER		REGION, COUNTY, DISTRICT	T, TYPE CODE	
ADI	ORESS (Street, City, State, Zip Code)		TELEPHONE (Include Area Co	ode) FAX (Include Area Code)	
SUF	SUPERINTENDENT NAME		E-MAIL		
PR	DJECT DIRECTOR NAME		TELEPHONE (Include Area Co	ode) FAX (Include Area Code)	
ADO	DRESS (Street, City, State, Zip Code)		EHMAL		
			acted by the plan		
2.	Please complete the chart below for each			Principal Signature	
2.	Name of Sohool		ipal Name	Principal Signature	
2.				Principal Signature	
2.				Principal Signature	
2.				Principal Signature	
2.				Principal Signature	
2.				Principal Signature	
2.				Principal Signature	
		Princ	Ipal Name		
	Name of School	Princ	Ipal Name	on 27-22 to be replaced.	
	Name of School In the chart below, indicate the year and g	Princ	ents from Ochool Code Section	on 27-22 to be replaced.	
	Name of School In the chart below, indicate the year and g	Princ	ents from Ochool Code Section	on 27-22 to be replaced.	
	Name of School In the chart below, indicate the year and g	Princ	ents from Ochool Code Section	on 27-22 to be replaced.	
	Name of School In the chart below, indicate the year and g	Princ	ents from Ochool Code Section	on 27-22 to be replaced.	
3.	Name of School In the chart below, indicate the year and g	Princ	ents from Ochool Code Section	on 27-22 to be replaced.	





Only one copy per collaborative is necessary for Attachment pages 2-8





ISTRICT NAME AND NUMBER	RECORD CONTROL OF	REGION COUNTY DISTRICT, TYPE CODE		
ollaborative	12122323120; 2323	12122323120; 23231223102; 2312213210; 12222310231		
In the chart below, provide the names of the				
Member's Name	Member's Position	Member's Signature		

DISTRICT NAME AND NUMBER Collaborative	REGION, COUNTY, DI 12122323120; 23231	TRICT, TYPE CODE. 223102: 2312213210: 12222310231				
10. In the chart below, identify any walvers	of modifications of state law or rules that will	be needed for the proposed plan.				
The following cannot be walved: Glate assessments Accountability requirements Teacher tenure or seniority Teacher or principal evaluations.						
 Learning standards, or Legal protections or supports int with disabilities or English Learn 	lended for the protection of children or a parti ers.	cular category of students, such as students				
Any waiver or modification of teacher educator licensus requirements to permit instruction by non-educators or educators willout an appropriate incente must ensure that on appropriate incente must ensure that on appropriate incented intented and the provider of instruction partners not do worth on emember of instruction partners not obtained in continued in continued and continued in continue						
Walver Request Type	Flexibility Requested (List specific law, regulation, or policy from which relief is sought.)	impact of the Walver (What will the walver enable the school to do differently, etc.?)				
ISBE 72-70 (6/18)		Page 8 of				



Attachment Pages 2-8

The district name may say Collaborative. The RCDTC codes will be listed for each individual district involved in the collaborative application.

Example: See highlighted areas

If a Collaborative creates only one Planning & Implementation Committee then only one list is required in the application, but if more than one is created then all should be included.

_							
	TRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE					
Col	laborative	12122323120; 23231223102; 2312213210; 12222310231					
4.	Please complete the chart below for teachers participating in the plan. (Duplicate as needed.)						
	School Name:						
	Name of Teacher	Subject/Grade Taught					
	School Name:						
	Name of Teacher	Subject/Grade Taught					
	School Name:						
	Name of Teacher	Subject/Grade Taught					
	Section 19						
	School Name:	Sublesi/Ceste Touris					
	Name of Teacher	Subject/Grade Taught					
ISB	E 72-70 (5/18)	Page 2 of 9					



Attachment Page 9

Each district must submit a copy of page 9 for each district involved in the collaborative.

Example: If there are four school districts in the collaborative, the collaborative district application will have four copies of page 9 in their submitted application. Only one signature of the partnering institutions of higher education is required for the collaborative application.

ISTRICT NAME AND NUMBER ollaborative		REGION, COUNTY, DISTRICT, TYPE CODE 12122323120; 23231223102; 2312213210; 12222310231		31
Certifying Signatures		12122525120, 25251225102, 2512213210, 12222510251		
We certify that the proposed plan com			cy-Based High School Graduation Req cedures identified by the Illinois State	
Please sign below:				
strict Guperintendent Typed Name	Signature		Date	
oard President Type Name	Signature		Date	
rgaining Unit President Typed Name	Signature		Date	
ame of Community College				
ommunity College Representative	Signature		Date	
me of Higher Education institution				
pher Education Institution Representative	Signature		Date	
e: if bargaining unit president does not a bargaining unit's position or provide a d				

Submission Process for All Proposals

Proposals may be submitted electronically through the ISBE Attachment Manger, mailed, or hand delivered no later than **June 21, 2019**. Directions for each submission method are found below.

• Electronic Submission:

Completed proposals submitted electronically should be scanned into PDF with all supporting
documents and required signatures. The ISBE Attachment Manager is found at
https://sec1.isbe.net/attachmgr/default.aspx. Choose Hyde, Amy Lynn from the drop down menu
in Receiver Information. Submit the application using the button at the bottom of the page.

Mailed Proposals:

• Mail the **original** and an **electronic copy** of the proposal on a USB flash drive to Amy Hyde, Illinois State Board of Education, 100 North First Street (S284), Springfield, Illinois 62777-0001.





Application Details

- No state funding is associated with this application.
- The initial project period will begin no earlier than June 30, 2019.
- The application deadline is 5:00 p.m. on June 21, 2019.
- Late proposals will not be accepted.

Learner Competencies Guidance Document

- <u>Developing Learner Competencies for Use in a Competency-Based</u> <u>Education System</u> (www.isbe.net/competency)
- Offers guidance to pilot sites in developing academic and adaptive competencies—not requirements.
- Written by Illinois Learner Competency Working Group Members
 - Illinois State Board of Education, Midwest Comprehensive Center, Center for Innovations in Learning, Advance Illinois
 - Pilot Sites: Huntley, Ridgewood, and Round Lake
 - Expert Peer Reviewers
- Document will be modified over time to reflect Pilot site experiences and input.

Additional Information

For more information on this RFA or FAQs please visit www.isbe.net/competency.

For additional questions, please contact competencypilot@isbe.net.