COMPETENCY-BASED SYSTEM PRESENTATION

MATHIEU AUBUCHON
ADAMS COUNTY (CO) SCHOOL DISTRICT 50

INTRODUCTION

- Director of Early Childhood Education for District 50 Schools (2013-Present)

- Been with D. 50 since 2003

  - ECC Coordinator

  - Principal of Early Childhood Education

  - Principal – Westminster Elementary School

  - Type D – Principal's License- University of Colorado

  - Master's Degree in Early Childhood Special Education – Teacher's College – Columbia University

TODAY'S AGENDA

3 Sessions – each 70 minutes

1. Telling the CBS Story
2. Recording and Reporting in a CBS System
3. CBS Instruction in the Elementary Classroom

LOGISTICS

- First presentation – setting the background
- Lots of questions out there
  - Use Parking Lot as a means to write down questions as the session goes on.
  - Will be time at the end for questions

Adams County School District 50

Leading a Competency Based System

Portland CBS Conference

April 10th, 2015

Overview

- What is our educational model for all learners?

  - The Why?

  - The What?

  - The How?

Who Are We?

Urban School District – North of Denver Snapshot

- 10,000 students
- 12 Elementary Schools
- 3 Middle Schools
- 2 High Schools (one alternative)
- Colorado STEM Academy (Innovation School)
- Crown Pointe Academy (Charter School)
- Early Childhood Center
- Day Treatment Program (ISC)

Why Systemic Change?

- Low and flat achievement scores

- Persistent achievement gaps

- Poor graduation rate

- High post secondary remediation rate

- Accredited as "Turnaround"

- Increased learner challenges

- Sought Comprehensive Appraisal for District Improvement (CADI)

- State conversations about 21st Century Learning
    - SB07 -053 (Integrated P-16 Education System)
    - HB 07-1118 (HS Graduation Requirements became guidelines)
    - SB 08-212 (CAP4K)

- Moral Purpose "***Proficiency for ALL***"

"Seeing is Believing" Video
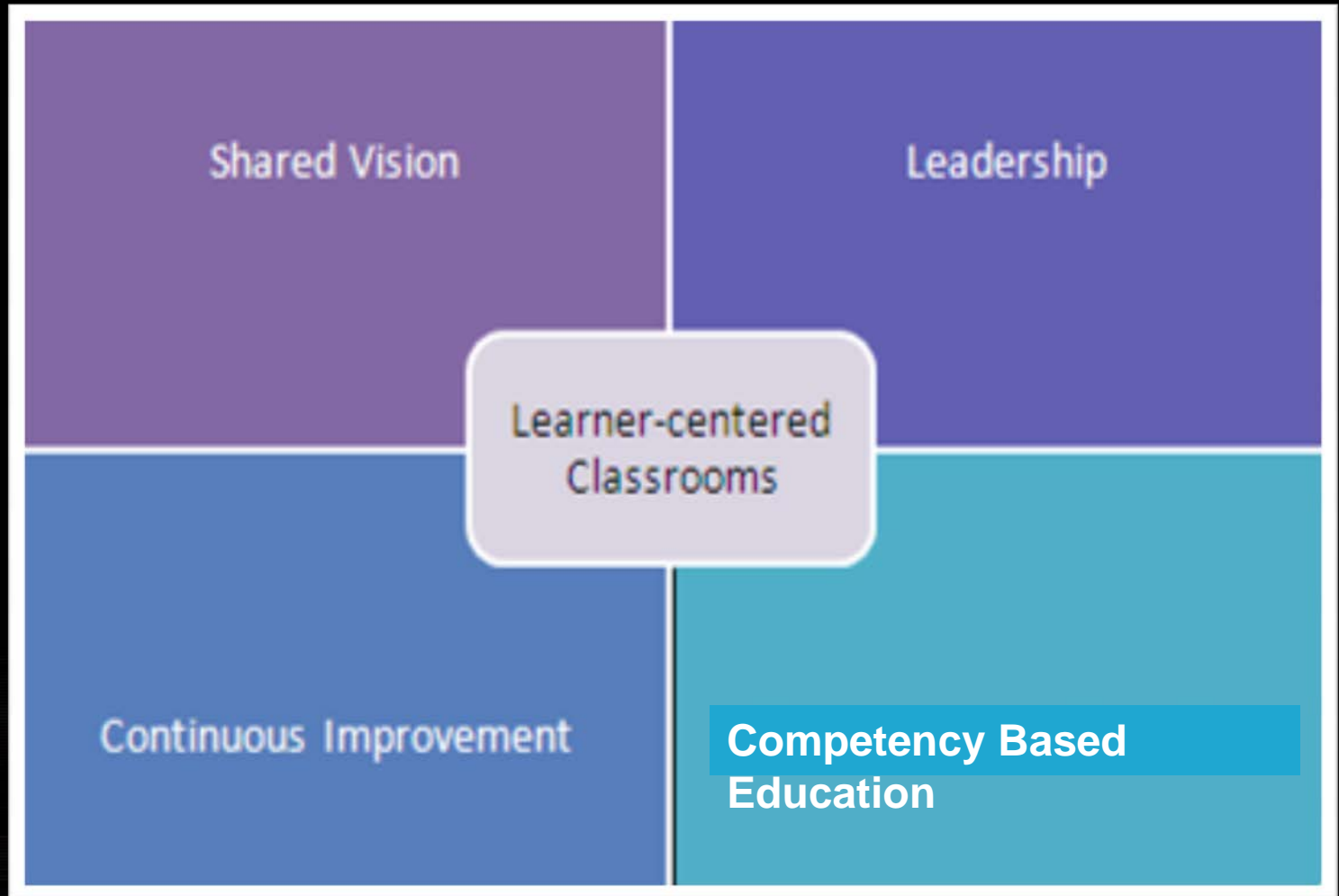
http://adams50.org/cbsvideo

Tenets of Our Competency Based System

- Learning Matters Most

- Time Matters Least

- Personalized Delivery

- Systemic and Systematic

Competency Based System Components

Shared Vision | Leadership

Learner-centered Classrooms

Continuous Improvement | **Competency Based Education**

What we needed…

Systemic approach that ensured continuous rigorous learning and demonstrated performance (proficient or better) within and across all schools from the time our learners first entered preschool through and beyond graduation.

Learning Matters Most
(Learning is the Constant)

- Learners are taught at their instructional level (Performance Level) in all content areas.

- Curriculum is "guaranteed and viable" where the Learning Targets (standards) and supporting materials are made explicit and available to teachers, students and parents.

- Evidence toward proficiency for all Learning Targets is measured and recorded over time where the learner must score proficient or better prior to beginning the next Performance Level.

- Learning progress is scored and reported on a proficiency scale from 0.0 through 4.0. There are no traditional letter grades.

Time Matters Least
(Time is the Variable)

- Learners move to the next instructional level (performance level) in a content area once they have demonstrated adequate performance (proficient or better).

- Progression can occur at any point during the course of the year for any content area.

- At the beginning of the traditional school year, learners resume their learning at the point where they left off the previous year (continuous flow). There is no social promotion.

- Learners are typically in different Performance Levels for different content areas.

- Multiage classrooms are the norm not the exception.

- Developing "blended learning" opportunities.

Personalized Delivery

- Learning is personalized through goal setting, choice and voice with appropriate instruction.

- Learners progress purposefully with teacher guidance based on demonstrating proficiency or better on the Learning Targets.

- Multiple opportunities over time are provided to demonstrate and verify competency of Learning Targets (standards).

- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention per se.

Systemic and Systematic

- Creation of a shared purpose and vision across all levels and departments.

- Common classroom practices, expectations, and instructional language across all schools for educators and learners.

- Universal structures, support systems, and standard operating procedures across the district.

- Collective CBS reform support by the staff, Westminster Education Association and the Board of Education.

Results

2010		2011		2012		2013		2014	
Schools	**Points**	**Schools**	**Points**	**Schools**	**Points**	**Schools**	**Points**	**Schools**	**Points**
Crown Pointe	82.0	Crown Pointe	80.0	Sunset Ridge ES	87.3	Mesa ES	74.7	Fairview ES	85.7
Sunset Ridge ES	66.7	Mesa ES	71.8	Mesa ES	79.2	Crown Pointe	69.4	Sunset Ridge ES	81.9
Flynn ES	53.4	Harris Park ES	59.4	Flynn ES	74.0	Tennyson Knolls ES	68.2	Mesa ES	67.0
Tennyson Knolls ES	51.6	Sunset Ridge ES	58.2	Crown Pointe	72.8	Sunset Ridge ES	65.8	Crown Pointe	65.7
Metz ES	50.6	Metz ES	51.1	Skyline Vista ES	71.6	FM Day ES	62.0	Tennyson Knolls ES	63.1
Shaw Heights MS	46.0	Skyline Vista ES	51.1	Fairview ES	64.4	Flynn ES	61.8	Flynn ES	61.9
Harris Park ES	44.5	Hodgkins ES	50.1	FM Day ES	63.5	Skyline Vista ES	61.2	Harris Park ES	56.7
Skyline Vista ES	43.8	Hidden Lake HS	54.1*	Sherrelwood ES	54.1	Sherrelwood ES	58.5	FM Day ES	54.8
Westminster ES	43.8	Tennyson Knolls ES	46.9	Harris Park ES	49.2	Metz ES	54.2	Sherrelwood ES	52.9
Westminster HS	39.5	Shaw Heights MS	45.3	Westminster ES	48.9	Harris Park ES	53.1	Skyline Vista ES	52.3
Ranum MS	39.1	Fairview ES	43.8	Tennyson Knolls ES	48.2	Shaw Heights MS	51.1	Ranum MS	51.7
Scott Carpenter MS	36.8	FM Day ES	43.3	Hidden Lake HS	57.0*	Hodgkins ES	49.6	Col. STEM Academy	51.3
Hidden Lake HS	29.6	Flynn ES	40.3	Hodgkins ES	44.4	Westminster HS	47.4	Hodgkins ES	50.0
Mesa ES	27.1	Scott Carpenter MS	37.6	Shaw Heights MS	43.6	Hidden Lake HS	53.2*	Westminster HS	49.3
Sherrelwood ES	26.7	Westminster ES	37.6	Westminster HS	43.2	Ranum MS	46.7	Metz ES	48.7
Fairview ES	26.6	Westminster HS	36.1	Metz ES	39.7	Fairview ES	46.4	Shaw Heights MS	48.4
FM Day ES	26.3	Sherrelwood ES	28.2	Scott Carpenter MS	38.6	Westminster ES	43.8	Hidden Lake HS	*
Hodgkins ES	26.3	Ranum MS	26.3	Ranum MS	38.2	Scott Carpenter MS	41.6	Westminster ES	44.3
								Scott Carpenter MS	39.5

District	**30.9**	**District**	**40.2**	**District**	**46.4**	**District**	**44.6**	**District**	**46.8**
Academic Achievement	25.0	Academic Achievement	25.0	Academic Achievement	25.0	Academic Achievement	25.0	Academic Achievement	25.0
Academic Growth	30.6	Academic Growth	44.4	Academic Growth	52.4	Academic Growth	51.2	Academic Growth	52.4
Academic Growth Gaps	31.1	Academic Growth Gaps	41.7	Academic Growth Gaps	49.4	Academic Growth Gaps	50.6	Academic Growth Gaps	52.2
Postsecondary Readiness	33.3	Postsecondary Readiness	41.7	Postsecondary Readiness	48.4	Postsecondary Readiness	42.2	Postsecondary Readiness	48.4

Third Grade CSAP/TCAP Reading Results by Achievement Category

Third Grade CSAP/TCAP Reading Results

Legend: State (blue) — District (red)

Year	State	District
2010	70	39
2011	73	41
2012	74	47
2013	73	50
2014	72	56
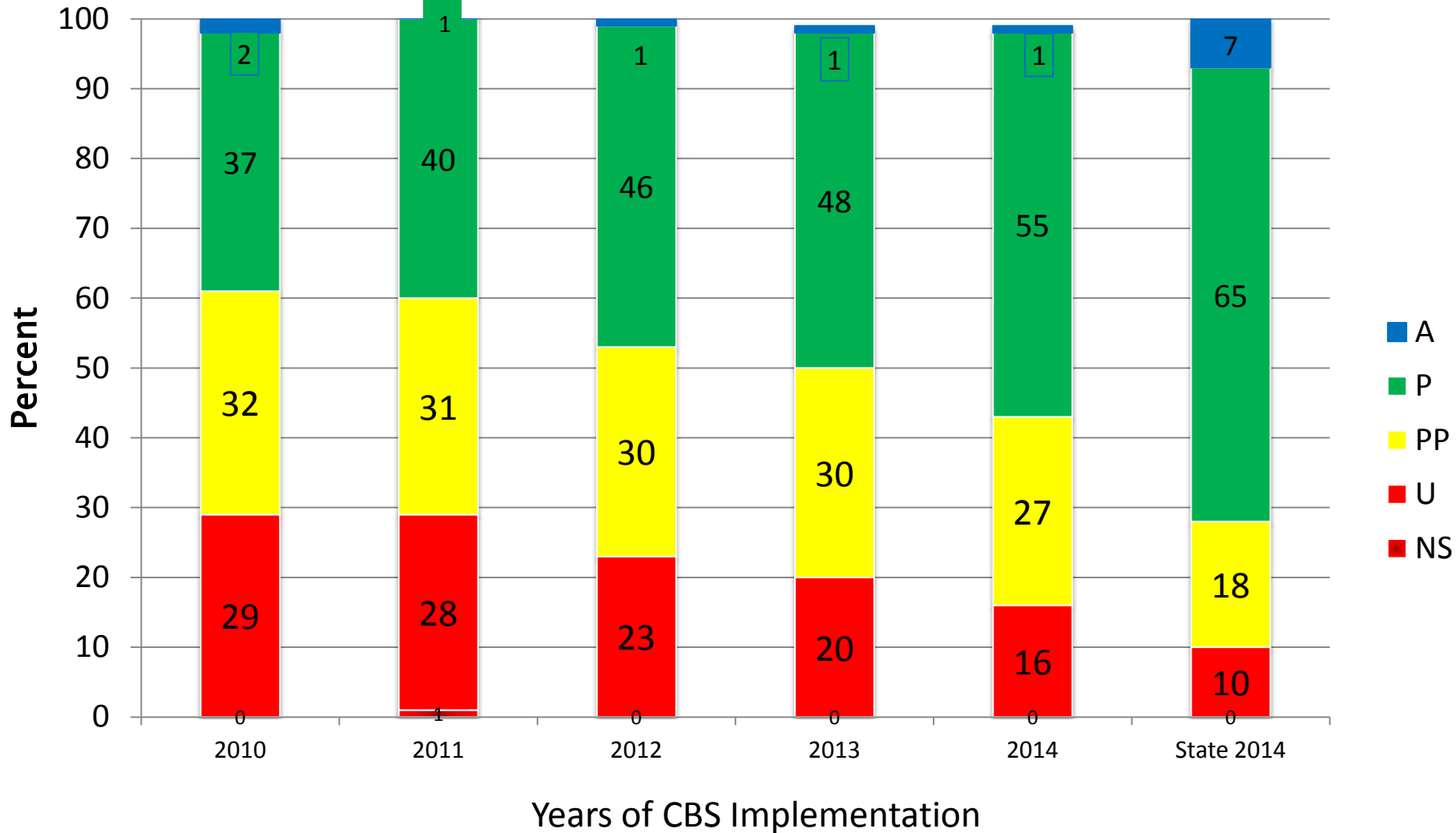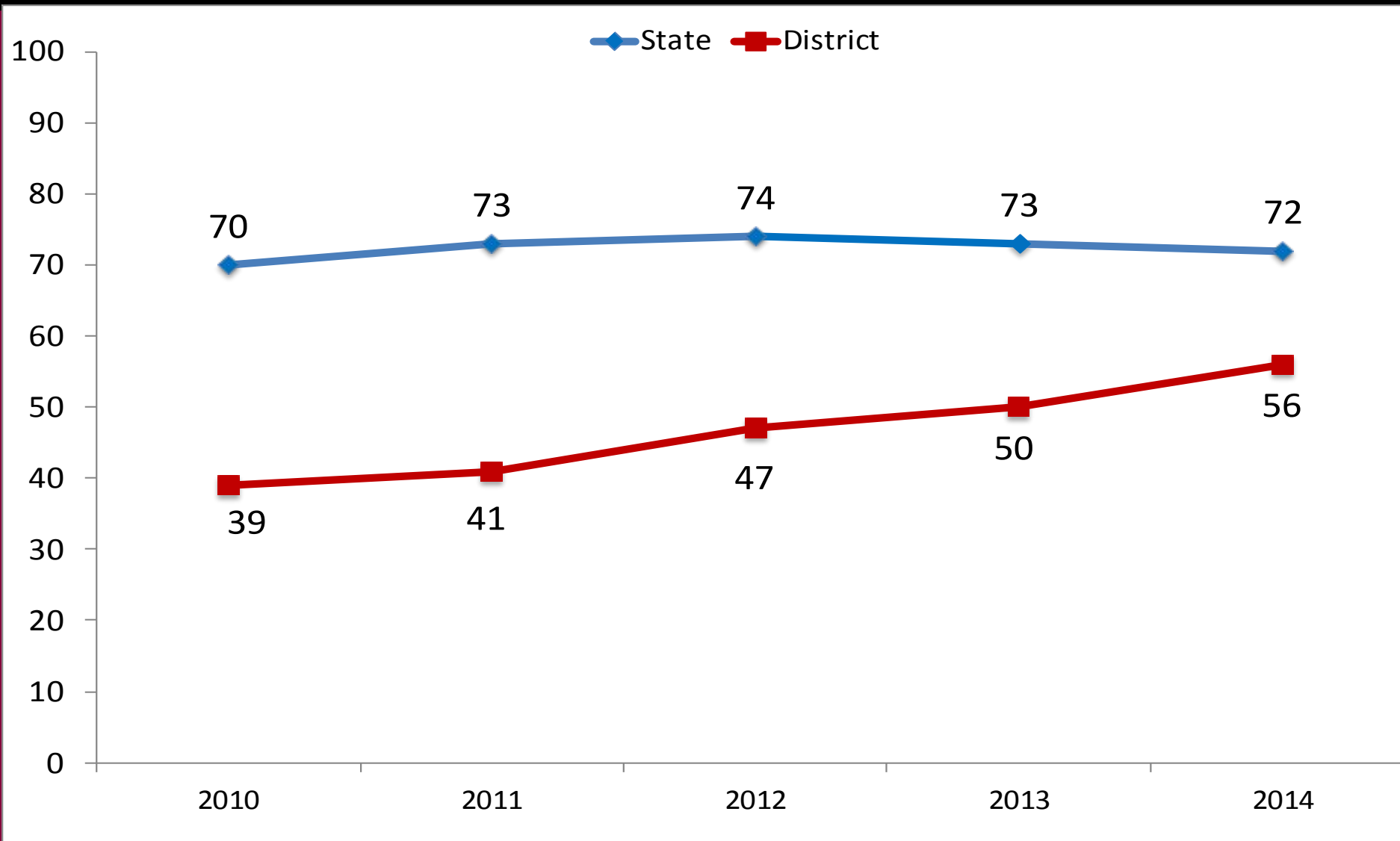
Years of CBS Implementation

Challenges…

- Number of students not at expected academic level

- Communication with Stakeholders

- Volume of Standards

- "Time-bound" High Stakes Assessment & Accountability Measures

- Tracking Student Evidence

- Determining Teacher Competency

Learning for All – What Does It Take?

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that.

Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

Ronald Edmonds
1935 - 1983

COMPETENCY-BASED MODELS AND TRADITIONAL SYSTEMS?

- What other connections do you see between competency-based models and educator effectiveness systems?

- What challenges or conflicts might districts encounter in moving from a traditional system to a CBS system?

- What solutions might help districts overcome those challenges?

QUESTIONS?

- Open for questions from Parking Lot now or from whatever comes to mind.

- Second session on Recording and Reporting

- Third session on Elementary Classroom instruction

Key Resources

District 50 Website: www.adams50.org

On the adams50.org site, you will find links to:

- Our CBS Website: www.cbsadams50.org
  - Our District 50 wiki: wiki.adams50.org

Each child is
UNIQUE
Shouldn't education be?