



KnowledgeWorks.

Is Oregon Ready?

2014 NW Proficiency/Competency Conference

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About KnowledgeWorks

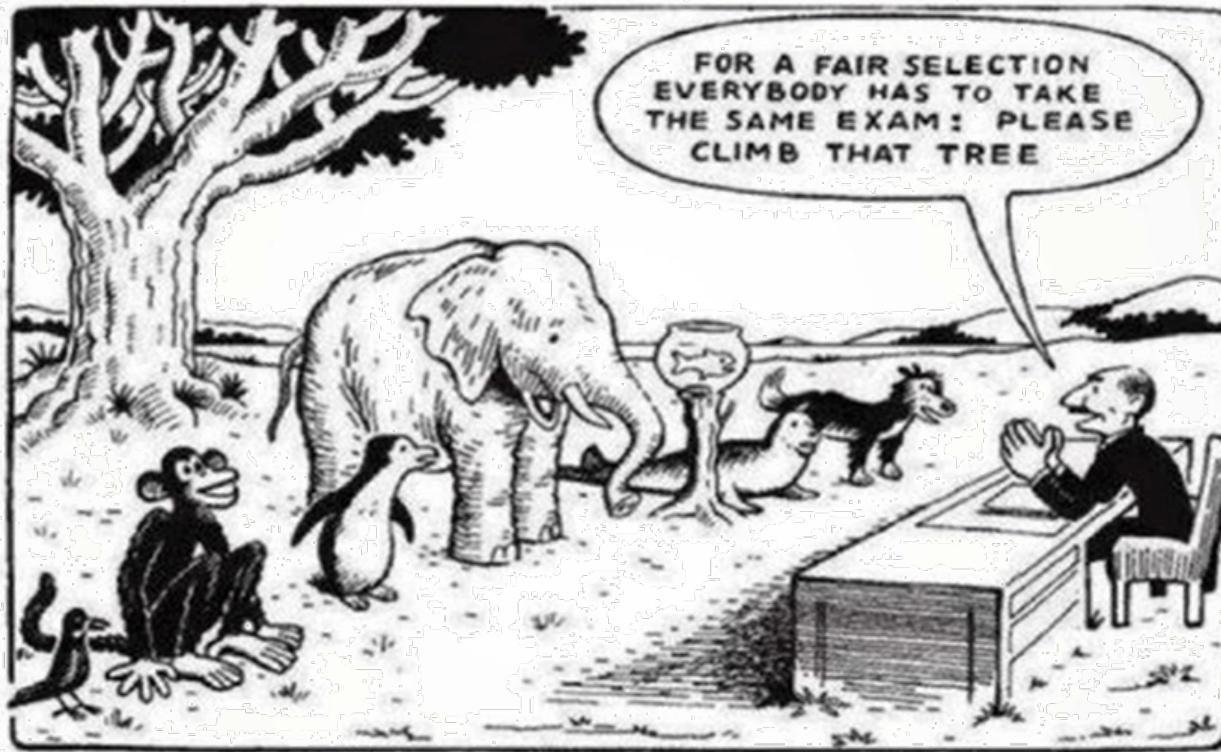
A social enterprise focused on ensuring that every student experiences meaningful personalized learning that allows him or her to thrive in college, career and civic life. Through a portfolio of innovative education approaches and advancing aligned policies, KnowledgeWorks seeks to activate and develop the capacity of communities and educators to build and sustain vibrant learning ecosystems that allow each student to thrive.

www.knowledgeworks.org

@worldoflearning

- 1. FUTURE** – Helping education professionals understand and navigate the trends shaping the future of learning
- 2. POLICY** – Informing federal and state thought leaders about the policy conditions necessary to spur education innovation.
- 3. PRACTICE**- Working directly to transform 150 schools and 100 communities in 41 states through our subsidiary organizations.

Exercise: What Isn't Working in Today's Education System?



Our Education System

What Might Education Look like in 10 Years?



KnowledgeWorks Forecast 3.0

Recombinant Education: Regenerating the Learning Ecosystem

<http://www.knowledgeworks.org/future-of-learning>

Top Forecast 3.0 Insights

- School” will take many forms. Sometimes it will be self-organized.
- Learning will no longer be defined by time and place – unless a learner wants to learn at a particular time and in a particular place.
- Learners and their families will create individualized learning playlists reflecting their particular interests, goals, and values.
- Diverse forms of credentials, certificates, and reputation markers will reflect the many ways in which people learn and demonstrate mastery.
- A wide variety of digital networks, platforms, and content resources will help learners and learning agents connect and learn.

Theory of Action

Competency education is our chance to reinvent the education system so every student succeeds. We must create the right environment to bring quality practices to scale.

1. Students advance upon mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

-2011 Competency-Based Summit Co-sponsored by CCSSO & iNACOL

Impact



● **AK: Chugach School District**

After five years of implementation –

- Performance on state test rose from bottom quartile to the 72nd percentile
- Participation in college entrance exams rose from zero to 70%
- Teacher turnover dropped to 2% from 55%

● **CO: Adams 50 School District**

3rd year of implementation

The last school just exited turnaround status

● **CA: Barack Obama Charter School**

4th year of implementation

150-point gain on the California Standards Test

Imagine a New System....

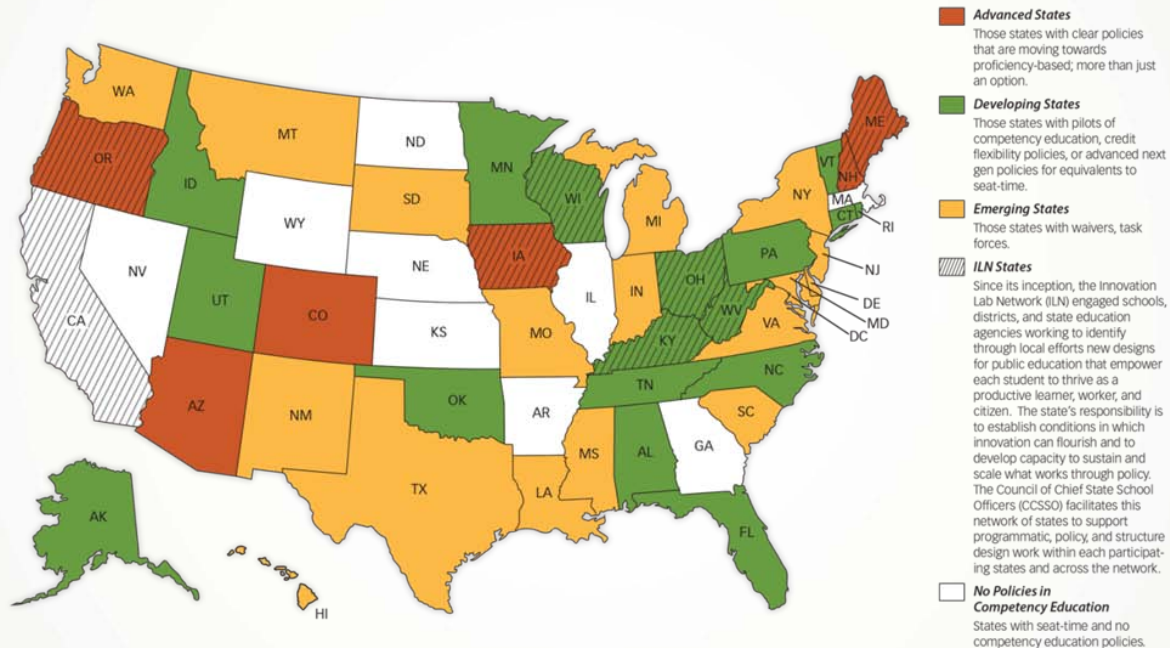
Courtesy of You Tube and the Maine Department of Education

Local Momentum



State Momentum

A Snapshot of Competency Education State Policy Across the United States



The Federal Role



Federal Accountability Barriers

- Federal time-based accountability policies fail to emphasize continuous improvement of student learning.
- Federal law does not include flexibility for states to use multiple measures for federal accountability calculations.
- Federal accountability indicators do not measure student progress toward mastery of competencies aligned to standards.
- Federal requirements regarding annual classification of schools and districts for improvement can inhibit continuous improvement.

Federal Assessment Barriers

- Federal policy does not allow out-of-grade testing for summative accountability purposes and limits the use of student growth data to determine student learning progressions.
- Federally required assessments were not designed to measure the breadth and depth of competency-based learning.
- Federal funding for assessments is inadequate and not aligned to the needs of a student centered system that supports competency education.

Short Term vs. Long Term Change

- **Short Term:** How can the federal government help states and districts innovate?

Innovation Funds → **Race to the Top, i3, RTT-District**
Strong demand for competency education: 75% of the winning RTT– D applicants included competency-based elements

Senate Elementary and Secondary Education Act Reauthorization
Section 4909: Competency Based Assessment and Accountability Demonstration
- Passed Senate Committee on 6/12/13

- **Long Term:** What kind of federal accountability and assessment framework would support competency education at scale?

K-12 Federal Policy Framework for Competency Education



KnowledgeWorks' Competency Continuum

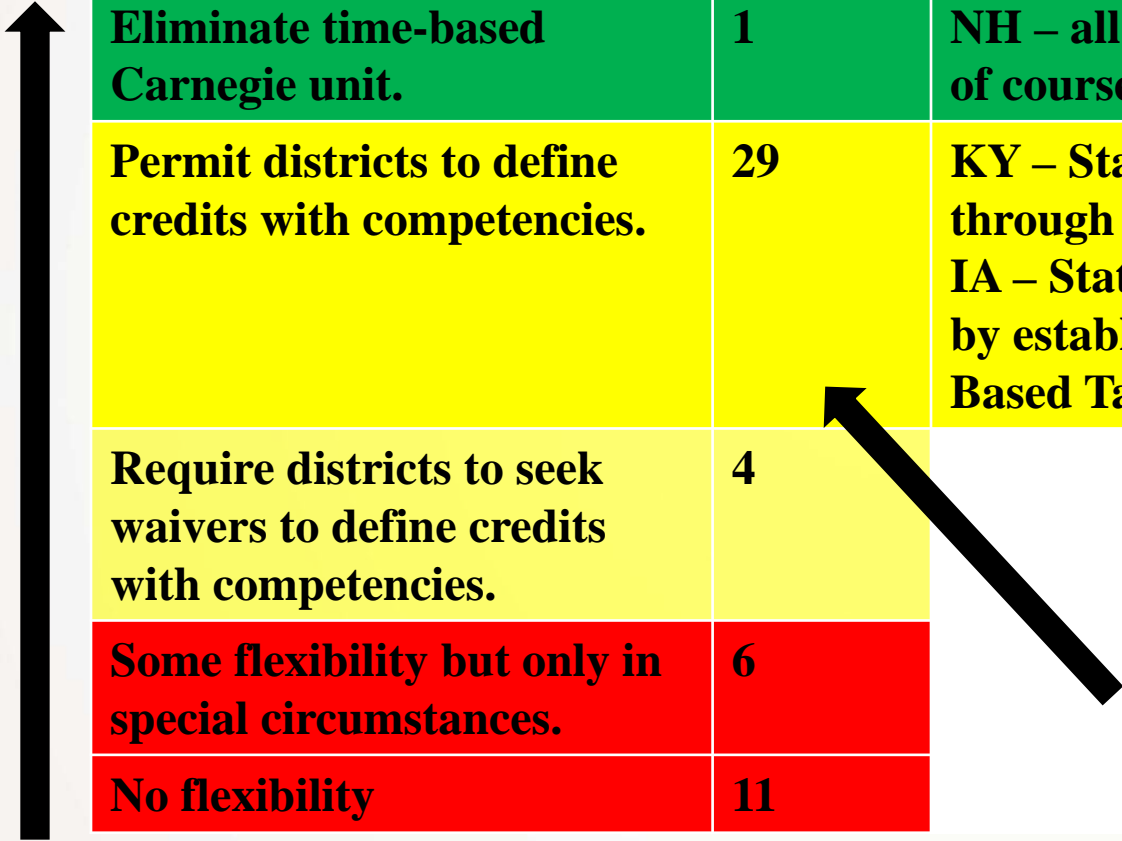
	Traditional	Emerging	Competency-Based
Learning Progression	Students are expected to master grade level college and career ready standards.	Students are expected to master grade level college and career ready standards and transferable skills.	Students are expected to master competencies aligned to college and career ready standards. Each competency has clear, transferable learning objectives.
Learning Pace	Students advance at the instructor's pace regardless of whether they mastered the learning objectives or need additional time.	Students may take accelerated courses if they demonstrate readiness. Students receive specialized support when they fall behind peers. Educators continually group students to encourage peer learning and maximize learning gains for all.	Students advance at their own pace throughout the year, capitalizing on customized student supports and accelerated learning opportunities to ensure a high quality learning experience.

KnowledgeWorks' Competency Continuum

- Self-select into groups around one element on the competency continuum
- Explore the element as a group
- Determine where Oregon is on the continuum in relation to your element
- Report to the group

Graduation Requirements: *Converting the Credit Hour to Competencies*

Policy	# States	Exemplary States
Eliminate time-based Carnegie unit.	1	NH – all credits are based on mastery of course-level competencies
Permit districts to define credits with competencies.	29	KY – State incentivized approach through its Districts of Innovation IA – State incentivized this approach by establishing Iowa Competency-Based Task Force and creating pilots
Require districts to seek waivers to define credits with competencies.	4	
Some flexibility but only in special circumstances.	6	
No flexibility	11	



Oregon Falls Here

Graduation Requirements:

Proficiency-Based Diplomas

- Maine – In 2012, the state legislature enacted a law that will ensure all high school diplomas in the state are proficiency-based by 2018.
- Colorado – In 2013, the Board of Education adopted guidelines that require students to demonstrate minimum academic competencies and successful completion of an Individual Career and Academic Plan by graduation.

Assessments:

Advancement Upon Mastery

- Michigan – In 2006, the legislature passed a law that enables high school students to demonstrate proficiency on state tests for credit.
- Georgia – In 2013, the State Board adopted a policy that permits high school students to earn credit for courses if they demonstrate competency on state End of Course Tests.
- North Carolina – In 2013, the State Board adopted the Credit By Demonstrated Mastery program which will give students opportunity to test out of high school courses. Students must score at least a 94% on exam and pass an additional performance demonstration.

Assessments:

Performance Tasks

- New Hampshire - DOE is working to develop a statewide performance assessment system that will balance local control with state-wide accountability and comparability.
- Ohio - Using Race to the Top dollars to build a statewide performance-based assessment as part of its system of deeper learning assessments. System will include formative and summative elements.

Multiple Pathways

- Vermont – Education Quality Standards
 - *Board of Education, 2014*
- Hawaii – Proficiency-based Equivalents
 - *Board of Education, 2011*
- New York, Alternative Opportunities
 - *Section 100.8 of the Regulations of the Commissioner of Education, 2012*
- Ohio – Credit Flexibility
 - *Senate Bill 311, 2006*
- Rhode Island, Extended Learning Opportunities
 - *Board of Regents, 2003*

Supports and Interventions

- Maine – Teacher Pace
 - Education Evolving: Maine's Plan for Putting Learners First, 2012
- Kentucky – Individual Learning Plans
 - *704 Kentucky Administrative Regulation, 3:305, Last revised 2008*
- Oregon – TAG Law
 - *Oregon Revised Statute 343.391 to 343.413, Last revised 2013*

Exercise: What are Oregon's Next Steps?

Brainstorm:

- Capacity Building
- Advocacy
- Policy

WHAT'S

NEXT



Panel Discussion

- Colleen Mileham, Center for Great Public Schools Director for the Oregon Education Association
- Dan Kordowsky, Superintendent of Oakridge School District
- Representative Betty Komp, State Representative, State of Oregon
- Whitney Grubbs, Chief of Staff to Oregon's Chief Education Officer

Thank You

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Competency Education

knowledgeworks.org/impacting-system-policy-and-advocacy/competency-education

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