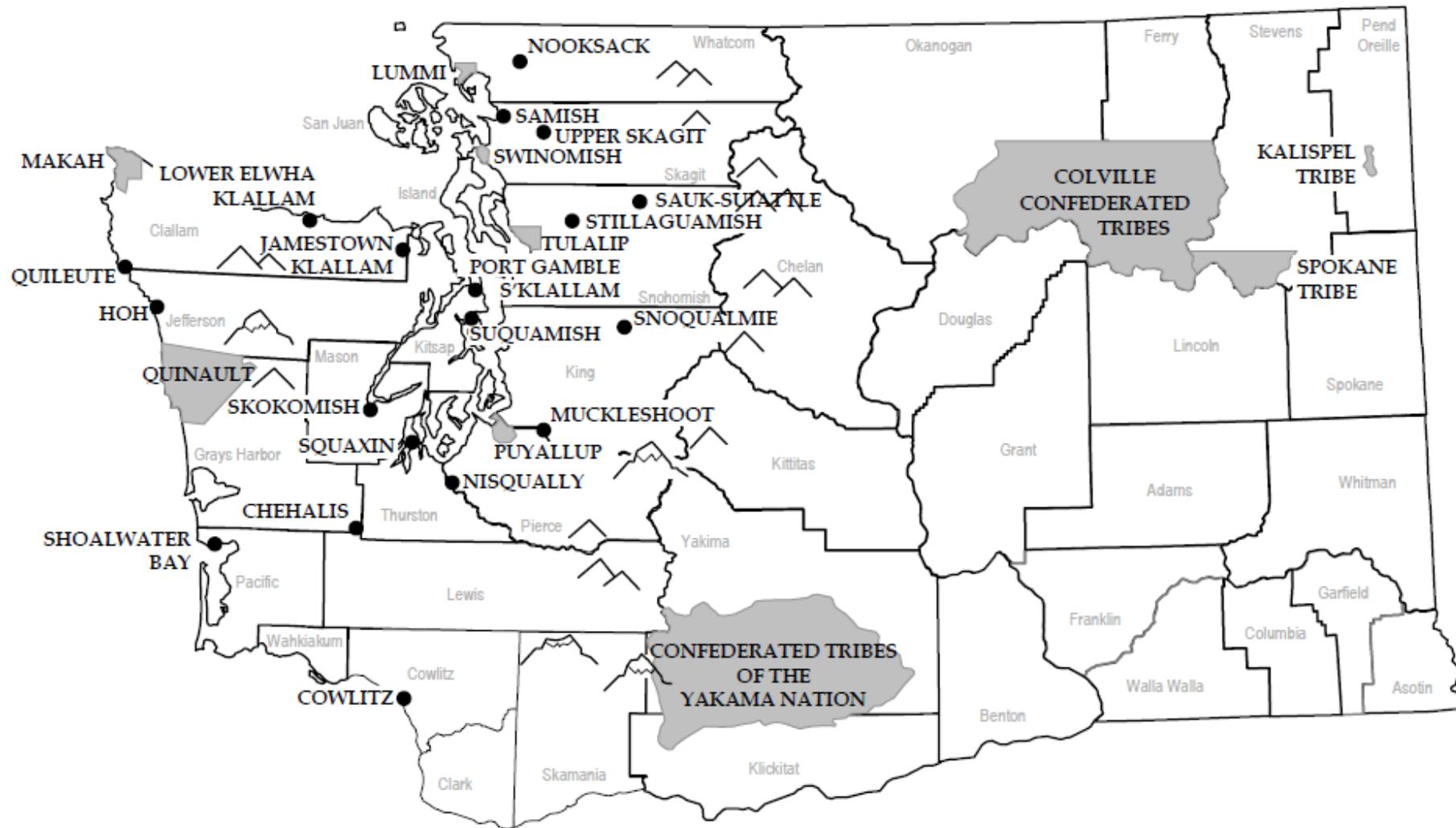




Mastery-Based Learning Workgroup

Washington State Board of Education
June 20, 2018

FEDERALLY RECOGNIZED TRIBES OF WASHINGTON STATE





Who are the workgroup members?

- Democratic Representative: Representative Sharon Tomiko Santos
- Republican Representative: Representative Chris Corry
- Democratic Senator: Senator Lisa Wellman
- Republic Senator: TBD
- Student: Ashley Lin (Association of Washington Student Leaders)
- Student: Lafayette Jones (Association of Washington Student Leaders)
- EOGOAC member: TBD
- High School Principal: Kory Kalahar (Association of Washington State Principals)
- High School Certificated Teacher: Miguel A. Saldaña (Washington Education Association)
- High School Counselor: Taylor Meyer (Washington Education Association)
- District Board Member: Aurora Flores (Washington State School Directors Association)
- District Superintendent: Krestin Behr (Washington Association of School Administrators)
- OSPI Representative: Kathe Taylor (Superintendent of Public Instruction)
- SBE Representative: Paul Pitre (State Board of Education Chair)



Conversation today

- 1:00-1:30 Introductions
- 1:30-2:00 Scope of the Workgroup
- 2:00-2:30 Norms of the Group
- 2:30-2:45 Current State of Mastery-Based Education in Washington
- 2:45-3:45 Discussion
 - Defining Terms
 - Group Discussion of Workgroup Outcomes
 - What information do you need to achieve the statutory charge for the workgroup?
- 3:45-4:00 Next Steps
- 4:00 Adjourn



Introductions: Please Share...

- Your name
- Your organization
- Why did you, or do you, show up in high school? (If you didn't always show up—why not?)



Workgroup Statutory Charge

The State Board of Education shall convene a work group to inform the governor, the legislature, and the public about barriers to mastery-based learning in Washington state whereby:

- (a) Students advance upon demonstrated mastery of content;
- (b) Competencies include explicit, measurable, transferable learning objectives that empower students;
- (c) Assessments are meaningful and a positive learning experience for students;
- (d) Students receive rapid, differentiated support based on their individual learning needs; and
- (e) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.



Workgroup Purpose & Scope

The work group shall examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education. The work group shall also review the role of the high school and beyond plan in supporting mastery-based learning. The work group shall consider:

- (a) Improvements in the high school and beyond plan as an essential tool for mastery-based learning;
- (b) Development of mastery-based pathways to the earning of a high school diploma;
- (c) The results of the competency-based pathways previously approved by the state board of education under RCW 28A.230.090 as a learning resource; and
- (d) Expansion of mastery-based credits to meet graduation requirements.



Norms of the Group



Mastery-Based Learning In Washington

Washington State Board of Education
June 2019



Potential for Confusing Communication



Mastery-Based Learning In the Legislation:

- Students advance upon demonstrated mastery of content;
- Competencies include explicit, measurable, transferable learning objectives that empower students;
- Assessments are meaningful and a positive learning experience for students;
- Students receive rapid, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.



Current Laws That May Govern Mastery-Based Education in Washington

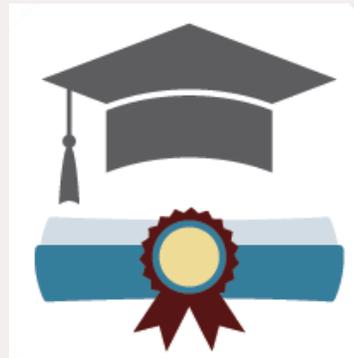
- State Board of Education rules **definition of high school credit** (WAC 180-51-050)
 - “Satisfactory demonstration by a student of proficiency/competency, as defined by written district policy, of the state's essential academic learning requirements (learning standards).”
- **Alternative Learning** (RCW 28A.232, WAC 392-121-182)
- **Work-based Learning** (WAC 392-410-315)
- **Equivalency Course of Study** (WAC 392-410-310)
 - “Credit for learning experiences conducted away from school or by persons not employed by the school district”

Competency-Based Crediting
Handbook 1.0:
An Implementation Guide for School Districts

July 2016

Currently in Washington:

- WSSDA Model Policy for Competency-Based Credit
- Basic Education Compliance survey results provides some data on competency-based practices by districts
- Districts with a Waiver of Credit Graduation Requirements
- Higher Education employs some mastery/competency-based education





WSSDA Model Policy

Policy No. 2409
Instruction

Credit For Competency/Proficiency

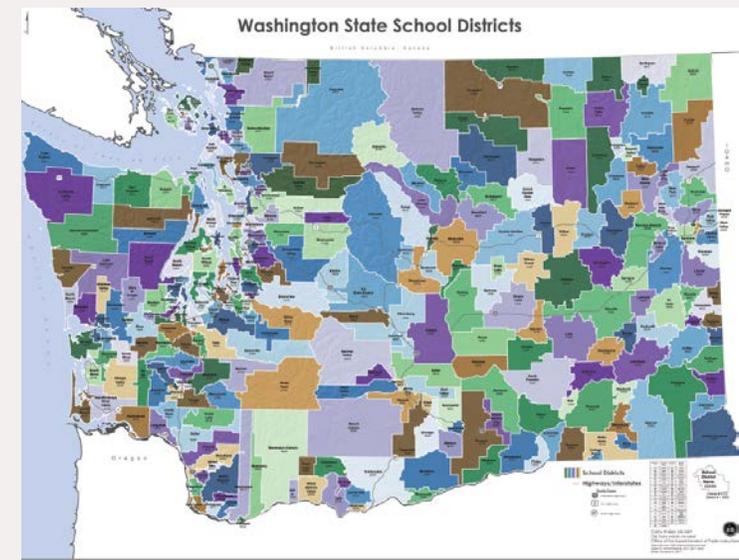
(This policy is designed for competency/proficiency credit in world languages, however, a district can expand the policy to multiple subjects.)

World Languages

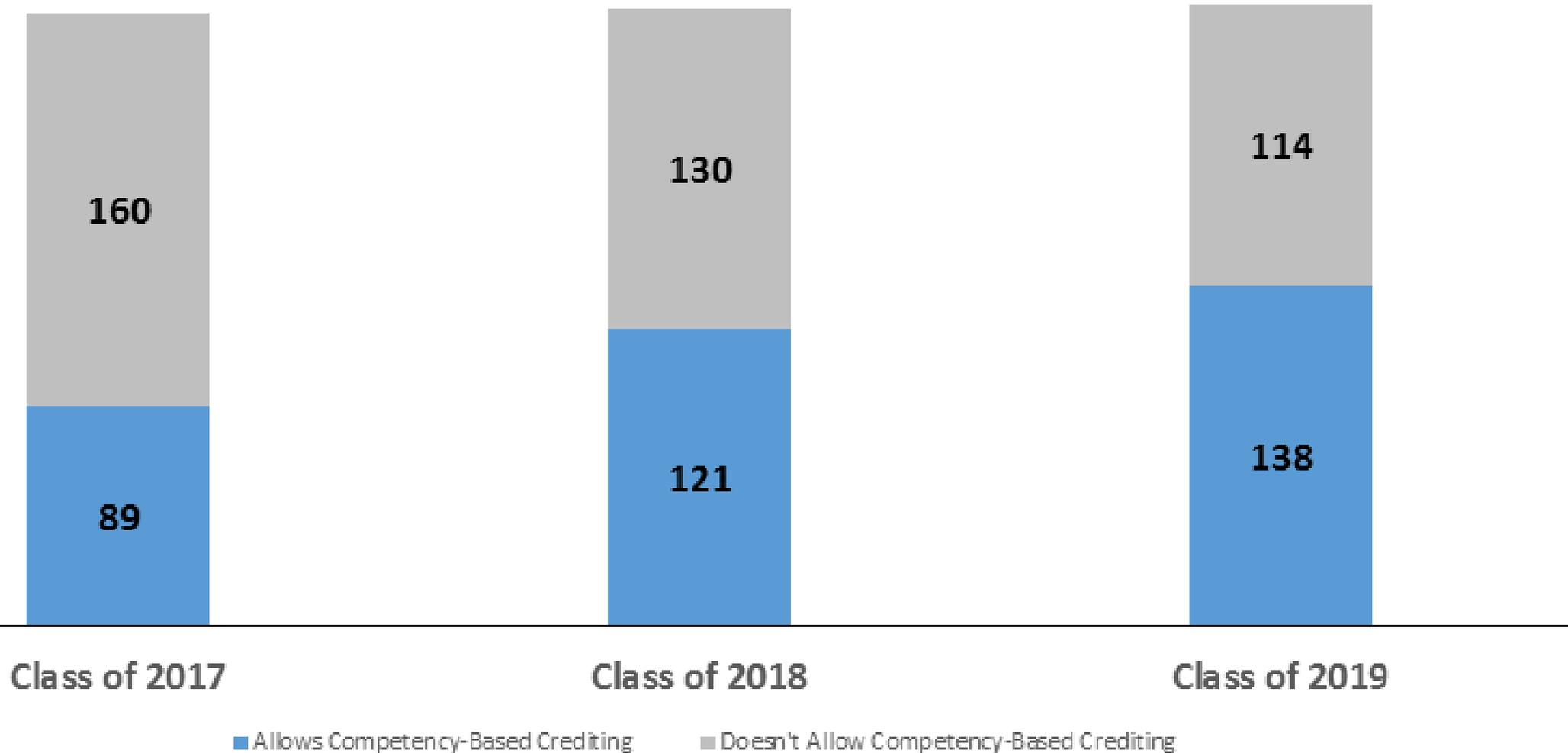
The board recognizes the value of preparing students to be global citizens with the skills to communicate in English and other world languages. In our state's diverse communities, it is not unusual for students to have various opportunities to develop language skills, for example, by using the language at home, attending language programs offered in the community, learning online or living abroad. The district encourages students and their families to take advantage of any language learning opportunities available to them.

Basic Education Compliance Survey Results

- The survey asked if the district offered competency-based credit (yes or no) and if yes, in what subjects (short answer response).
- Survey results show the number of districts offering competency-based credit is increasing; also, the number of subjects is expanding.
- Responses indicate great variability in how competency-based credit is being offered.



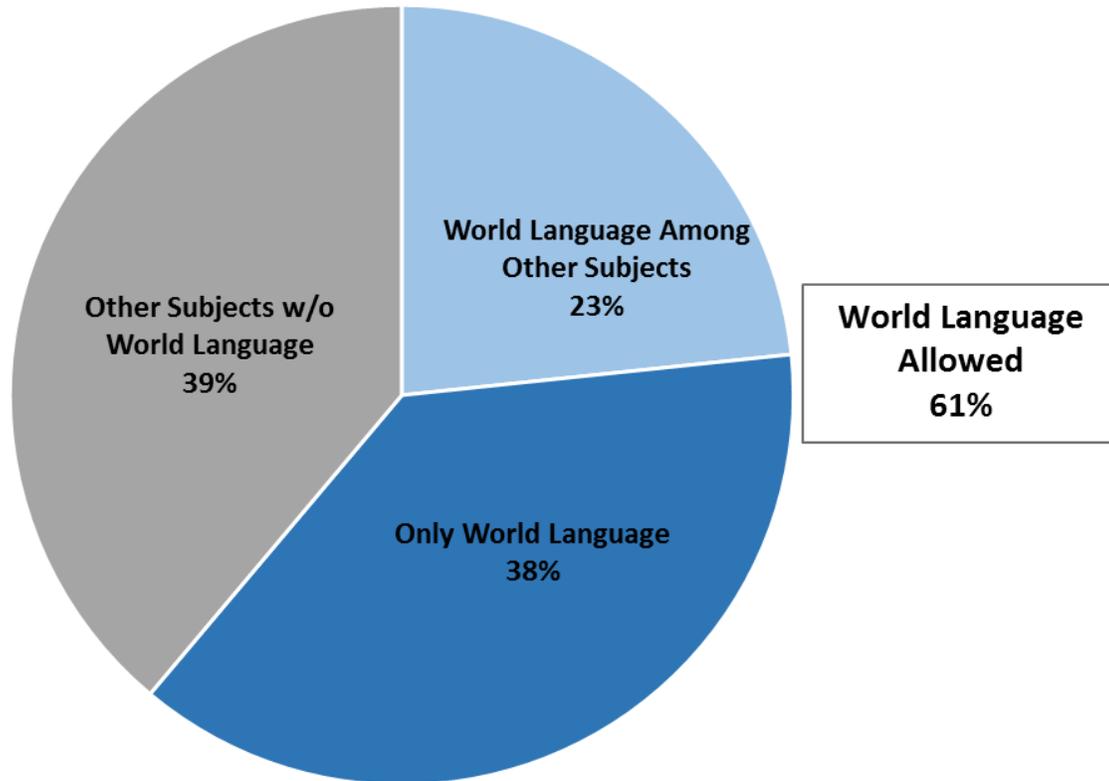
Number of High School Districts that Allow Competency-Based Crediting



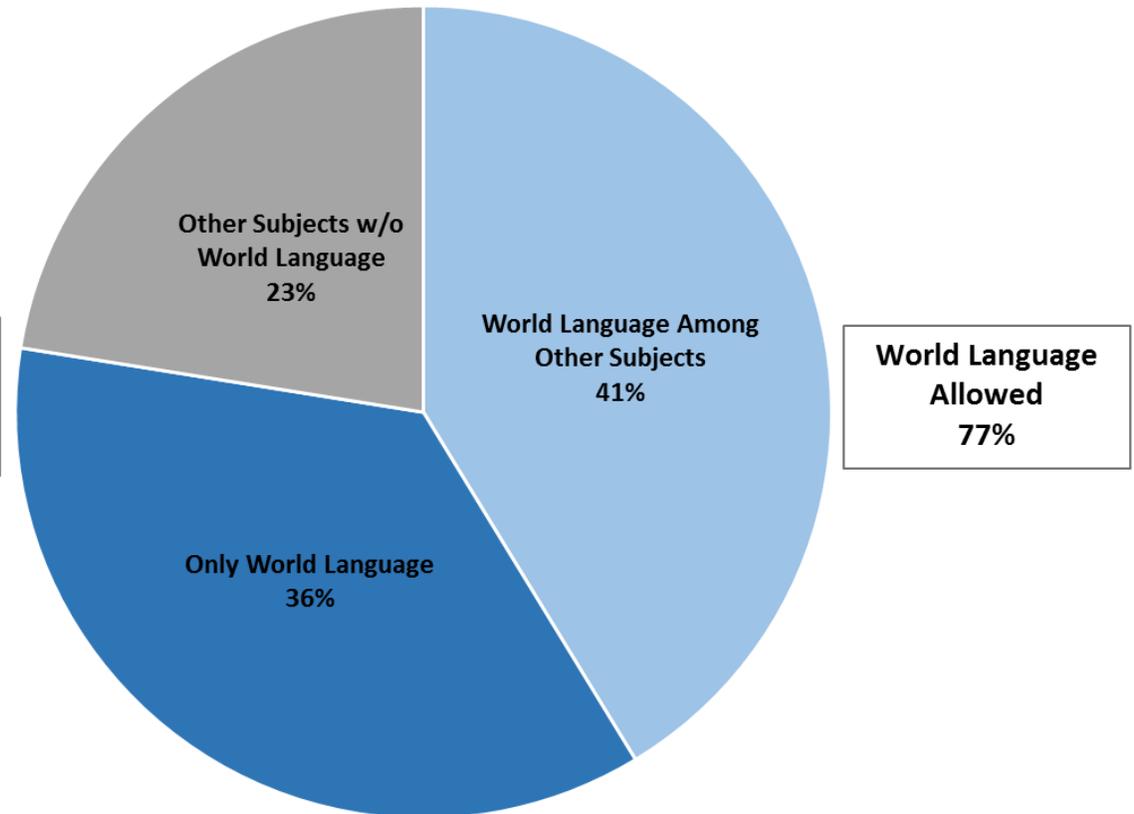
Of the Districts Offering Competency-Based Crediting, How Many Include World Language?



Class of 2016



Class of 2019





Selected Responses to Basic Education Compliance Survey Competency-based Credit Questions

“Foreign Language, SBAC in math and English.”

“For students at Open Doors and for our school with a graduation requirement waiver.”

“We have board policy that allows for competency based crediting but have done it sparingly.”

“8th Grade Algebra”

“Physical Education - successful completion of three athletic seasons in two consecutive years or consistent participation in one sport for four years.”

“Not defined: The principal may grant a maximum of two (2) credits to students based on the individual student demonstrating mastery of course content and performance standards which is equal to or greater than a student who is regularly enrolled and successfully passes that course. These credits shall be pass/fail only.”

“The district awards competency-based credit for all subjects.”

Compared to Other States—

Washington already has state policies on which to build:

- Definition of a credit unrelated to seat-time—other states don't have, or only allow through a waiver program
- District waivers of credit graduation requirements
- Work-based Learning and Equivalency Course of Study
- Middle school students earning high school credit
- Relatively well developed dual enrollment and early college programs

Other states are working on or have developed:

- Multiple-flexible pathways to graduation
- Proficiency-based diplomas
- Programs that build district-level capacity for competency-based learning
- Alternative assessments—non-standardized, competency-based assessments
- Buy-in from institutions of higher-education for high school competency-based credit.

Competency-based Education in Other Selected States



New Hampshire—Comprehensive reforms that support personalized learning, including alternative state assessments that reduces standardized testing in favor of assessments that are integrated into the classroom.

Idaho—Key legislation passed in 2015 that has led to an initial 20 Mastery-based Learning Incubators.

Ohio—Pilot program for competency-based learning that is across-curricula, includes learning outside of the classroom, supports struggling students, keeps all students on-track, and informs further statewide policies.

South Carolina—Technical support for a network of districts to implement the South Carolina Framework for Personalized learning: Student ownership, Learner Profiles, Learning Pathways, and Flexible Learning Environments

Maine—Proficiency-based diploma; through the New England Secondary School Consortium, public colleges and universities in 6 New England states have pledged to accept proficiency-based transcripts.

Arizona—Grand Canyon Diploma, earned through success on a State Board-approved assessment, Cambridge and ACT Quality Core

Schools with a Waiver of Credit Graduation Requirements

- Federal Way--
 - Career Academy at Truman
 - Federal Way Open Doors
- High Line—Big Picture High School
- Issaquah—Gibson Ek High School
- Lake Chelan—Chelan School of Innovation
- Methow Valley—Independent Learning Center
- Peninsula—Henderson Bay High School
- Quincy—Quincy Innovation Academy



Higher Education and Competency/Mastery-Based Learning

Higher Education has taken a lead with competency/mastery-based credit—some policies and practices may provide models for high school competency-based credit.

- Western Governors University
- In Washington:
 - High School 21+ program at community and technical colleges, a competency-based program for prior learning
 - High school diploma with associate degree
 - Student Achievement Council's work on academic credit for prior learning



Questions?

Defining Terms

- High School and Beyond Plan
 - Assessment
 - Learning Standards
-
- Are there any other terms we need to collectively define?



High School and Beyond Plans (RCW 28A.230.090)

- Started during the seventh or eighth grade, starting with a career interest and skills inventory
- updated to reflect high school assessment results
- must identify available interventions and academic support, courses, or both, that are designed for students who have not met the high school graduation standard, to enable them to meet the standard
- School districts are encouraged to involve parents and guardians, and provide the plan to the students' parents or guardians in their native language
- A four-year plan for high school course taking that satisfies state and local graduation requirements and aligns with the student's secondary and postsecondary goals
- Identifies dual credit programs
- Includes information about the College Bound Scholarship Program
- By the end of the twelfth grade, a current resume or activity log that provides a written compilation of the student's education, work experience, and community service
- Information about federal and state financial aid programs, and information about filling out forms necessary for financial aid applications
- Information on academic acceleration

Defining Terms

- High School and Beyond Plan
- Assessment
 - Test or Exam
 - “Assessments are meaningful and a positive learning experience for students”
 - Aligned with learning standards
 - Does not need to be standardized tests
- Learning Standards
 - what students should know and be able to do
 - [Washington State Learning Standards](#)
- Are there any other terms we need to collectively define?

Discussion

- What do we want the outcomes to be for this work group?

- Report Dates to the Legislature and Governor Reminder:
 - By December 1, 2019: interim report outlining preliminary findings and potential recommendations
 - By December 1, 2020: a final report detailing all findings and recommendations related to the work group's purpose and tasks



Discussion

- What information do you need to achieve the statutory charge for the workgroup?

Next Steps

- Webinars this summer—stay tuned for details
- Dates for next two workgroup meetings: Doodle Poll
 - Next year: We won't have a meeting during session, so the first meeting of 2020 will be late March/early April



Contact Information

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