2018-19 Michigan Department of Education

Report to the Legislature

Section 21j Competency-Based Education Pilot Grant

Office of Educational Supports

Introduction

Section 21j of Public Act 108 of 2017 provides an amount not to exceed $500,000.00 for competitive grants to districts for the design and implementation of competency-based education programs to provide enhanced choice to pupils and parents for the completion of the requirements for kindergarten through a high school diploma, including the Michigan merit standard under sections 1278a and 1278b of the revised school code, MCL 380.1278a and 380.1278b for three years of implementation. This legislation includes a report to be provided by the department to the house and senate appropriations subcommittees on school aid and the state budget director no later than December 1, 2018, that addresses the following:

- A description of program implementation, including when implemented;
- Identification of competencies to be included;
- Identified best practices for adoption and implementation;
- Types of assessments used to evaluate a student's mastery of those competencies;
- The number of students participating;
- Identification of specific barriers for students and districts in implementing a competency-based learning instructional model and ways to address those barriers;
- The feasibility of expanding competency-based education models statewide, including needed policy changes; and
- Increases in student achievement, postsecondary attainment, employment, and 21st century skills acquisition as a result of the transition to competency-based learning and how these outcomes can be improved by other districts adopting the model.

Data for this report were collected from seven participating pilot districts using a survey instrument developed by MDE staff based on the legislative reporting requirements. Additional data were retrieved from grant applications and directly from grant recipients through other correspondence.

Description of Program Implementation and When Implemented

In implementing this grant the Michigan Department of Education (MDE) developed grant criteria that reflected the components outlined in legislation and a grant application based on these criteria. The grant was announced following department procedures for the application and review process and interested applicants submitted a letter of intent to apply. Initial review and scoring of the applications were based on a rubric aligned to the grant application. Following this

review, finalists participated in interviews to allow the MDE to gather additional data on readiness to implement the grant and make a final decision on grant awards. Seven districts were selected to receive this grant and awards were announced in March of 2018. The seven districts that were awarded grants in alphabetical order are:

• Alpena Public Schools

• Armada Area Schools

• FlexTech High School

• Fraser Public Schools

• Kenowa Hills Public Schools

• Schoolcraft Community Schools

• Tecumseh Public Schools

Individual program descriptions for these districts have also been included as vignettes and can be found beginning on p. 13 of this report.

Identified Competencies

Districts took different approaches in identifying competencies for their students such as developing a local profile of a graduate and identifying competencies related to the development of that profile. A myriad of competencies that include both skills and knowledge were reported by grantees. Examples include academic content competencies and others such as the ability to work collaboratively, demonstration of critical thinking skills, communicating effectively, and other skills and dispositions based on workforce readiness. Some participating districts are using external consultants to develop competencies specific to their district based on local graduate profiles. Given that this is year one of a three-year grant, districts are working with the MDE to further develop specific model competencies to support curriculum, assessment, and instruction at the local level.

Best Practices for Adoption and Implementation

In reviewing the grant applications and survey data there are some areas of best practice that stand out. Districts indicate that it was helpful to involve their community stakeholders to dispel some of the myths about C-BE. Involving local businesses, school staff, and other community leaders is reported to increase the success of the transition as stakeholders were involved in the process.

Many districts are currently collaborating with external experts with experience in transitioning districts to a C-BE model and some districts were already working with outside consultants before receiving the grant. A majority of the districts reported visits to other states and districts that were implementing C-BE as part of their professional learning to see first-hand the changes needed for transition related to staff development and the physical layout of school buildings.

All districts in the pilot report changing the physical design and layout of school buildings as part of the transition. More open shared spaces were incorporated into existing structures to foster collaboration among students and complement smaller group collaboration on projects and interactions with teachers. Mentor space was also created in some buildings for teachers and students to collaborate.

Several of the districts designed their C-BE programs around Michigan's working definition of C-BE which is based on the International Association for K-12 Online Learning (iNACOL) primary components of Competency-Based Education. These components include:

- Students advance upon demonstrated mastery;

- Competencies include explicit, measurable, transferable learning objectives that empower students;

- Assessment is meaningful and a positive learning experience for students;

- Students receive timely, 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.

Overall, districts are beginning to identify and share best practices related to instruction, curriculum, and assessment through regular meetings with the other pilot districts facilitated by the MDE. As districts continue to analyze student data

and outcomes that inform practice, valuable information related to these best practices will be uncovered and shared across the state.

Assessments used to Evaluate a Student's Mastery

One of the strengths of a CBE learning model is the use of a balanced assessment system including the formative assessment process to inform instruction, interim assessments to monitor progress toward competency, and summative assessments to measure what students know and are able to do in relation to Michigan's Academic Standards. Demonstrating competency is reported in a variety of formats with the inclusion of student voice and choice. Districts report that they are beginning to develop and utilize performance assessments and projects across content areas to assess student proficiency. An example of this includes learning or demonstration expos in which students can share their work with peers, parents, and community members through capstone projects as evidence of their learning.

Districts also report incorporating frequent formative and benchmark assessments such as the Northwest Evaluation Association (NWEA) reading and mathematics skill assessments and locally developed assessments to monitor progress and verify competency. Additionally, some districts are utilizing performance assessments including multi-step assignments with clear criteria, expectations, and processes to measure how well a student transfers knowledge and applies complex skills to create or refine an original product or solution. This includes the utilization of teacher and student generated rubrics with multiple evaluators.

Number of Students Participating

The number of students participating in C-BE under the 2017-18 grant are delineated by grade bands in the table below.

	# of Students Participating in C-BE Programming	# of Students Engaged in Work-Based Learning, Co-Op, or other Wage-yielding Employment	# of Students Engaged in Postsecondary Attainment, (enrollment in postsecondary programs, including career tech centers.)
K-5	3,961	0	0
6-8	3,448	0	0
9-12	3,775	247	406
Total	**11,184**	**247**	**406**

Grantees are in varying levels of implementation of C-BE. Student participation depends on the current stage of implementation.

Identification of Specific Barriers for Students and Districts in Implementing a Competency-Based Learning Instructional Model and Ways to Address those Barriers

Barriers to local implementation were identified at multiple levels. One district reported that "the primary barrier was that students (and adults) needed to unlearn past behaviors of what school and learning look like. There were many behaviors that were so structured and part of their experience that they didn't even realize it. Students needed to understand what learning looked like without receiving an external reward (grade). Students needed to better understand what they themselves needed to support with, rather than waiting for a teacher to tell them what they needed. Students needed to re-frame their motivations in school, they needed to shift to a growth mindset." This exemplifies a common theme among grant recipients. Additionally, districts report challenges related to students demonstrating proficiency in order to move on and the changing role of the teacher and student in which students take more ownership in their learning and demonstrate application and higher-order learning.

A significant barrier for districts is the existence of a usable Student Information System (SIS) and related Learning Management System (LMS) that allows for C-BE design, reporting, scheduling, and grading. It is essential that these

systems are interoperable in an effective manner. Additionally, districts report the ongoing need to address professional learning and professional development associated with the transition and to educate the community on changes related to C-BE.

Districts reported multiple ways to address these barriers including:

- Communication with the community through meetings with parents to help them better understand C-BE;
- Involvement of community stakeholders in the transition to students moving through content by demonstrating mastery of competencies;
- The practice of offering tours to members of the community;
- Showcases of projects to demonstrate evidence of student growth in academic and 21st century skills;
- The use of instructional coaches to support implementation with ongoing and embedded professional learning; and
- Professional development and opportunities for collaboration with other C-BE implementers and external experts.

The feasibility of expanding competency-based education models statewide, including needed policy changes

There is potential to expand C-BE statewide. Michigan currently has a policy environment that allows for C-BE implementation in multiple ways. The flexibility inherent in the Michigan Merit Curriculum, the ability to waive seat time for innovative programs, testing out options, and the availability of the Innovation Council provide avenues for flexibility in awarding credit, reporting student competency, and mitigating pupil accounting barriers as allowed under the law. Additional resources and funding for pilot districts, additional supports from MDE staff to work more closely with districts in transitioning, and the continuation of statewide networks will be beneficial. Additionally, districts and the MDE must continue to address the SIS and LMS issues faced by districts. This would allow for the further development of talent transcripts and portfolios that provide a more robust reporting system for students to leverage when seeking employment and applying for postsecondary learning opportunities that include college and career training programs.

Districts also express the need to increase communication with colleges to improve awareness of what competency-based reporting looks like and how these new transcripts will be interpreted for admissions as more local examples become available. Finally, convening teacher leaders to further develop examples of curricular and instructional resources will assist in solidifying a framework for tangible materials to be used at the classroom and building levels.

Increases in student achievement, postsecondary attainment, employment, and 21st century skills acquisition as a result of the transition to competency-based learning and how these outcomes can be improved by other districts adopting the model.

This is the first year of reporting for the 21j Competency-Based Learning Pilot grant. This report contains **baseline data** for each of the reporting elements therefore it is not yet possible to identify any changes that may be associated with grant programming.

Baseline Student Achievement Data

2017-18 SAT Testing Information

	Math -Percentage of Students Ready (SAT)	Evidence-Based Reading and Writing - Percentage of Students Ready (SAT)	Social Studies Percentage of Students Ready (M-STEP)
Alpena Public Schools	35.5	61.3	36.5
Armada Area Schools	45.4	61.8	42.2
Fraser Public Schools	28	61.1	*
FlexTech High School - Novi	18.2	56.8	39.6
Kenowa Hills Public Schools	32	58.9	29.7
Schoolcraft Community Schools	52	77.3	46.7
Tecumseh Public Schools	39.7	67.1	36.7
Average of All Participating Districts	35.8	63.5	38.5

*data not available in MISchoolData at time of report

2017-18 Elementary and Middle M-STEP Data

Percent Proficient, Grades 3-8, Social Studies	3	4	5	6	7	8
Alpena Public Schools	n/a	n/a	*	n/a	n/a	*
Armada Area Schools	n/a	n/a	*	n/a	n/a	*
Fraser Public Schools	n/a	n/a	12.6	n/a	n/a	22.9
Kenowa Hills Public Schools	n/a	n/a	*	n/a	n/a	*
Schoolcraft Community Schools	n/a	n/a	*	n/a	n/a	45.3
Tecumseh Public Schools	n/a	n/a	*	n/a	n/a	28.2

Percent Proficient, Grades 3-8, Mathematics	3	4	5	6	7	8
Alpena Public Schools	30.9	26.5	15.2	18	24.5	20.4
Armada Area Schools	25.5	42	26.9	30	28.7	12.6
Fraser Public Schools	31.4	28.7	18.1	24.6	24.7	18.8
Kenowa Hills Public Schools	32.3	28.2	16.8	25.1	21.1	13
Schoolcraft Community Schools	35.7	32.9	27.5	34.4	22.2	14.1
Tecumseh Public Schools	36	27.1	17.6	21.6	24.9	18.1

2017-18 Elementary and Middle M-STEP Data (continued)

Percent Proficient, Grades 3-8, English Language Arts	3	4	5	6	7	8
Alpena Public Schools	21.3	23	25.9	28	28.4	37.6
Armada Area Schools	27.4	26.7	38.1	43.3	38	42.7
Fraser Public Schools	24	24.2	34.2	27.9	40.9	34.1
Kenowa Hills Public Schools	23.9	22.6	36.2	38.1	31.1	30.9
Schoolcraft Community Schools	25.7	19.7	31.3	45.6	46.5	37.5
Tecumseh Public Schools	31.5	24.7	30.9	26.4	33.3	32.2

Baseline Postsecondary Attainment Data

For the 2016-17 graduation year, the following table notes the total number of graduates, the number of graduates enrolled in college within six months of graduation, and the associated percentage of students enrolled in college.

District	Total 2016-17 Graduates	# of Graduates enrolled in college within 6 months of graduation	Percentage of Graduates enrolled in college within 6 months of graduation
Alpena Public Schools	310	188	60.6%
Armada Area Schools	151	83	55.0%
FlexTech High School Novi	49	9	18.4%
Fraser Public Schools	347	230	66.3%
Kenowa Hills Public Schools	207	124	59.9%
Schoolcraft Community Schools	82	61	74.4%
Tecumseh Public Schools	226	137	60.6%

21st Century Skills

Many of the districts incorporate 21st century skills into their "profile of a graduate". The participating districts reported that 21st Century Skills were enhanced throughout the process of transitioning to a C-BE model. In anecdotal information reported by districts, the most prevalent theme was that a focus on student collaboration contributed to several positive outcomes including more effective communication skills, increased inquiry and problem-solving skills, and higher student

engagement. Several districts also reported that students were more likely to be interested in and take ownership of projects that utilized current technology and had real life application.

How these outcomes can be improved by other districts adopting the model

In terms of broad Michigan strategy, C-BE aligns significantly with *Michigan's Top Ten in Ten Years Goals and Strategies* Strategic Goal #2 which states "Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential." As more districts adopt C-BE and additional schools implement student-centered approaches to learning, more information and resources will be available for sharing and adoption. The networks that will be forged and the attention to ensuring that students demonstrate mastery of skills and knowledge will improve outcomes for all students. As students become more engaged and take more ownership of their education, they will learn the high-level skills to be successful in life.

As more districts adopt C-BE practices and design educational systems around the needs of students, the application of skills and knowledge will allow for students to demonstrate proficiency in multiple ways. There is opportunity for robust assessment development through collaboration with the MDE and local experts that reflect this application and preparation for careers and postsecondary opportunities. As further data is collected, the MDE will have the opportunity to provide additional guidance materials and work with districts to assist with supporting best practices.

Section 21j Pilot District Vignettes

The vignettes provided here are organized around Michigan's working definition of C-BE that are based on the International Association for K-12 Online Learning (iNACOL) primary components of C-BE including:

- Students advance upon demonstrated mastery;

- Competencies include explicit, measurable, transferable learning objectives that empower students;

- Assessment is meaningful and a positive learning experience for students;

- Students receive timely, 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.

The information in this section of the report is taken directly from district responses to addressing these components and offer a picture of implementation in a variety of ways.

Alpena Public Schools

Students advance upon demonstrated mastery.

Within our 8th Grade Project Based Learning cohort, we are working towards this goal. While we gave grades after 1st marking period, we are asking students to redo their performance-based assessments to achieve at least 80%. We will be working towards this goal at our ACES High School and our 9th grade PBL in the future.

Competencies include explicit, measurable, transferable learning objectives that empower students.

We are still working with academic standards; however, we are working with New Hampshire's Competencies to pilot this work.

Students receive timely, differentiated support based on their individual learning needs.

All of our programs are Project Based in format and allow for some student voice in choice in their learning. Our teachers are able to give individual feedback and our students are able to give peer feedback throughout the process. This is an area we are hoping to further develop.

Assessment is meaningful and a positive learning experience for students.

We are working to develop a balanced assessment system using both formative and summative assessment. In our PBL cohorts, we have developed a system of Performance Based Assessments with common scoring rubrics. We are hoping to develop this further with help from state and national partners.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Learning outcomes and competencies for each course are defined by utilizing Blooms'/Marzano's Taxonomies of learning. To earn an 'A' or '4' for a standard/competency, students must show a high depth of knowledge such as analyze, classify, make and defend claims, create and utilize knowledge, develop and test, judge and defend, and/or synthesize knowledge. In addition, we have begun to teach and measure our E.A.G.L.E.S skills which embody what is needed to be college and career ready. These include Effective Communicators Agile and Adaptable Learners, Globally Thinking Collaborators, Literate and Technically Adept Leaders, Ethical Citizens, and Scientific/Analytical Problem-Solvers.

Armada Area Schools

Students advance upon demonstrated mastery.

Currently, we have about 15% of our students that are working beyond their grade level based on showing mastery in a certain competency. This includes elementary students taking courses at the middle school, middle school students taking high school courses, and high school students taking college classes. We continue to expand this each year and foresee having about 25% of our students advancing in this manner within the next three years. Students use our learning platform from Summit Learning to advance up to one additional grade level within a grade, and then we move them up a grade or class level based on demonstrated mastery.

Competencies include explicit, measurable, transferable learning objectives that empower students.

We use the competencies designed by the Stanford Center for Assessment, Learning, and Equity (SCALE). These are standards that are aligned with the Michigan standards and structured into 43 competencies that can be covered across the curriculum in an integrated manner. These big picture competencies are measured on an eight-point continuum that is used from grades K-12 which allows for a consistent approach.

Students receive timely, differentiated support based on their individual learning needs.

The Summit Learning Platform enables teachers to identify students who are behind on competencies or who need additional assistance. We have developed several intervention programs from tutoring, academic support, and mentoring to ensure that each student is receiving individual support that is timely and differentiated based on his or her needs.

We also encourage students to track their assessment performance and use those assessment results to place students into programs that best support or challenge them based on their performance.

Assessment is meaningful and a positive learning experience for students.

In general, we use assessments to facilitate a coaching conversation with students. We ask them to track performance and reflect upon their achievement in order to help them work on areas in need of improvement. For example, students can track their performance alongside their peer group which helps them know if an area is a relative strength or weakness. This has prompted students to seek out assistance on their own. This has helped develop a growth mindset among our students and resulted in significant achievement gains as compared to the state average.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

We integrate our competencies in with 21st Century Skills and competencies are integrated with complex, comprehensive projects that encourage students to use their knowledge to create new and innovative solutions by drawing on their learning and experience from across the curriculum. We integrate the Habits of the Mind into these projects to ensure students are not only mastering content skills, but also the 21st Century Skills.

FlexTech High School

Students advance upon demonstrated mastery.

We've distilled the required Michigan Merit Curriculum down to essential competencies (usually 10-13 per course); all of our course competencies are aligned to Michigan academic standards and cross-walked to the P/SAT skills. Our students work on mastering these competencies through project investigations that begin with an essential question. Students demonstrate mastery of the competencies as they work through several formative and summative exercises related to the project. We require students to produce a deliverable that can take the form of written artifact, public performance, or creative expression. The formative assessments + summative assessments + project deliverables give the teacher a robust picture of student mastery. Once a student demonstrates mastery of all of the competencies for a course, he/she earns course credit. Our educational model embraces revision and pushes students to make improvements to their work until they achieve their personal best; this means students work at their own pace to complete their credit requirements. Students may also combine competencies from courses in two or more disciplines to create cross-curricular projects. We assess student mastery using a four-point scale.

Competencies include explicit, measurable, transferable learning objectives that empower students.

When creating our competencies, we will have them built with the state curriculum essential standards as the base, but we will also include 21st century skills that we call "Employability Skills Framework". This framework incorporates JOFI Competencies and related ONET Work Styles aligned with the FFM and ETS WJF. By using project-based learning and thematic instruction, students gain knowledge and skills in different subject areas while working to investigate and respond to authentic, engaging and complex questions, problems or challenges. We have several teachers taking Project-Based Learning PD from the Buck Institute, so they can help us with this piece. It is a type of instruction that allows for students to master different subject area standards in competencies within their projects. Rubrics with clearly defined content and mastery levels will ensure that students can have a personal learning path with voice and choice in demonstrating mastery.

Students receive timely, differentiated support based on their individual learning needs.

We are a digital campus and have adopted Google Classroom as our primary learning management system; teachers post all of the project instructions and exercises in Google Classrooms. Students submit their work through Google Drive and receive real-time, formative feedback to revise their work before final project submissions. Our teachers use Google

Classroom to communicate to students about their performance on specific skills related to a competency. This method is ideal because students have a running record of teacher feedback that can't get lost on paper and instead serves as a permanent reference as they progress through the course. Teachers also use Google Classroom to tailor-make assignments/experiences based on individual student needs and interests.

Assessment is meaningful and a positive learning experience for students.

We use Khan Academy in our English and Math classrooms to give targeted practice to students. Khan Academy syncs with students' PSAT results in College Board and then generates personalized learning exercises for them based on their needs. Also, our teachers can run mastery reports on specific competencies in ALMA. This informs their instruction and gives them information about which students need more attention and support on a given competency. Once teachers review the data available to them, they require students to attend project support time (every day from 3-4 pm) or Friday drop-in hours for targeted remediation and support.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

FlexTech High School-Novi offers students a 21st century education that prepares them for future high-demand careers in liberal arts, technology, design, and engineering. At FlexTech, students engage in project-based learning, design thinking, and advanced making. With "high school defined by you" as our motto, FTHS-Novi encourages students to design their own path to graduation by taking advantage of interest-driven projects and flexible scheduling. Our competency-based program allows students to demonstrate mastery of content in ways that are compelling to them.

Fraser Public Schools

Students advance upon demonstrated mastery.

At Fraser Public Schools we are striving to keep our focus on student learning. We are working to personalize learning so that students receive instruction, assessment, and support at their level. Student learning is evident through competency mastery in all courses. At the secondary level, course credit is not earned until students demonstrate competency through assessment and remediation plus assessment where necessary. Transitioning from the assessment model of traditional content tests to assessing through skills via performance tasks is occurring across all levels. Teacher roles are shifting as students are guided through their learning, creation of evidence, remediation and reassessment.

Competencies include explicit, measurable, transferable learning objectives that empower students.

Fraser Public schools is working to ensure all students reach high levels of academic achievement with a focus on a learning model that has core skill, content, and concept competencies at the center of student learning. Competencies and learning objectives are derived from National and State documents, such as National Common Core and Next Generation Science Standards, that support rigor and solid articulation across the grades. Increased student learning is being built through improved leadership, instruction, intervention supports and a culture of continuous improvement.

Each and every day students are encouraged to take ownership of their own learning by being aware of posted learning objectives and competencies and their progress in achieving them. Increasing student agency is a component of the CBE model that we are working to support that gives students skills that are readily transferred to post-graduation school, training, and career demands.

Formative assessments are a valuable tool across all grades as they provide valuable information about student progress. These assessments come in various forms including formal 'tests', exit tickets, performance assessments, and projects. Teachers work deliberately to incorporate student choice when feasible to allow students to learn and demonstrate mastery understanding that 'voice and choice' allows students to take some ownership of their learning cultivating lifelong self-learners.

Keeping close track of each students' competencies allows teachers to recognize student deficiencies and address them in a timely matter rather than allowing the student to move on without the skills needed. This prevents gaps in learning that

may eventually lead to student discouragement and apathy. At Fraser Schools, teachers regularly evaluate each student's competency progress, provide remediation, and reassess until mastery is met. We believe that the remediation component is the crux of competency-based education.

We are also supporting student learning by evaluating the learning spaces within our schools so that we can progress in creating spaces conducive to learning, collaboration, and engagement. As resources allow, spaces are being created that support 21st century personalized learning meeting the individual needs of our students. Flexible spaces that encourage a vibrant space for thought, collaboration, and positive energy considering student needs at each grade level are in development. We are looking to support the personalize learning experience of our students by providing spaces that are suitable for varying needs.

The use of technology has helped make advancement based on mastery a reality. At the secondary level online hybrid courses allow students to work at their own pace and at virtually any place. An LMS is used across all K-12 grades allowing student pacing to be differentiated and remediation to be manageable and personal. District provided 1:1 technology has helped provide equity amongst our students to support learning in and outside of the school building.

To facilitate instruction, assessment, and reporting we have utilized the LMS Itslearning at the elementary level and BlackBoard at the secondary level. We have utilized Data Director for district level data collection and analysis, which will no longer be available to us starting 2019. PowerSchool, supported at the county level, provides grade and attendance data for all district staff, parents, and students.

Assessment is meaningful and a positive learning experience for students.

The commitment to remediate and reassess every student that needs it sends a positive message to our students and their parents that we care about their learning and will not leave them behind. This is one of many steps that can be taken to develop positive relationships with our students to nurture an environment of support and success.

The use of formative assessments and performance tasks provide teachers with meaningful feedback on the progress of every student. This feedback is continuous throughout the learning experience so that needed remediation is timely to prevent student frustration and to encourage further learning. There is no 'fail' as students are encouraged to develop

knowledge and skills until mastery is met.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

At Fraser Public Schools we are working to evaluate our assessments to find a good balance between evaluating subject area content with application of content. With this in mind, we are working to increase the amount and quality of performance assessments that evaluate content through the application of skills allowing students to see value in their learning. These performance tasks rooted in real world situations will bolster student engagement and curiosity through relevant tasks that allow solid connections with our world.

We are working to make learning transparent to students by provided rubrics that clearly articulate what students must know and do in order to meet mastery. Student evidence of mastery is required for all competencies. The rubrics and transparent learning objectives and competencies support student agency and responsibility.

We are growing our secondary level CTE program to include work-based experiences and a curriculum that supports careers that are in high-demand with further training, education, and opportunities that are readily accessible to our students. All of these programs are based on competency mastery via student evidence that is work related and project based.

Kenowa Hills

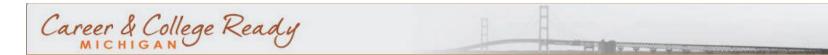**Students advance upon demonstrated mastery.**

Once students have mastered standards they are able to move on to the next set of standards or in some cases the student may choose to extend his or her learning of the standard by applying an even deeper depth of knowledge in real world situations. We have almost completed our essential standards work and will begin working on competencies containing those essential content standards along with Social and Emotional Learning (SEL) competencies as well as employability skills and dispositions. Teachers are also exploring ways for students to advance in courses sooner than the predetermined semester or yearly calendar.

Competencies include explicit, measurable, transferable learning objectives that empower students.

We are at the beginning stages of competencies. Phase I has been our K-12 curriculum teams working with our competency-based coach to determine essential standards using the Michigan State Standards and checking for vertical alignment and crosscutting concepts within the standards of our state assessments. Our High School is also in the process of vetting its Graduate Profile with our community stakeholders (students, staff, parents, and community business officials). The Graduate Profile is important for all stakeholders as it is the basis for determining an agreed-upon Pre-K through 12th grade continuum of competencies. An empowering continuum of competencies that promote agency and efficacy must have content and employability skills intertwined with needed dispositions relating to the real world. A key to this work is seeking cross-cutting concepts that are highly relevant and engaging to our learners.

Students receive timely, differentiated support based on their individual learning needs.

Our tiered system of support has grown with our move to C-BE. Kenowa Hills elementary buildings have intervention specialists working directly with individual students and groups of students, instructional coaches using classroom learning labs and targeted professional development based on student needs, extended day learning with transportation, and summer school with transportation. Our secondary levels have restructured schedules, offer a 7th hour with transportation, summer school, extended year, intervention time on PLC one-half days specific to the student's needs, advisory periods for standard-specific interventions, and intervention classes redesigned within the school day to allow for individual needs that regroup in a nimbler manner.

Assessment is meaningful and a positive learning experience for students.

Assessment includes formative and summative assessments pertaining to knowledge application as opposed to traditional knowledge acquisition assessments. Student assessments will demonstrate knowledge with real-world performance-based measures. Examples of competency-based assessments include but are not limited to: portfolios, essays, demonstrations, research papers, presentations, essays, work-based projects, and community-based projects. Competency-based education has expectations that the student has learned the core Michigan Standards integrated with employability skills and is able to apply that knowledge to real-world situations using student voice and choice when determining how mastery will be demonstrated.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

When creating our competencies, we will have them built with the state curriculum essential standards as the base, but we will also include 21st century skills that we call "Employability Skills Framework". This framework incorporates JOFI Competencies and related ONET Work Styles aligned with the FFM and ETS WJF. By using project-based learning and thematic instruction, students gain knowledge and skills in different subject areas while working to investigate and respond to authentic, engaging and complex questions, problems or challenges. We have several teachers taking Project-Based Learning PD from the Buck Institute, so they can help us with this piece. It is a type of instruction that allows for students to master different subject area standards in competencies within their projects. Rubrics with clearly defined content and mastery levels will ensure that students can have a personal learning path with voice and choice in demonstrating mastery.

Schoolcraft Community Schools

Students advance upon demonstrated mastery.
Students at Schoolcraft High School are meeting mastery by reaching a minimum understanding ("2", "Basic" or "C") at the high school level before fully earning credit for a course. If this level is not reached students utilize a shortened "May Term" to make up individual standards/competencies to earn full credit for a course preventing a full course re-take the following year.

Competencies include explicit, measurable, transferable learning objectives that empower students.

Teaching staff K-12 in Mathematics and English Language Arts are using skill focused proficiency scales to measure students in 5-10 standards/competencies per course. These are utilized to decipher if a student is at a 'basic', 'C', or '2' level at a skill or 'great', 'A', '4'. Many of these standards/competencies are tiered vertically within a subject area or shared across areas like Social Studies and English Language arts via Strategic Partnerships for Authentic Learning. Social Studies and Science, K-12, will come on board next year (2019-2020).

Students receive timely, differentiated support based on their individual learning needs.

Educators and students at Schoolcraft Community Schools utilize a variety of means to track and goal set according to their understanding of a competency/standard. Illuminate is both our assessment and grade book program of choice and allows both teachers and students to see the strengths and weakness across the curriculum area. Teachers can quickly adjust instruction utilizing both assessment and grade book data. Students can utilize their view of data to track their growth as well as goal-set between assessments of a like standard/competency.

Assessment is meaningful and a positive learning experience for students.

Many educators at Schoolcraft Community Schools have begun to embody 'alternative' means of assessment. These include project-based learning, problem-based learning, utilizing interviews/oral exams, student-created (360) assessment opportunities and strategic partnerships for authentic assessment of skills. We are most proud of our "Strategic Partnerships for Authentic Learning" which you can find out more about at this website: https://sites.google.com/schoolcraftcs.org/strategic-partnerships-scs/home.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Learning outcomes and competencies for each course are defined by utilizing Blooms'/Marzano's Taxonomies of learning. To earn an 'A' or '4' for a standard/competency, students must show a high depth of knowledge such as analyze, classify, make and defend claims, create and utilize knowledge, develop and test, judge and defend, and/or synthesize knowledge. In addition, we have begun to teach and measure our E.A.G.L.E.S skills which embody what is needed to be college and career ready. These include Effective Communicators Agile and Adaptable Learners, Globally Thinking Collaborators, Literate and Technically Adept Leaders, Ethical Citizens, and Scientific/Analytical Problem-Solvers.

Tecumseh Public Schools

Students advance upon demonstrated mastery

Tecumseh Public Schools learners stay in the same building with the same teachers for their 7th and 8th grade year, looping for two years. This allows them to demonstrate their mastery over the course of two years. Common learning targets are grouped together to build relevancy and further solidify their learning. Our students and parents receive timely feedback throughout each unit to ensure that each child is working toward mastery. The feedback provided to students and parents are based on a score of 1 through 4 where 1 indicates the learner cannot independently show they learned the skill and a 4 indicates the learner demonstrates an in-depth level of understanding. For credit-bearing courses at the high school level, these scores are translated into a percentage that is then included in an overall grade point average for high school.

Competencies include explicit, measurable, transferable learning objectives that empower students.

Tecumseh Public Schools has developed Exit Learner Outcomes as part of our Profile of a Graduate. These outcomes were developed as part of our community-led Strategic Design process. These Exit Learner Outcomes serve as the foundation for our work in competency-based education. Parents receive information on the standards and learning objectives that are part of the project-based learning unit. These standards and measurable objectives are embedded in the competencies measured in each unit. Students reflect on their learning each week and have the opportunity to create reflection journals and add additional information in their learning portfolio. Tecumseh Public Schools have identified Key Performance Indicators to measure the impact of effective instructional practices on our Exit Learner Outcomes.

Students receive timely, differentiated support based on their individual learning needs.

Students in our STEAM Centers (7th and 8th graders) receive feedback throughout the day on their learning progress. Our Learning Management System (LMS) is key in providing feedback on short term and long-term progress. Parents have access to the LMS and are able to easily see if their child is progressing in multiple learning areas. Our scheduling process allows for additional support in content areas; allowing for students to schedule additional time for mastery of standards and competencies. Our learners meet with mentor teachers several times each day to identify goals, monitor progress on these goals and receive additional support in areas identified by the educator and student.

Assessment is meaningful and a positive learning experience for students.

Our STEAM Centers learners participate in learning expos that provide an authentic assessment opportunity. We invite the community into our schools to see learning in progress. Our learners share where they are in the learning process; taking time to reflect on the work they have done over the weeks leading up to the exhibition.

Our learners work in an integrated, project-based learning design process where they have the opportunity to connect learning across the content areas. Our educators work interdependently to plan and prepare learning experiences that allow for learners to work toward mastery of competencies. This work is assessed both formally and informally throughout the learning process.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Our STEAM Center students have the opportunity to apply knowledge and create new knowledge through their individual Passion Projects. The projects are based on a research process that is applied to an area of interest for each student. The student follows the process, including working with a live source, to complete the research project. The progress of the project is monitored throughout the process by the mentor teacher.

School-wide PBIS is an important part of teaching important skills and dispositions. ROLL Tribe represents learning the importance of Respect, Ownership, Learning and Leadership. Our STEAM Center learners also participate in Days of Service across our community. Our students participate in service-learning activities in areas of interest that help to improve our community. These activities are directly tied to our TPS Exit Learner Outcomes.

Summary

In summary, this grant is beginning to assist districts to implement and transition toward C-BE at the district level. This grant along with the ongoing practitioner networks will provide supports as additional districts begin implementation of C-BE systems. Given that districts are in year one of the three-year pilot, additional findings will be helpful in making decisions and examining implementation factors moving ahead. Additionally, these findings will assist schools moving to a C-BE model by providing guidance related to lessons learned and best practices.