



Advancing Competency-Based Pathways to College and Career Readiness

A State Policy Framework for Graduation Requirements, Assessment and Accountability



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Advancing Competency-Based Pathways to College and Career Readiness: A State Policy Framework for Graduation Requirements, Assessment and Accountability

Purpose

The purpose of this framework is to assist states in building a policy structure that contributes to statewide adoption and implementation of competency-based pathways (CBP) that support ALL students in reaching college and career readiness, as defined by the Common Core State Standards (CCSS). The framework focuses on graduation requirements, assessment and accountability — policy areas in which Achieve is best positioned to support states — and chosen in recognition that many partners are focusing on an array of issues to support the broader agenda.

The framework is designed to assist states in framing internal planning conversations, including setting a vision for a state policy structure and identifying and weighing options to move toward this vision. Through this process, states will likely identify barriers to advancing policy and opportunities to resolve them, as well as ways to incentivize innovation.

The framework recognizes that there is no one-size-fits-all strategy to advancing policies that support CBP, that everything does not have to happen at once, and that both the vision and approach to implementation will vary greatly across states. In particular, it anticipates that states' visions will fall along a continuum from keeping the current system largely intact to reimagining the traditional, time-based education system. It also anticipates that the path they will take to implement this vision will vary based on state priorities and policy context, as well as preferred scale and rate of change.

About the State Policy Framework

The framework is organized according to three major policy areas in which states have a significant role: **GRADUATION REQUIREMENTS**, **SUMMATIVE ASSESSMENT** and state **ACCOUNTABILITY SYSTEMS**.

- Within each policy focus area, the framework addresses the following **cross-cutting elements**:
 - **Characteristics** of the area that are unique in CBP;
 - **Timing and frequency**;
 - **State role in advancing change** toward CBP;
 - **Ensuring quality, consistency and alignment** — particularly in the interest of equity; and
 - **Postsecondary alignment, credibility and use**.

CBP Defined

The framework uses the following definition for CBP, which is adapted from a working definition developed by Chris Sturgis, principal of MetisNet, and Susan Patrick, president and CEO of iNACOL.¹

CBP can help all students reach college- and career-ready standards through the following strategies:

- 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 rapid, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge.
- The process of reaching learning outcomes encourages students to develop skills and dispositions important for success in college, careers and citizenship.

¹ Patrick, S. & Sturgis, C. (July 2011). *Cracking the Code: Synchronizing Policy and Practice to Support Personalized Learning*. iNACOL. www.inacol.org/research/docs/iNACOL_CrackingCode_fullreport.pdf.

For each of the five cross-cutting elements, the framework addresses the following **categories**:

- **Policy questions** — key state policy or policy implementation decisions, as well as questions about state policy context;
- **Policy levers** — potential mechanisms for states to advance policy in this area; and
- **Potential options** — the range of policy and implementation paths states might take based on answers to the policy questions and state context, prompting states to identify their preferred options and note benefits and challenges.

Key Terms for the Framework

The language used in CBP varies a great deal across states, districts and individuals. “Competencies,” “standards” and “learning targets” are different terms to describe the knowledge and skills that students should know and be able to do. They can then be grouped into clusters, measurement topics, courses, etc. depending on the language used. As well, “demonstrated mastery” as defined by the Competency-Based Pathways Working Group can also be described as “proficiency” and more deeply refers to scores on student work and assessments that correspond to a taxonomy (e.g., Marzano, Bloom or Webb²).

For purposes of this framework, the following terms are used:

- **“Standard”** — A standard describes what students should know and be able to do. Different states and districts use learning targets, assessment targets, measurement topics and competencies to describe standards, groups of standards, or standards that have been reframed into language more reflective of application and use. When the framework refers to standards, it primarily references the CCSS in English language arts (ELA)/literacy and mathematics, as well as other standards that states have adopted in science, social studies and other subjects.
- **“Mastery”** — Mastery is used throughout the framework to describe the level of performance that students need to demonstrate to move on, as reflected in the working definition of CBP. In many states and districts, the term “proficiency” is used to denote this level of performance (it often corresponds to a “3” on a 0–4 scale, such as in Marzano’s taxonomy where a 3 is at the analysis — specifying, generalizing, error analysis, classification, matching — level of performance), while “mastery” may reflect a higher level of performance.

In using this framework, states should have a serious conversation with policymakers and leading practitioners about the language that they use within their state to facilitate understanding and clarity. As a part of an overall communications strategy, they should publish a glossary that clearly defines the major terms used around CBP — and encourage fidelity to the glossary through all communications.

² See Marzano, R.J. & Kendall, J.S. (2007). *The New Taxonomy of Educational Objectives*. Corwin Press; Bloom, B.S. (1956). *Taxonomy of Educational Objectives: the Classification of Educational Goals*; Anderson, L.W. & Krathwohl, D.R. (2000). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. Pearson; and Webb, N. (2007). “Aligning Assessments and Standards.” www.wcer.wisc.edu/news/coverStories/aligning_assessments_and_standards.php.



Visioning Exercise

States using the framework should begin by working within a state leadership team to discuss the vision for CBP, a vision that will then inform their state policy decisions.

Establishing the Team

This team should be led by and have commitment from the highest levels in the state so CBP isn't seen as another program element layered onto an array of options or as a siloed initiative but rather as a theme in how the state delivers support and the local level delivers instruction to students. As such, the team should involve key state K–12 leaders including policymakers, stakeholders and partners, such as leaders from postsecondary education, business, leading districts, and parent and community organizations. State leaders should identify these stakeholders and partners by asking themselves questions such as the following:

- What individuals or organizations will help us in adopting and implementing a competency-based education system? Where does authority for policy change lie?
- What individuals or organizations will be most affected by a shift to a competency-based system, and whose partnership will be most needed to ensure that policy and implementation are well designed and carried out?
- What individuals or organizations will we need to focus on in communicating what competency-based education is and what implications it could have for students?
- Given potential for leadership turnover in coming years, who is needed to ensure sustainability of reforms?

Building a Common Understanding of Why CBP Will Matter to Students and the State

The first, and most critical, charge for the team will be to articulate why the state is pursuing CBP, to answer questions such as the following:

- Do we anticipate that CBP will help the state realize its goals and aspirations for students and help students realize their goals and aspirations for themselves? If so, why?
- Do we anticipate that CBP will support other state reform priorities, such as instruction based on the CCSS, personalized learning and teacher effectiveness? If so, why?
- Do we anticipate that CBP will help the state address priority problems, such as pervasive disparities in achievement and attainment among student groups? If so, why?
- Do we anticipate that CBP will further the use of technology in assessment, instruction and student supports?
- What conditions should be avoided so CBP doesn't become a less rigorous path for students?
- In what other ways do we anticipate that CBP will help the state further its goals?

Based on answers to these questions, the team can then begin to set a vision for what CBP will look like in their state and how to get there.

Scope of CBP

With a common understanding of why the state is pursuing CBP, states will then begin to draw the outlines and color in the details for the scope of CBP in their states. The framework anticipates that states' visions will fall along a continuum from keeping the current system largely intact to reimagining the traditional, time-based system and that many states will fall in the middle of these two approaches. States should strive to reach a clear sense of where they fall along the continuum before beginning work on the framework.

To provide a roadmap for this conversation, the visioning exercise expects states to discuss three specific issues that are both critical for CBP and relevant across graduation requirements, assessment and accountability: the extent to which students advance on demonstrated mastery, the extent to which they are assessed at the point of readiness, and the degree of personalized learning.

1. **To what extent will students advance on demonstrated mastery?** Will *some* students or *all* students advance based on demonstrated mastery? If the answer is some students, will they be students in certain grade levels (e.g., only high school), students in certain subjects, or students who are struggling or advanced, or would advancement be based on individual student preference?
2. **To what extent will summative assessments, used to validate determinations of mastery for advancement, be administered at the point of readiness?** At the far edge of the continuum, CBP would mean that states would assess students at the point — and at any point — that they are likely to demonstrate a mastery level of performance. This timing, however, represents a significant departure from traditional statewide annual, often end-of-year summative assessment. How far does the state envision going toward this point?
3. **To what degree will students learn through personalized approaches, and how does CBP fit into this vision?** While instruction and delivery approaches depend on preferences of local districts, schools and teachers, states could have a vision for and support personalized learning in a variety of ways, which would in turn have implications for how assessments, accountability metrics and graduation requirements are designed.

States may think through the issues in different orders, such as leading with a discussion of personalized learning and then considering advancement and assessment. They should also be aware that local districts and schools within the states could end up in different places along the continuum, particularly districts and schools that have been early adopters or innovators of personalized learning approaches, performance-based assessments and CBP. The "CBP Continuum" on the next page outlines how answers to these questions may differ along the continuum from the traditional to reimagined system.

Timelines

States can use the "CBP Continuum" to identify where the state is **now** in its advancement toward CBP, how far it wants to get as interim steps in the next **one to three years** and, finally, where it will want to be in **four to six years** (see example on page 5). States should consider the primary factors that would drive their decision making about where their vision would put them in four to six years versus one to three years. For example, states might consider where they're seeing momentum now, where there might be local innovation that can be brought to scale, where there is political will and appetite, what is politically feasible, what is feasible given budgets, the degree of ease/challenge of implementation, and expected effects of different strategies on student performance. As well, states should consider sustainability through upcoming leadership transitions. States should be clear about their priority factors in completing the exercise. They should also be clear about what will change in these time frames — will districts and schools be implementing this work, or will these be the points for state policy change?

CBP CONTINUUM

	Traditional System	Starting Points to a Reimagined System	Reimagined System
Extent to which students can advance on demonstrated mastery	<i>Few</i>	<i>Some</i> <ul style="list-style-type: none"> • In certain subjects • For certain grade levels • For out-of-school experiences • Students who are behind • Students who are advanced 	<i>Most to All</i>
Extent to which summative assessments used for advancement are administered at the point of readiness	<i>None</i>	<i>Some</i> assessment occurs at the point of readiness	<i>All</i> assessment occurs at the point of readiness
Degree to which instruction and delivery allow for personalized learning approaches	<i>Limited</i> differentiation of instruction; few opportunities for out-of-school, online or computer-based delivery; little student empowerment to direct learning	<i>Moderate</i> differentiation of instruction; some opportunities for out-of-school, online or computer-based delivery (e.g., for interventions, advanced content); some student empowerment to direct learning	<i>Complete</i> differentiation of instruction; all content available through multiple delivery routes; full student empowerment to direct learning

EXAMPLE

	Traditional System	Starting Points to a Reimagined System	Reimagined System
Extent to which students advance on demonstrated mastery	● NOW	● 1–3 YEARS	● 4–6 YEARS
Example	<i>The state is beginning in the traditional system and will gradually transition to all students advancing on mastery through the next six years.</i>		
Extent to which summative assessments used for advancement are administered at the point of readiness	● NOW ● 1–3 YEARS	● 4–6 YEARS	
Example	<i>The state is beginning in the traditional system and will begin to pursue changes to the assessment system in four to six years.</i>		
Degree to which instruction and delivery allow for personalized learning approaches		● NOW	● 1–3 YEARS
Example	<i>The state is beginning with some starting points in place on personalized learning and will move to full personalized learning in one to three years.</i>		

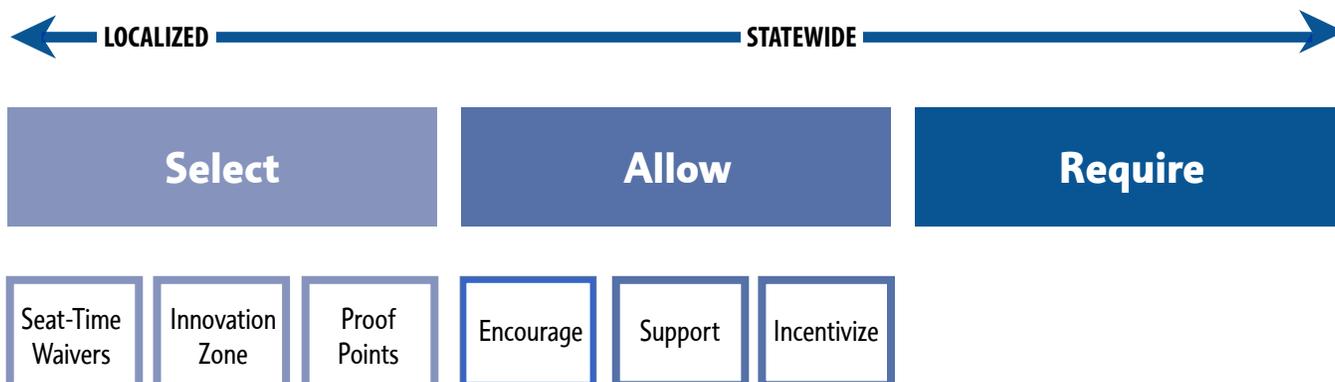
Key Questions for States to Connect Vision to Action

- For the state, what is your vision for students to advance based on demonstrated mastery? What actions is the state taking now to support advancement on demonstrated mastery, what steps can it take in the interim and where is its ultimate vision?
- For the state, what is your vision for students to be assessed at the point of readiness? What actions is the state taking now to support assessment at the point of readiness, what steps can it take in the interim and where is its ultimate vision?
- What is your vision for personalized learning in the state? What actions is the state taking now to support personalized learning, what steps can it take in the interim and where is its ultimate vision?

Scale of CBP

With a clear sense of what CBP will look like in their states, teams should then address what scale it will take — at the highest level, teams should determine the extent to which CBP will advance statewide or in local schools or districts. For example, some states may wish to create policies to support competency-based graduation requirements that would apply statewide, while others may wish to offer seat-time waivers for certain schools and districts or offer broad flexibility to innovative schools or districts to pursue CBP approaches.

CONTINUUM FOR STATE ADVANCEMENT OF CBP



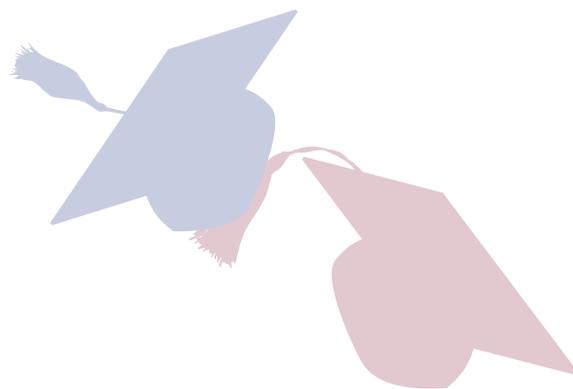
Key Questions for States to Connect Vision to Action

- If the team envisions that CBP will **ADVANCE ONLY IN SELECT SCHOOLS AND DISTRICTS**, will the state support CBP through policies to establish or enhance a formal **innovation zone program, competitive “proof point” grants**, more limited **waivers**, or other mechanisms? How will the state use feedback loops, evaluation or other performance management systems to determine what is and isn’t working?
- If the team envisions that CBP will **ADVANCE STATEWIDE WITH POLICY ALLOWING CBP**, will it plan to seed, support or simply learn from early adopters (to accelerate the knowledge base about what does and doesn’t work) or lead with full state adoption and implementation? Will the state employ a policy sequence where it uses the “select schools or districts” approach before pursuing statewide policy change and implementation? Will the state take action to **encourage, support** and/or **incentivize** districts and schools to adopt and implement CBP? If so, how? What policy changes, if any, will be needed to pursue this strategy? What other changes to state policy and practice will be needed?
- If the team envisions that CBP will **ADVANCE STATEWIDE WITH POLICY REQUIRING CBP**, will it plan to first seed, support or simply learn from early adopters (to accelerate the knowledge base about what does and doesn’t work) or lead with full state adoption and implementation? Will the state employ a policy sequence where it uses the “statewide/allow” or “select schools or districts” options before pursuing statewide policy change and implementation? What policy changes, if any, will be needed to pursue this strategy? What other changes to state policy and practice will be needed?

Today, many states have a policy structure that allows for use of CBP, yet few districts and schools have pursued these strategies. For ideas about how states can create space for innovation in CBP, see the **CompetencyWorks** report:

Necessary for Success: Building Mastery of World-Class Skills, a State Policymakers Guide to Competency Education.

www.competencyworks.org



Graduation Requirements

Purposes

States have a variety of purposes in setting high school graduation requirements: to clarify the meaning of the high school diploma, to ensure it has value, to reinforce the need for all students to have access to rigorous content, to align the K–12 system with postsecondary education and career expectations, and many others. States that define graduation requirements that allow or require the use of competency-based methods to determine whether students have met standards (“competency-based graduation requirements”) may be thinking of these purposes as well as many others: to empower students to choose their own pathway to meeting standards, to encourage learning outside the classroom environment, to address persistent inequities caused by students progressing through a course of study without first demonstrating mastery of essential knowledge and skills, to lift the ceiling for students who want to progress at a faster pace, and to provide flexibility and opportunity for students who need to accelerate quickly to learn and demonstrate their learning in a meaningful way. These graduation requirements can also create a starting point for building new opportunities, such as early college programs, dual enrollment and apprenticeship programs, as on-ramps to postsecondary education and careers for high school students who meet expectations for graduation well before they leave high school. As well, states that adopt competency-based graduation requirements will likely do so with the intent of requiring competency-based approaches for students to progress through their entire K–12 course of study.

State Policy Context

Overall, state policy on graduation requirements varies across several dimensions, all of which matter for states adopting and implementing competency-based graduation requirements.

- The extent to which states clearly define statewide graduation requirements or leave the definition up to local districts varies. In many cases, states will define minimum requirements that districts can augment.
- How states define graduation requirements varies tremendously. Common practices include requiring certain courses or prescribing a certain number of years or credits in various subjects, which may not specify the actual content students should learn in these courses, years or credits. In some cases, states’ definitions of courses or credits depend upon Carnegie units/seat time, but in other cases, states define them more broadly as a collection of standards.
- Among states that allow flexibility for districts to use competency-based graduation requirements, some require districts to notify the state, others require districts to seek state approval and others provide broad flexibility.
- Among states that have seat-time requirements attached to graduation but do not have broad competency-based graduation requirements, many provide for seat-time waivers, credit enhancement/credit flexibility policies, etc.
- Assessment also plays a critical role for many state graduation requirements policies — some states require all students to pass exit exams, while others require students to take end-of-course exams that count as a part of a grade in required courses.
- As states transition to the CCSS, a number of critical decisions will come into play to ensure that all students have access to the full range of standards by high school graduation. This transition will require a substantial shift for states that do not currently have high school graduation requirements focused on ensuring that all students are exposed to college- and career-ready standards.

Key Decisions

Given the variability in purposes and policy context described above, states clearly will have a number of critical decisions to make in adopting and successfully implementing competency-based graduation requirements or other ways of allowing for competency-based approaches to award credit or move students through a course of study.

Characteristics

- How will graduation requirements align to standards?
- What definitions will the state use in its graduation requirements policy?
- How will diploma eligibility be set?

Timing and Frequency

- If the state plays a role, at what point or points in the year can students receive credit or otherwise demonstrate they are ready to move through their course of study?
- At what point or points in the year can students graduate from high school?

State Role in Advancing Change

- What role should the state take in advancing competency-based graduation requirements?
- What role should the state take in advancing competency-based methods of awarding credit/allowing students to progress along a course of study to high school graduation, alongside or instead of competency-based graduation requirements?
- What role should the state play in “paving the way” forward with stakeholders to help districts pursue and effectively implement competency-based graduation requirements?

Ensuring Quality, Consistency and Alignment

- How will the state ensure that high school graduates have demonstrated mastery of the required standards/competencies — that districts have applied graduation requirements with consistent rigor and with fidelity for all students?

Postsecondary Alignment, Credibility and Use

- How will the state ensure that competency-based graduation requirements are aligned to postsecondary expectations?

Graduation Requirements

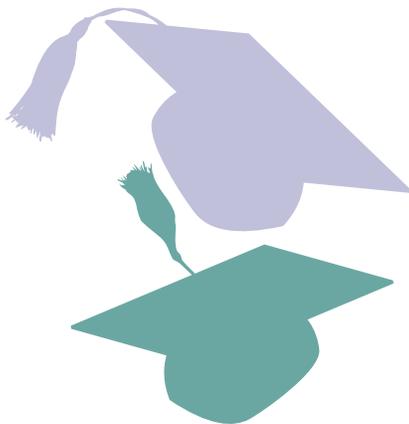
Characteristics

Policy Questions

- Where does authority lie within the state for setting and making changes to graduation requirements?
- What existing policies and practices influence high school graduation and student progress through a course of study? Which might need to be changed?
- What are challenges to current policies that influence the awarding of competency-based credit or progress?
- What are the standards on which students must demonstrate mastery for a high school diploma?
- What level of performance will students need to demonstrate to be eligible to receive a high school diploma? How does this level relate to college and career readiness?
- How will the state define the standards in state policy?
- How should the state balance consistency of definitions across schools/districts with flexibility for local innovation?
- What are the key concepts and terms (e.g., courses, credits, learning targets) that the state will use to promote a strong vision for competency-based graduation requirements?
- What are the state and local roles in defining “demonstrated mastery”?
- What are the current requirements as they pertain to seat time? What barriers do they present?

Policy Levers

- State board policy
- State statute/legislation
- State grants to school districts and schools
- State course approval process
- District course approval process
- State credit approval process (e.g., allowing various pathways of courses, student experiences, etc. to count toward graduation credit)



Key Decisions

1. How will graduation requirements align to standards?

Potential options:

- State policy ties graduation to demonstrated mastery/proficiency on the standards.
- State reviews district graduation requirements to ensure they align to the full scope of the standards.
- State reviews course materials/online delivery modules/local assessments to ensure alignment to standards.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. What definitions will the state use in its graduation requirements policy?

Potential options:

- State defines "courses" as collection of a subset of CCSS or other college- and career-ready-aligned standards/competencies.
- State defines "credit" as proficiency or mastery on CCSS or other college- and career-ready-aligned standards.
- State defines "credit" as demonstrated mastery through reaching a certain level of performance on an assessment aligned to the CCSS or other college- and career-ready standards.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

3. How will diploma eligibility be set?

Potential options:

- Diploma requirements are aligned to demonstration of mastery of the CCSS and standards of other subjects.
- Diploma requirements are a combination of demonstration of mastery on statewide or local assessments aligned to standards and student performance on the state college and career readiness assessment.
- Diploma requirements specify a range of courses that students must complete.
- Diploma requirements include a certain number of credits, with a requirement for flexibility to allow for competency-based methods to award credit.
- Policies require or allow students to demonstrate mastery of standards/complete course/earn credit through out-of-school experiences for core academic courses and/or electives.
- Requirements allow competency-based methods of earning credit only for certain subjects/courses such as electives.
- The state offers advanced diploma options for demonstrated mastery in career technical education; science, technology, engineering and mathematics; or other fields.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Graduation Requirements

Timing and Frequency

Policy Questions

- In what ways, if any, does state policy influence when students can progress through their course of study leading to high school graduation? How does it influence at what point or points in the year that students can graduate?
- In what ways, if any, are current policies concerning the timing and/or frequency of awarding credit toward graduation inhibiting student academic progress, particularly for students who are age-over-grade or undercredited? How about for students who complete all of their graduation requirements early?

Policy Levers

- State board policy
- State statute/legislation

Key Decisions

1. If the state plays a role, at what point or points in the year can students receive credit or otherwise demonstrate they are ready to move through their course of study?

Potential options:

- Students receive credit/move through their course of study at any time in the school year.
- Students receive credit/move through their course of study on a semester, quarterly or monthly basis.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. At what point or points in the year can students graduate from high school?

Potential options:

- Students graduate at any time in the school year.
- Students graduate at predetermined points at the end of a semester, quarter, etc.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Graduation Requirements

State Role in Advancing Change

Policy Questions

- How is the state defining graduation requirements? Are these graduation requirements statewide? Can local districts add to them?
- What functions does the state oversee that pertain to courses of study (e.g., course approval processes)?
- Does the state currently allow or require local districts to offer diplomas based on demonstration of mastery?
- If allow, what is the state's role in spurring innovation for CBP toward high school graduation — does it support districts or encourage and/or incentivize innovation?
- How can the state sequence or phase in competency-based graduation requirements?
- What real or perceived barriers are in place at the state level to hinder CBP developed at the district level?
- How can the state build or provide assistance to districts/schools in building CBP-aligned student transcripts and addressing any needed "crosswalks" to traditional transcripts?
- What is the state role in collecting and analyzing data on student graduation and progress through a course of study?

Policy Levers

- Collect, review and share locally developed projects/assessments/instructional tools aligned to the CCSS
- Provide professional development/training aligned to CBP
- State course approval process
- District course approval process
- State credit approval process (e.g., allowing various pathways of courses, student experiences, etc. to count toward graduation credit)
- Clarity around dual/concurrent enrollment policy
- Leadership from governor

Key Decisions

1. What role should the state take in advancing competency-based graduation requirements?

Potential options:

- State allows districts to adopt and implement competency-based graduation requirements. State may provide broad flexibility, require districts to notify the state of their use of these requirements or require state approval of the requirements.
- State encourages districts to adopt and implement competency-based graduation requirements (e.g., sharing strong practices, highlighting innovation, convening advocacy groups to support them).
- State incentivizes districts to adopt and implement competency-based graduation requirements (e.g., through competitive grant programs, providing flexibility from statute/regulations, etc.).
- State requires districts to adopt and implement competency-based graduation requirements.
- State provides technical assistance and support to districts in adopting and implementing competency-based graduation requirements (e.g., sample graduation requirements policies).

State's preferred option(s):

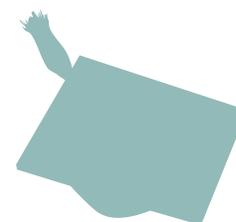
Benefits and challenges of state's preferred option(s):

2. What role should the state take in advancing competency-based methods of awarding credit/allowing students to progress along a course of study to high school graduation, alongside or instead of competency-based graduation requirements?

Potential options:

- State offers seat-time waivers.
- State policy allows credit enhancement to give credit to students who receive sufficient scores on end-of-course or other assessments aligned to standards required for graduation, in lieu of enrolling and/or completing a course.
- State provides flexibility for awarding credit for demonstrated mastery of standards required for graduation through out-of-school experiences, projects, etc.
- State identifies learning progressions based on standards/competencies.

State's preferred option(s):



Benefits and challenges of state's preferred option(s):

3. What role should the state play in "paving the way" forward with stakeholders to help districts pursue and effectively implement competency-based graduation requirements?

Potential options:

- State convenes business and community leaders to rally support for change.
- State actively collaborates with postsecondary institutions to secure buy-in and support for competency-based transcripts.
- State identifies concerns among stakeholders and actively seeks to address those concerns.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Graduation Requirements

Ensuring Quality, Consistency and Alignment

Policy Questions

- What support do districts/schools need to ensure alignment of standards to graduation requirements?
- What mechanisms are in place to ensure districts/schools interpret the state’s definition of “demonstrated mastery” consistently across the state?
- What mechanisms are in place to ensure districts/schools implement the state’s graduation requirements consistently and with fidelity?
- What quality control mechanisms are in place to ensure schools and districts, or any provider, maintain college- and career-ready expectations for all students?

Key Decision

1. How will the state ensure that high school graduates have demonstrated mastery of the required standards/competencies — that districts have applied graduation requirements with consistent rigor and with fidelity for all students?

Potential options:

- State issues guidance and tools (e.g., rubrics) on ensuring consistent scoring of proficiency/mastery on the standards required for graduation.
- State provides a summative assessment to all students to gauge consistency of rigor in the curriculum.
- State convenes horizontal teams across districts to moderate/validate scoring on samples of student work, assessments, etc.
- State reports graduates’ outcomes from postsecondary education and career by district and school.

State’s preferred option(s):

Benefits and challenges of state’s preferred option(s):

Policy Levers

- Quality review board
- Public reporting mechanism
- Calibration process
- Validation rubric
- Explicit student-level reporting/accountability indicators
- Course approval/validation process (potentially with postsecondary)
- Credit approval/validation process (potentially with postsecondary)
- Summative assessment policy

Graduation Requirements

Postsecondary Alignment, Credibility and Use

Policy Questions

- Has the state cross-walked placement requirements for the state's two- and four-year institutions with competency-based graduation requirements? Is there alignment?
- Has the state cross-walked placement requirements for the state's apprenticeship and training programs with the state's graduation requirements and with leading industry certifications needed for workforce development? Is there alignment?
- Is the postsecondary community (including apprenticeship and training programs) familiar with the content, skills and format of CBP models that exist in the state or in other areas to build support?
- How can postsecondary help facilitate/develop "bridge" courses and student supports to help students demonstrate mastery of standards needed for competency-based graduation requirements?
- How can postsecondary help facilitate/develop opportunities, such as early college or apprenticeship programs, for high school students who have already demonstrated mastery of standards required for graduation?
- Is there a process in place to map out which competencies meet which graduation requirements and to ensure that these align with postsecondary placement requirements?
- Does postsecondary track how well students who come from CBP districts/models do? If so, how are these results communicated to motivate change?
- How do student transcripts speak to an array of stakeholders, including postsecondary, business, the National Collegiate Athletic Association and the military?

Policy Levers

- State legislation
- State board policies
- State systems of higher education statements of agreement
- Institutional policies
- Guidance office policies
- Transcript policy
- Policies related to industry-based credentials and/or dual/concurrent enrollment

Key Decision

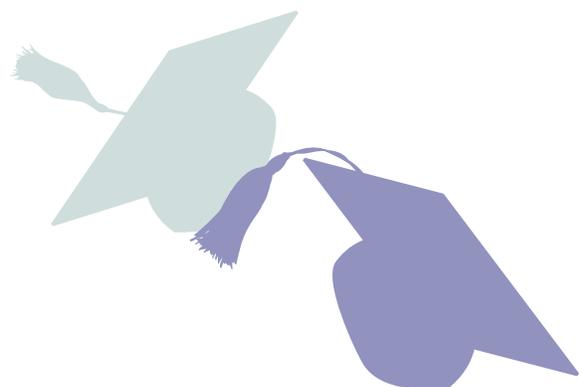
1. How will the state ensure that competency-based graduation requirements are aligned to postsecondary expectations?

Potential options:

- Requirements for graduation align with expectations for placement in credit-bearing, entry-level courses.
- State convenes postsecondary faculty and business to evaluate the alignment of standards/competencies/ learning targets with their expectations for graduates.
- State convenes vertical teams across secondary and postsecondary to validate scoring on samples of student work, assessments, etc.
- State reports graduates' outcomes from postsecondary education and career.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):



Summative Assessment

Purposes

Summative assessments are a part of a larger system of assessments, including formative assessment processes, diagnostic assessments, screening assessments and many others. While these all have critical purposes in and beyond CBP, this section focuses on summative assessments given that states have the strongest role and influence on these assessments.

States predominately use summative assessments to gather annual data on student performance on grade-level or course-level standards, including their level of performance on those standards and their growth over time. These results are then used for accountability and public reporting at the school and district levels, in some states for student-level stakes such as promotion and graduation, and in some states for use in educator evaluation systems.

While these purposes would remain critical under any competency-based system, in such systems summative assessment takes on a very specific use — validating instructional-level determinations of student proficiency/mastery of standards. For instance, student work and formative assessment results may suggest to educators that students have mastered a certain set of standards. A summative assessment is then used to validate this determination. Similarly, summative assessments serve an essential purpose in establishing comparability or moderating results across districts, schools and educators to ensure consistency of high expectations for all students.

State Policy Context

The statewide summative assessment landscape is changing rapidly as most states transition to CCSS-aligned assessments such as the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers (PARCC). In many respects, these assessments are poised to be more appropriate for use in a competency-based system than past state assessments in many states have been, as they will include a richer set of items and tasks to measure application of knowledge. Indeed, Smarter Balanced is exploring how to use its item bank and platform to support proficiency-based assessment. The high school end-of-course assessments in PARCC, some suggest, will also enhance use and alignment to competency-based systems. After development and implementation of these assessments, future changes to consortia assessments may be possible to more clearly align to competency-based learning.

Key Decisions

With the purposes and policy context in mind, states clearly will have a number of important, and sometimes difficult, decisions to make about how to support a strong system of summative assessments that have clear use in a competency-based system.

Characteristics

- What content standards will be covered on summative assessments?
- What types of items and tasks will the summative assessments employ?
- Where should the summative assessment emphasize precision of results?
- How will the summative assessment items be scored?

Timing and Frequency

- At what point or points in the year can students take the summative assessment?
- How often can students take a summative assessment until they reach proficiency/mastery?

State Role in Advancing Change

- Will the state deploy a statewide summative assessment designed to validate determinations of mastery/proficiency?
- What role will the state play for districts in developing and using their own summative assessments to validate determinations of mastery/proficiency?
- How will the state support districts in developing and using their own summative assessments to validate determinations of mastery/proficiency?

Ensuring Quality, Consistency and Alignment

- How will the state ensure quality of district summative assessments and their use, including alignment to standards?
- How will the state ensure consistency of summative assessments, particularly in scoring?

Postsecondary Alignment, Credibility and Use

- How will the state ensure that assessments are aligned to the expectations of and have utility with postsecondary education and employers?
- How will the state support the use of assessments by postsecondary education and employers?

Summative Assessment

Characteristics

Policy Questions

- What policies and practices should the assessment support (e.g., determinations of mastering standards, school/district accountability, growth model for teacher evaluation)?
- Who will review tasks/items to ensure alignment to standards and expectations of higher education and business?
- Will the state release items/tasks and if so what percentage?
- What degree of flexibility/choice is the state willing to give to students in selecting tasks (e.g., research projects)?
- How will the state ensure that the assessments have face validity?
- How can the state sequence the roll-out of assessments that support CBP (e.g., starting with certain subjects, CTE)?
- How will the state ensure accessibility for all students, particularly for more computer-based, performance-based or innovative item types?
- Who will develop and provide input on the overall test blueprint and the tasks/items (e.g., vendor, groups of teachers)?
- Given the purposes of the summative assessment, how much turnaround time will the state guarantee for results to reach educators, students, parents?
- What level of resources can the state allocate to scoring/evaluation?
- How can the state define, communicate and ensure equitable scoring/evaluation of performance tasks?
- How can the state leverage training in scoring/evaluation with teachers for professional development?

Policy Levers

- Statewide assessment programs
- Training for locally developed assessments
- Networks of teachers/content experts, including cross-disciplinary networks (e.g., CTE and core academic teachers)
- State assessment contracts
- Repository of locally developed performance-based tasks/items
- Examples of student work (i.e., what proficient performance looks like)
- Assessment specifications, blueprints, RFPs
- Examples of student work
- Focused professional development/training (either direct delivery or via grants)
- Explicit performance expectations/learning objectives based on standards
- State training for teachers as scorers
- State audit mechanisms for quality of training and reliability of scoring

Key Decisions

1. What content standards will be covered on summative assessments?

Potential options:

- Assessments aligned to the CCSS (or other college- and career-ready-aligned standards) in ELA/literacy and mathematics
- Assessments for standards in science, social studies, CTE
- Assessments for standards on electives
- Assessments for standards reached through out-of-school experiences

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. What types of items and tasks will the summative assessments employ?

Potential options:

- Selected-response items
- Constructed-response items
- Performance tasks
- Research projects
- Student portfolios

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

3. Where should the summative assessment emphasize precision of results?

Potential options:

- Precision around the mastery/proficient level of performance
- Precision around the full range of standards
- Precision around the “tails” of performance — at very low and very high performance ranges

State’s preferred option(s):

Benefits and challenges of state’s preferred option(s):

4. How will the summative assessment items be scored?

Potential options:

- Centralized scoring — automated or teachers
- Distributed scoring (e.g., teachers score items/tasks for students in other districts)
- Specialized roles for evaluators of student research projects/portfolios
- Scoring by students’ own teachers

State’s preferred option(s):

Benefits and challenges of state’s preferred option(s):



Summative Assessment

Timing and Frequency

Policy Questions

- Given the purposes of the summative assessment, will a student be able to take the assessment or suite of assessments whenever teachers and students agree the student is ready?
- Will students be permitted to take the assessment multiple times until they reach mastery, and if so, how will this be considered in performance indicators?
- Will the assessment cover the full range of the standards or a unit/cluster of standards/competencies?
- How will the state ensure validity and security?
- How can other assessments (e.g., interim, formative) be used to determine whether students are ready to take the summative assessment with a high likelihood of achieving mastery?

Policy Levers

- State board policy
- State assessment program

Key Decisions

1. At what point or points in the year can students take the summative assessment?

Potential options:

- Near the point of readiness — assessment is offered at several testing windows throughout the year.
- At the point of readiness — assessment is offered at any time.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. How often can students take a summative assessment until they reach proficiency/mastery?

Potential options:

- Students can retake a summative assessment a specific number of times per year or overall.
- Students can retake a summative assessment an unlimited number of times.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Summative Assessment

State Role in Advancing Change

Policy Questions

- Does the state want to allow some districts to institute competency-based approaches to summative assessment? If so, how will it establish criteria for selection?
- Does the state want to encourage districts to institute competency-based approaches to summative assessment? If so, how can it encourage innovation among districts?
- Does the state want to incentivize districts to institute competency-based approaches to summative assessment? If so, what incentives would be effective at driving innovation?
- Does the state (e.g., legislature) want to mandate use of competency-based approaches to summative assessment? How can it best mandate this to ensure quality?
- What policy barriers exist for the state and/or for districts? How can they be addressed?
- How will the state support districts in addressing transitions from elementary to middle school, from middle to high school and from high school to postsecondary education?
- Would the state allow districts to use third-party providers for summative assessment? If so, what waivers would be needed?

Policy Levers

- State waivers from statute, regulations, policy
- State competitive grant programs
- State legislation, board policy and regulations
- Leadership from governor

Key Decisions

1. Will the state deploy a statewide summative assessment designed to validate determinations of mastery/proficiency?

Potential options:

- Yes, the state will plan to transition to a statewide assessment that supports validation of mastery/proficiency determinations, as well as other critical purposes such as accountability, preferably in collaboration with state assessment consortia.
- Yes, the state will augment its statewide assessment system with a new assessment that supports validation of mastery/proficiency determinations.
 - The assessment will cover all content, gateway/transition points in the standards, or capstone for graduation.
 - The state will develop and administer the assessment, or the state will select and establish comparability among third-party assessment providers.
- No, the state will not deploy a statewide assessment that supports validation of mastery/proficiency.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. What role will the state play for districts in developing and using their own summative assessments to validate determinations of mastery/proficiency?

Potential options:

- The state will allow districts (or district collaboratives) to develop and use their own summative assessments to validate determinations of mastery/proficiency.
- The state will require districts to develop and use their own summative assessments to validate determinations of mastery/proficiency.
- The state will incentivize districts to develop and use their own summative assessments to validate determinations of mastery/proficiency (e.g., offering competitive grant funding, flexibility from other state statutes/regulations).
- The state will encourage districts to develop and use their own summative assessments to validate determinations of mastery/proficiency (e.g., offering training, convening districts, highlighting district innovation).
- The state will play no role.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

3. How will the state support districts in developing and using their own summative assessments to validate determinations of mastery/proficiency?

Potential options:

- The state will provide an item bank.
- The state will provide a platform for districts to use in administering and analyzing results of summative assessments.
- The state will provide guidance, training and/or technical assistance to districts.
- The state will issue criteria for use of summative assessments.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):



Summative Assessment

Ensuring Quality, Consistency and Alignment

Policy Questions

- Are quality control mechanisms, such as guidance documents, rubrics, examples of student work at each proficiency level, sample assessments, etc., in place to inform the development of quality and aligned assessments?
- Will the state lead a moderation process for schools and districts to jointly review quality and scoring of summative assessments?
- Will the state implement a monitoring process to review locally developed summative assessments and scoring decisions to ensure all students are held to the same high expectations?
- Will the state establish mechanisms to control the quality of student-selected tasks such as research projects?
- How can the state support face validity for assessments?
- How can the state use different kinds of data, including outcomes data from postsecondary education and employment, to support validation analyses?
- Should there be a different bar for validity given the intended use of the assessment (e.g., setting a higher bar for validity for “gateway” assessments at key transition points for students)?

Policy Levers

- State trainings
- State-provided rubrics
- Monitoring
- Collaborative “moderation” processes coordinated by the state
- State guidance documents
- Networks of teachers
- Public-private partnerships with out-of-school providers
- Examples of student work
- Explicit performance expectations/learning objectives based on standards



Key Decisions

1. How will the state ensure quality of district summative assessments and their use, including alignment to standards?

Potential options:

- The state will develop guidance documents and/or sample assessments.
- The state will highlight exemplar assessments.
- The state will use an audit/monitoring process to evaluate samples of summative assessments.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. How will the state ensure consistency of summative assessments, particularly in scoring?

Potential options:

- The state will develop rubrics and examples of proficient student work or provide support/assistance to district collaboratives or others to do so.
- The state will manage a moderation process across districts.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Summative Assessment

Postsecondary Alignment, Credibility and Use

Policy Questions

- How should postsecondary play a role in the development of the assessments?
- Will postsecondary use the assessments for placement decisions?
- What evidence should the state seek that the assessments are aligned to the academic expectations for success in postsecondary education or training, including through the CCSS or other college- and career-ready-aligned standards?
- How is the assessment “mastery” level evidence based, and does it provide valid feedback on how well students are prepared for college and career?
- How can the state ensure that faculty are familiar with the standards that are assessed?

Policy Levers

- State P–20 longitudinal data systems
- State websites that report performance indicators to the public



Key Decisions

1. How will the state ensure that assessments are aligned to the expectations of and have utility to postsecondary education and employers?

Potential options:

- Faculty from postsecondary education and employers have been involved in the development of assessments.
- Faculty from postsecondary education and employers are involved in the scoring process (e.g., sit on panels to review student research projects, portfolios).
- Faculty from postsecondary education and employers review items/tasks and student responses that are scored proficient.
- Faculty are involved in the development of rubrics to assess mastery/proficiency.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

2. How will the state support the use of assessments by postsecondary education and employers?

Potential options:

- Assessment results inform placement into dual enrollment, early college courses and/or apprenticeship programs.
- Postsecondary institutions use summative assessment results for placement into entry-level, credit-bearing courses.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

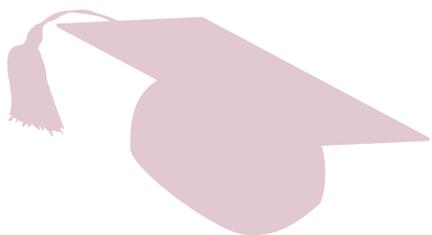
Accountability

Purposes

State accountability systems, which include public reporting, statewide performance goals, incentive programs and accountability determinations, serve a number of key purposes — they help focus education leaders on critical areas to improve performance; allow the state to differentiate the performance of districts and schools to identify needs for support and intervention; raise the sense of urgency to improve student opportunities, particularly for disadvantaged students; provide critical data to policymakers and the public; bolster confidence in the education system and return on investment; and support transparency of student outcomes. They can also be used along with performance management routines to identify course adjustments, benchmark performance and evaluate the effectiveness of programs. In a competency-based system, accountability can serve these purposes, as well as provide signals to ensure quality; improve the rates of students mastering standards; and most important, reduce disparities in mastery of standards among students by race/ethnicity, income, special education and English language learner (ELL) status.

State Policy Context

State accountability policy, in some respects, is an area in which states have relatively less room to innovate, particularly given statutory federal Elementary and Secondary Education Act (ESEA) requirements for accountability formulas and how they are carried through the U.S. Department of Education's ESEA Flexibility program. In another respect, however, states can exercise great leadership to realize changes — particularly through a broader view of accountability that encompasses public reporting, performance goals, and incentive programs for schools and districts. They also have tremendous potential to innovate with forms of accountability that emphasize performance management from the school to district to state. This broader set of uses provides states with a platform for catalyzing student progress and equity through competency-based performance indicators.



Key Decisions

States have several key decisions to make to ensure their accountability system supports CBP and equity.

Characteristics

- What performance indicators will the state, districts and schools use to evaluate student progress in a competency-based system?
- How will the performance indicators be used?

Timing and Frequency

- How often should accountability uses be employed?

State Role in Advancing Change

- What is the state's role in aligning its accountability system to CBP?

Ensuring Quality, Consistency and Alignment

- How can the state ensure quality, consistency and alignment of performance indicators based on student progress on mastering standards?

Postsecondary Alignment, Credibility and Use

- How can the state ensure alignment of performance indicators across K–12 and postsecondary?

Accountability

Characteristics

Policy Questions

- **Indicators:**

- Based on the nature of change and implementation strategy outlined in the state’s vision, what are the critical indicators to use for students, districts and schools using CBP?
- What performance indicators reflect student progression on standards toward college and career readiness? What indicators reflect that students are college and career ready?
- What indicators should reflect student mastery as measured by a summative assessment?
- What indicators should reflect the rate/student pacing as measured by progression through standards?
- What indicators should reflect student attainment of a high school diploma? How should the indicators reflect years to diploma (e.g., three-year, four-year, five-year rates)?
- What indicators should reflect student completion of college-level content (e.g., Advanced Placement/International Baccalaureate, dual enrollment)?

- **Metrics:**

- How will the state illuminate individual student growth for students, districts and schools using CBP?
- How will denominators be defined to ensure that the indicators show progress for all students, and don’t over- or understate performance based on where students are in their course of study?
- How will the state disaggregate the indicators — by student income, race/ethnicity, disability, ELL status, age, etc.?

- **Uses:**

- How will the state use the indicators to ensure accountability for students making progress on mastering standards through their course of study from kindergarten to high school graduation, based on the state’s vision for CBP?
- How and when will the state report indicators to the public? What will the state do to ensure broad understanding of student mastery of standards?
- How will the state set statewide performance goals or performance goals for a subset of districts and schools using CBP for student mastery of standards? How will these goals roll up from the student, school and district levels?
- How will the state incentivize schools and districts using CBP to meet these goals? What recognition or rewards would be effective?
- How can the state differentiate and classify schools and districts using CBP based on student performance indicators? How can the state differentiate between schools where students or groups of students are on pace or off pace?

Policy Levers

- State data collections
- State P–20 longitudinal data systems
- State support for local data systems
- State legislation/state board policy for reporting, incentive programs and accountability formulas
- Public speeches by the governor and other state leaders
- State recognition programs for schools and districts

Key Decisions

1. What performance indicators will the state, districts and schools use to evaluate student progress in a competency-based system?

Potential options:

- Performance indicators reflect the number and proportion of students that have mastered specific standards or groups of standards.
- Performance indicators reflect the number and proportion of students that are on and off track according to individual learning goals/trajectories toward college and career readiness.
- Performance indicators reflect the number and proportion of students that are on and off track according to a clearly defined pace (e.g., “teacher pace”).
- Performance indicators show the number and proportion of students at each scoring level (e.g., 0–4) at a certain time.
- Performance indicators are disaggregated by student characteristics such as race/ethnicity, economically disadvantaged status, ELL and special education.
- Indicators reflected as a percentage include clear denominators such as students by anticipated date of graduation, age or assigned level.

State’s preferred option(s):

Benefits and challenges of state’s preferred option(s):

2. How will the performance indicators be used?

Potential options:

- State examines baseline data on student mastery of competencies to set broad statewide goals for all students and student subgroups.
- State develops a “mastery” report card to report student performance indicators by district, school and student subgroup.
- State offers a recognition program for schools that meet goals for the proportion of students on pace to master standards/competencies.
- State differentiates schools and districts for support based on degree to which students are on or off pace to master standards/competencies.

State’s preferred option(s):

Benefits and challenges of state’s preferred option(s):

Accountability

Timing and Frequency

Policy Questions

- How often throughout the year should reports be issued for schools and districts according to competency-based student performance indicators?
- When should recognition be given to schools and districts?
- When should the state make and adjust decisions to differentiate and classify schools and districts?

Key Decision

1. How often should accountability uses be employed?

Potential options:

- State or district publishes monthly, quarterly or annual reports on student mastery of standards.
- Schools and districts receive recognition immediately after hitting performance targets.
- State makes annual determinations to differentiate and classify schools and districts for support but may adjust support throughout the year according to school/district progress against benchmarks.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Policy Levers

- State public reporting system
- State incentive/recognition programs
- State accountability formulas

Accountability

State Role in Advancing Change

Policy Questions

- Is the state's current accountability system (including goals, reporting, incentives and differentiation) creating significant obstacles for local adoption and implementation of CBP? If so, how?
- Will the state revise its current accountability system, create a new CBP-aligned system to run parallel to the current system or allow local districts to apply for waivers from the current system?
- How do state student accountability policies affect local CBP implementation?
- How can the state learn from local performance tracking efforts to inform its statewide accountability system?
- Should the state encourage, incentivize or require robust local accountability systems based on CBP performance indicators?
- What data, if any, will be collected and reported at the state level? Will the state keep track of fine-grained data on student learning of standards or collect more aggregate data from districts and schools?

Policy Levers

- Statewide accountability system for schools and districts
- State-convened networks of districts, schools or educators involved in CBP
- State leadership trainings

Key Decision

1. What is the state's role in aligning its accountability system to CBP?

Potential options:

- State clearly articulates the purpose of its accountability system and relationship to CBP, but districts/schools using competency-based approaches still follow the same system as others.
- State explores options for adjusting its current accountability system to reduce obstacles for local CBP implementation.
- State creates new accountability uses that are fully aligned to CBP (e.g., a "mastery" report card).
- State supports districts or groups of districts in innovations to support accountability for student mastery/proficiency.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Accountability

Ensuring Quality, Consistency and Alignment

Policy Questions

- How does the state ensure that CBP-aligned performance indicators are valid and reliable given intended uses?
- How can the state ensure that school and district performance goals/targets on these indicators are ambitious but achievable?
- Should the state investigate the impact of accountability uses such as public reporting, particularly on improving mastery among students who have been struggling the most?
- How can the state identify and communicate effective practices in local performance monitoring/accountability?
- How can the state ensure the quality of performance indicators across content areas, particularly in student electives and out-of-school experiences?
- How can the state ensure the quality of performance indicators where students are highly mobile or come in and out of school?

Policy Levers

- State research and data analysis units or research partners
- State approval and monitoring
- State/regional technical assistance

Key Decision

1. How can the state ensure quality, consistency and alignment of performance indicators based on student progress on mastering standards?

Potential options:

- State commissions research study on validity and reliability of performance indicators.
- State discusses rationale for/negotiates performance targets with district leaders.
- State conducts focus groups and/or field visits to investigate how local leaders, educators and parents respond to uses such as public reporting.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

Accountability

Postsecondary Alignment, Credibility and Use

Policy Questions

- How can the state align performance indicators across K–12 and postsecondary, particularly if postsecondary is also moving to CBP?
- How can the state build partnerships with postsecondary to report results of performance indicators in an aligned and coherent space?
- How can postsecondary and business leaders partner with K–12 in assisting schools and districts where students are most off pace toward mastering standards/competencies?

Policy Levers

- State P–20 longitudinal data systems
- State websites that report performance indicators to the public
- Federal data development grants (e.g., Statewide Longitudinal Data Systems Grants)

Key Decision

1. How can the state ensure alignment of performance indicators across K–12 and postsecondary?

Potential options:

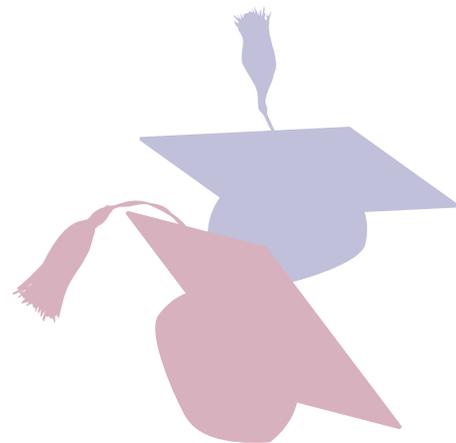
- State partners with postsecondary education and business to produce and report performance indicators that follow student success through and beyond the point of mastering college- and career-ready standards.
- State encourages effective partnerships between priority/focus schools and postsecondary education and business.

State's preferred option(s):

Benefits and challenges of state's preferred option(s):

About Achieve

Created in 1996 by the nation's governors and corporate leaders, Achieve is an independent, bipartisan, non-profit education reform organization based in Washington, DC, that helps states raise academic standards and graduation requirements, improve assessments, and strengthen accountability. Achieve is leading the effort to make college and career readiness a national priority so that the transition from high school graduation to postsecondary education and careers is seamless. In 2005 Achieve launched the American Diploma Project Network. Starting with 13 original states, the Network has now grown to include 35 states educating nearly 85 percent of all U.S. public school students. Through the ADP Network, governors, state education officials, postsecondary leaders and business executives work together to improve postsecondary preparation by aligning key policies with the demands of college and careers. Achieve partnered with NGA and CCSSO on the Common Core State Standards Initiative and was selected by states to manage the PARCC assessment consortium. The PARCC consortium was awarded Race to the Top assessment funds to create next generation assessments in math and English aligned to the CCSS. Achieve also managed a state-led process to develop K-12 Next Generation Science Standards based on the National Research Council's Framework for K-12 Science Education. For more information about the work of Achieve, visit www.achieve.org.



Acknowledgments

We would like to thank the members of the **Competency-Based Pathways Working Group** for their significant contributions over many months to the development of the state policy framework:

Benjamin Boer, Advance Illinois
David Cook, Kentucky Department of Education
Jennifer Davis, Council of Chief State School Officers
Jennifer Davis, National Center on Time and Learning
Nick Donohue, Nellie Mae Education Foundation
Sue Grady, Wisconsin Department of Public Instruction
Abigail Groff, Michigan Department of Education
Mariana Hayes, Alliance for Excellent Education
Mike Hubert, Washington Office of Superintendent of Public Instruction
Scott Jenkins, Western Governors University
Sharon Lee, Rhode Island Department of Education
Michael Muenks, Missouri Department of Education
Dave Myslinski, Digital Learning Now!
Kate Nielson, National Governors Association Center for Best Practices
Jo O'Brien, Colorado Department of Education
Susan Patrick, iNACOL
Rebecca Shah, Data Quality Campaign
Stephanie Shipton, Hawaii Department of Education
Ernise Singleton, Louisiana Department of Education
Don Siviski, Maine Department of Education
Diane Smith, Business Education Compact
Robert Sommers, Carpe Diem and Oklahoma Department of Career and Technical Education
Chris Sturgis, MetisNet
Charlie Toulmin, Nellie Mae Education Foundation

Achieve would like to thank the following equity and civil rights organizations for informing the development of the framework: American Federation of Teachers, Council for Exceptional Children, Education Trust, Leadership Conference on Civil and Human Rights, National Association of State Directors of Special Education, National Center on Learning Disabilities, National Education Association, and the National Urban League Policy Institute.

We also extend deep gratitude to the leaders, teachers, and students in the following schools and school districts who shared their experiences with competency-based pathways and student-centered learning: Danville Independent Schools, Kentucky; Adams County School District 50, Colorado; Young Women's Leadership Charter School, Chicago, Illinois; and RSU 57, SAD 15, RSU 2 and RSU 18, and the entire Maine Cohort for Customized Learning in Maine.

A number of Achieve staff played a role in the development of the framework. Cory Curl (senior fellow for assessment and accountability) and Anne Bowles (senior policy associate) led the writing of the framework, and Alissa Peltzman (vice president of state policy and implementation support) and Michael Cohen (president) provided overall leadership and guidance.

Finally, Achieve thanks the Bill & Melinda Gates Foundation for its generous support of the working group and the framework.

Notes

Notes



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