

Competency-Based Education: Competency Based Innovation Pilots

AN ACT relating to competency based innovation pilots.

SECTION 1. COMPETENCY BASED INNOVATION PILOT PROGRAM:

A. Definitions.

1. "Competency-based education" refers to a system a system where students advance to higher levels of learning when they demonstrate mastery of concepts and skills regardless of time, place or pace and addresses five core design elements:
 - i. Students advance upon mastery.
 - ii. Competencies include explicit, measureable, transferable learning objectives that empower students.
 - iii. Assessment is meaningful and a positive learning experience for students.
 - iv. Students receive timely, differentiated support based on their individual learning needs.
 - v. Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.
2. "Competency-based innovation pilot" means a school granted pilot status by the State Board of Education.
3. "Department" shall mean the State Department of Education.
4. "Board" shall mean the State Board of Education.

SECTION 2. APPLICATION PROCESS

- A. The Board is hereby authorized to approve competency based innovation pilots. The Board shall promulgate administrative regulations to prescribe the conditions and procedures to be used by school districts and charter schools for application and approval.
- B. School districts and charter schools interested in applying shall submit to the Board a letter of intent to apply for pilot status.
- C. A completed application shall include a resolution adopted by the local board supporting the application and anticipated timeline for implementation.
- D. Applications shall include goals and performance targets for the innovation pilot. Areas of performance measurement shall include but are not limited to:
 - a. Student achievement and growth as measured by the statewide assessment.
 - b. Closing of achievement gaps using multiple measures but shall include at a minimum results from the statewide assessment.
 - c. Graduation rates
 - d. Measurements of student progress or pace in high school towards a four-year graduation including but not limited to credit accumulation and retention rates.
- E. If the Board denies an application, a written explanation shall be provided.
- F. The initial approval of a pilot shall be for a five (5) year period. The Board may extend pilot status for up to an additional five (5) years if the school district or charter school has complied with procedures determined by the Board for renewal consideration including performance on annual evaluations.
- G. The Department may recommend, pending approval by the Board, the revocation of pilot status if goals, performance indicators, or implementation milestones are not met.
- H. The Board will conduct annual evaluations that include but are not limited to the achievement of goals and performance targets delineated in the approved application. Evaluations shall also include the progress and achievement of implementation milestones as described in application.

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SECTION 3. APPLICATION REQUIREMENTS

The Board shall prescribe an application that shall include, at a minimum, the following:

- A. A list of which schools will participate. Completed applications shall include a letter of intent from each principal including their assurance of community and staff outreach and involvement.
- B. A detailed timeline describing a full implementation plan from a design phase through a school wide competency-based system that shall not exceed five years.
- C. A description of how each school will design a system that meets the definition of competency-based education in Section 1 of this Act.
- D. A strategy and plan to incorporate extended learning opportunities including the recognition of progress and awarding of credit based on external academic opportunities.
- E. The resources and support the district or charter school will provide throughout the implementation of the pilot including what flexibility will be given from local policies and procedures to support implementation.
- F. Community outreach and stakeholder communication plans.
- G. A strategy and plan of how technology will be leveraged or how digital and blended learning technologies may enhance student learning and facilitate a competency-based system.
- H. Provide other materials as required by the Board in compliance with the Board's administrative regulations and application procedures.

SECTION 4. FLEXIBILITY REQUEST

- A. Applications developed by the Board shall provide an opportunity to request flexibility from state regulations and policies that hinder full implementation of a competency-based education system and propose alternative solutions. The request shall include a rationale of how each exemption will support the implementation of the pilot.
 1. Participation in the statewide assessment as well as state and federal accountability systems may not be waived. Applicants may request flexibility for the scheduling of end of course and other state required assessments.
 2. The board shall determine a process for approved pilots to seek amendments to approved applications.
 3. All schools participating in the innovation pilot shall continue to be subject to all statutes and rules not explicitly waived by the Board.
- B. The Board agrees to develop a process for a certification or other assurance that in-state higher education institutions will recognize diplomas and credits from students attending schools participating in the competency-based innovation pilots.

SECTION 5. REPORTING

- A. The State Board of Education shall appoint a Task Force to review approved applications and requests for flexibility. After review, the Task Force shall submit recommendations to the Board of any necessary statutory or regulatory solutions to support implementation of competency based education.
- B. The Board may request the Task Force to review and discuss the implications of competency-based education and other state policies including but not limited to:
 - a. Flexibility from time based systems in statute or rule.
 - b. Transition to competency-based diplomas.
 - c. A state assessment system that supports competency-based learning
 - d. State accountability systems aligned to competency-based learning environments
 - e. Acceptance of competency-based diplomas and credits by higher education.
 - f. Policies that recognize anytime, anywhere learning
- C. The Task Force shall also provide recommendations to the Board regarding a communication and outreach strategy to promote understanding and interest in competency-based education with all stakeholders.

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- D. The Board shall submit an annual report to the Governor, the President of the Senate and the Speaker of the House summarizing the findings of the Task Force and the Board's recommendations.
- E. The department shall annually provide the Governor, the President of the Senate and the Speaker of the House a report summarizing the activities and accomplishments of the pilot programs and recommendations for statutory revisions for statewide implementation.

SECTION 6. APPROPRIATION

- A. Any monies appropriated for the competency-based innovation pilot shall be used by the Board to award each approved applicant a grant to support the design and implementation of a competency-based education system as articulated in their approved application.
- B. Of the monies appropriated, a portion may be used by the Department to provide technical assistance, administer the program, and conduct evaluations as directed by the Board.

STATE EXAMPLES

[Idaho Mastery-Based Education](#)

[Ohio Competency Based Pilot](#)

MODEL LEGISLATION