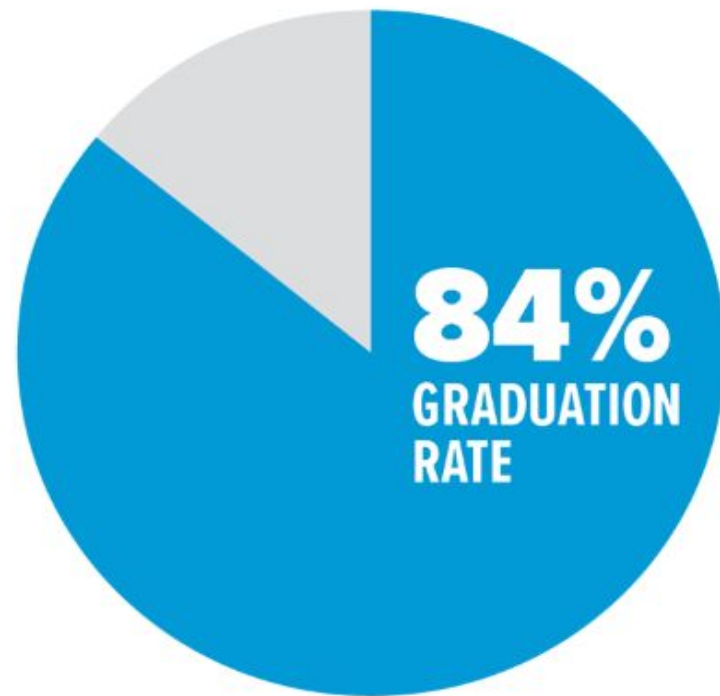


Kentucky State Board of Education

Why Personalized, Competency-Based Education?

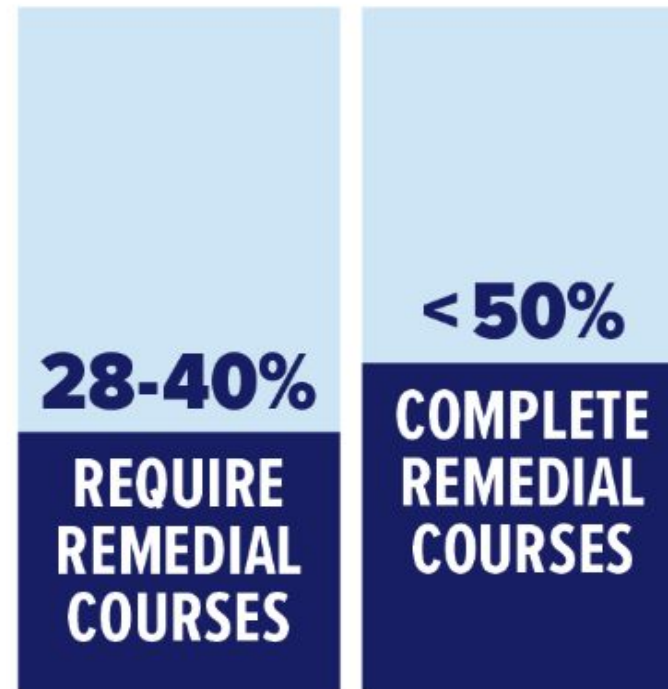
Gaps in the Current System

GRADUATION RATES



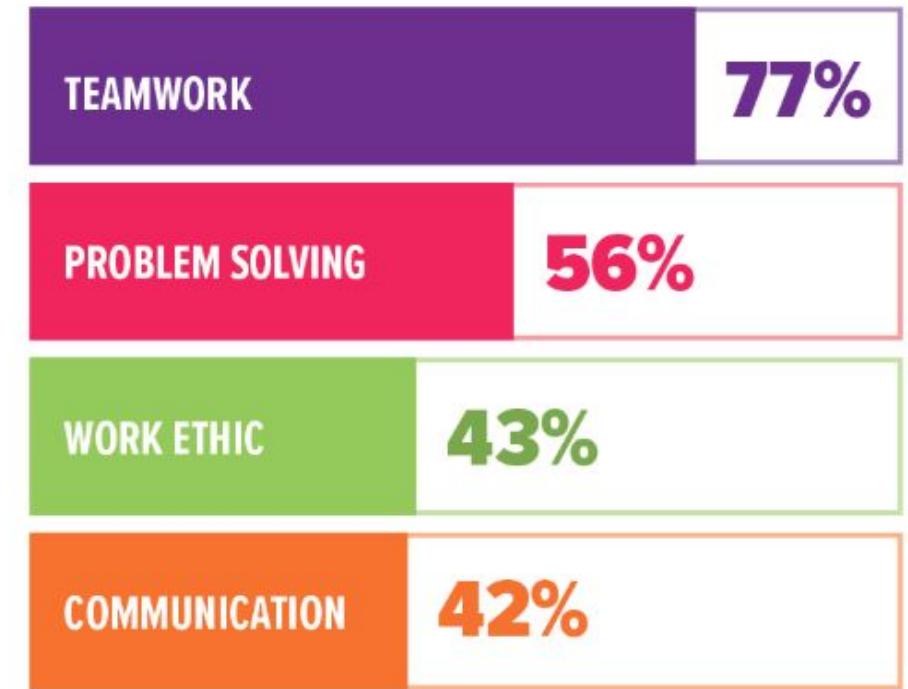
Source: National Center for Education Statistics

REMEDIAL COURSES



Source: National Conference on State Legislators

CAREER READINESS



Source: National Association of Colleges and Employers

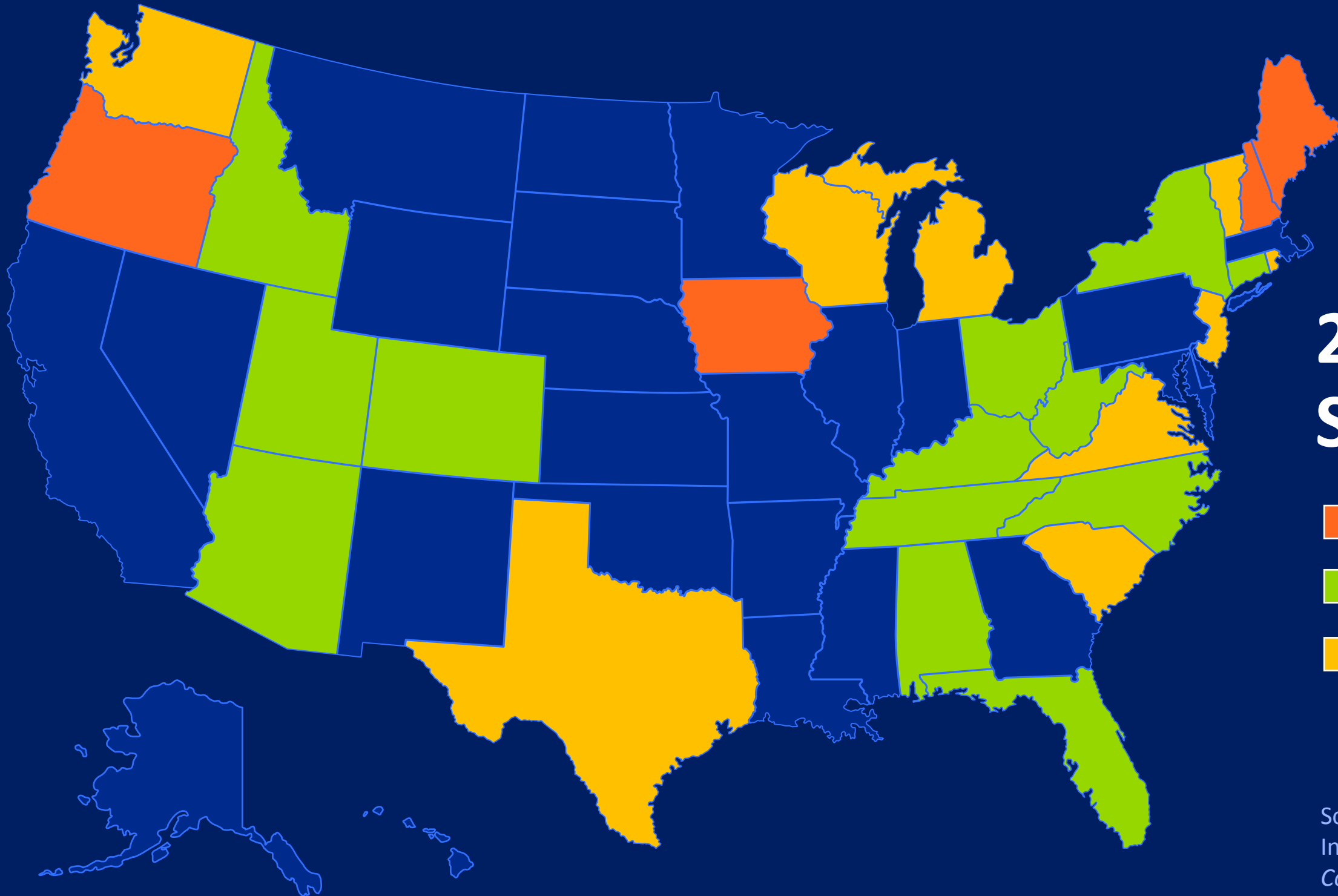
Shifting Public Opinion

- Confidence in public schools **at an all time low** Source: [Gallup](#)
- Parents AND students want schools to **better prepare students** to build decent lives in their community
Source: [American Compass Failing on Purpose Survey](#)
- Parents and students want **more real-world skill building** in schools Source: [ExcelinEd Survey](#)
- **Lack of personalization an identified problem** from 74% of parents Source: [NSBAC poll](#)

What does CBE Look Like in a Classroom?

TRADITIONAL EDUCATION	VS	COMPETENCY-BASED LEARNING
Mastery of grade level standards	LEARNING CONTINUUM	Mastery of competencies with clear, transferable learning objectives
Advancement happens at the same pace regardless of mastery	LEARNING PACE	Advancement happens at each student's own pace and with appropriate supports
Learning happens mostly inside a classroom using traditional methods	SCHOOL CULTURE	Learning happens in a variety of places, both inside a school and the community
Every classroom has one teacher delivering instruction	INSTRUCTION	Students and stakeholders work collaboratively on a unique learning plan
Assessments happen at fixed times and are used to evaluate and rank	ASSESSMENT SYSTEM	A system of assessments inform daily instruction and help policymakers target resources and supports
Grading happens at fixed times, are subjective from teacher to teacher, and final once issued	GRADING POLICIES	Grades reflect mastery of competencies, and students can improve over time

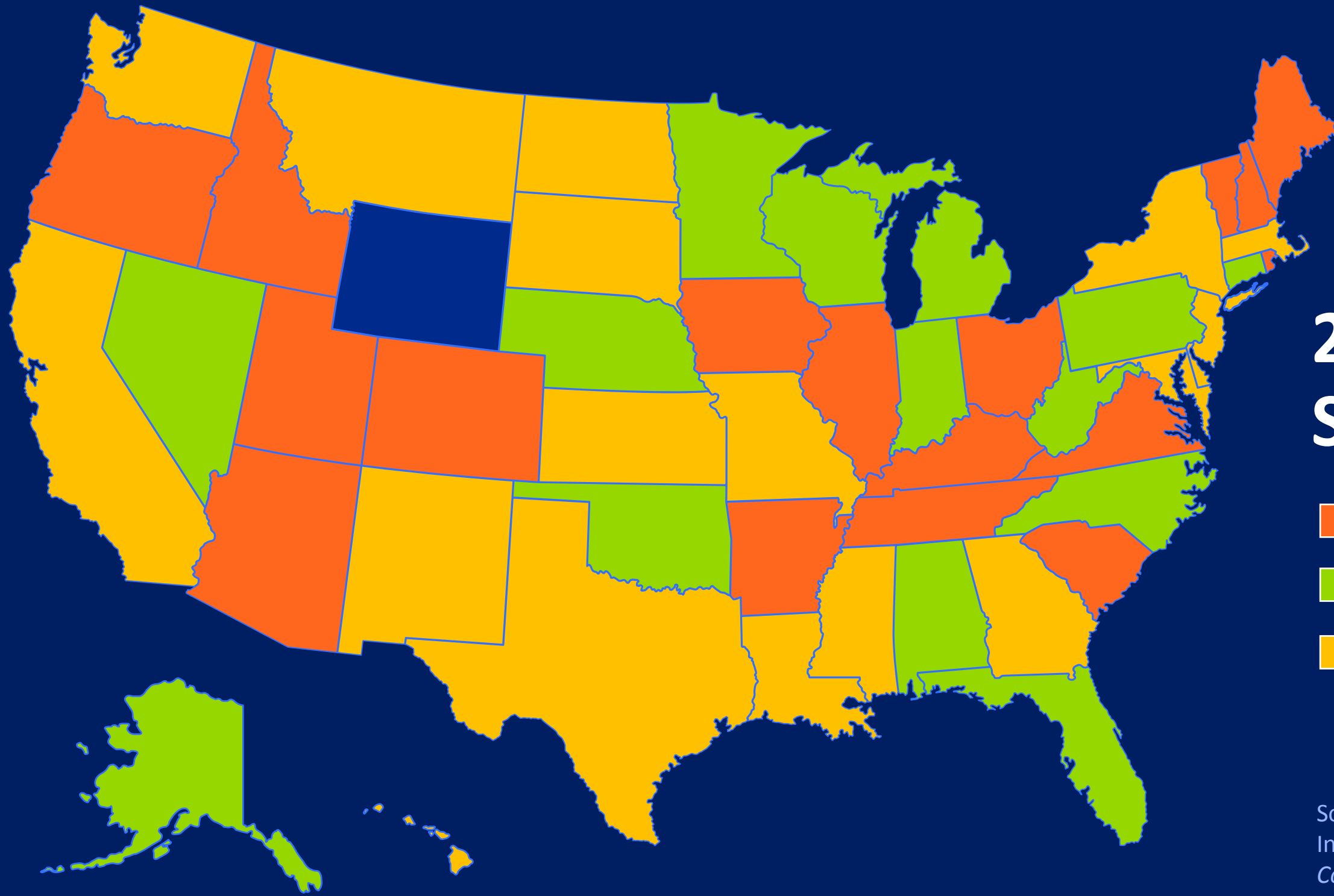
The National Picture



2012 State Snapshot

- Advanced
- Developing
- Emerging

Source: Adapted from Aurora Institute's *Snapshot of K-12 Competency-Based Education State Policy Across the United States*



2019 State Snapshot

- Advanced
- Developing
- Emerging

Source: Adapted from Aurora Institute's *Snapshot of K-12 Competency-Based Education State Policy Across the United States*

What's the Impact?

Impact of Personalized Learning

- Students in personalized, competency-based schools **had higher math and reading achievement** and **caught up to peers faster** (RAND, 2015)
- **Thorough implementation** of personalized learning practices can be effective at **enhancing academic achievement** measured by standardized tests (Lee, D., Huh, Y., Lin, CY. et. al. 2021)
- Personalized, competency-based students who were behind meet **performance levels at a quicker pace** (REL, 2017)

Impact of Personalized Learning

- Students in personalized, competency-based environments **engage in school at higher levels** (SCLRC, 2018)
- Personalized, competency-based practices like giving additional time on a topic or retaking exams saw **student math confidence increase** (AIR, 2016)
- Personalized, competency-based practices correlate with **greater teacher satisfaction** and **less burnout** in higher ed (McDavid et. al. 2018)

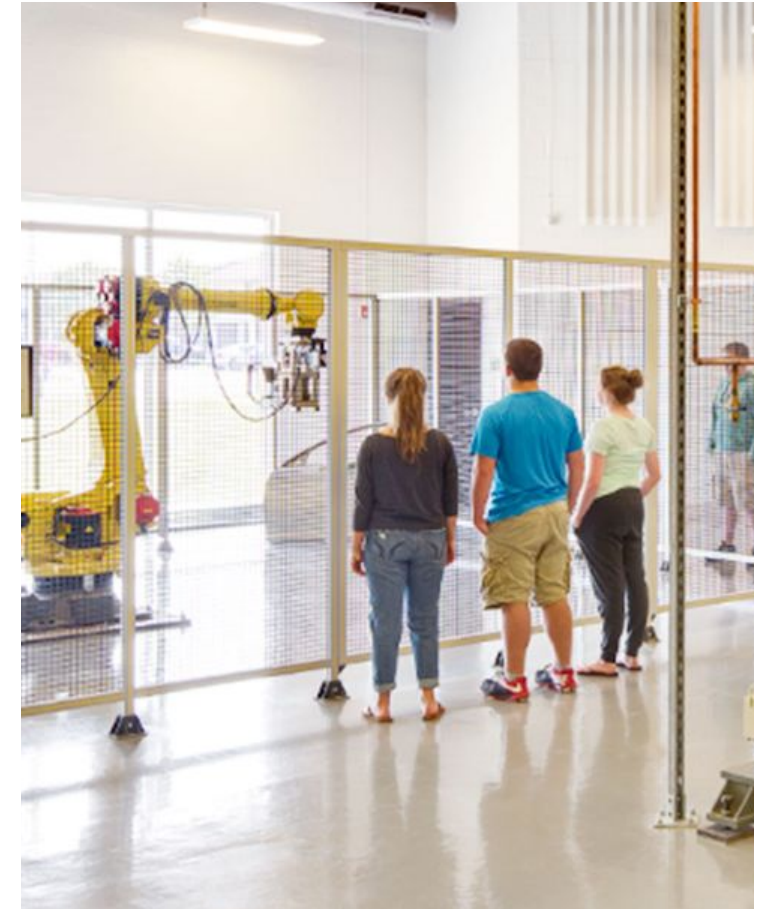
District Example: Lindsay Unified, California

- Approximately 4,100 students, 90 percent free-reduced price lunch
- Impact over a five-year period
 - Nearly doubling state test proficiency (26 percent to 47 percent)
 - English language arts achievement increasing from 33rd to 87th percentile
 - High school graduation rate increased to 94 percent
 - Attendance rose to 96 percent
 - Suspensions fell by 41 percent



District Example: Marysville, Ohio

- Marysville Exempted Village School District, Ohio
- Approximately 5,200 students
- Early impacts of implementing personalized, competency-based learning:
 - Significant improvements in students' feelings of hope, belonging, engagement and management
 - 10.5 percentage point increase in English language arts achievement
 - 5.5 percentage point increase in math achievement



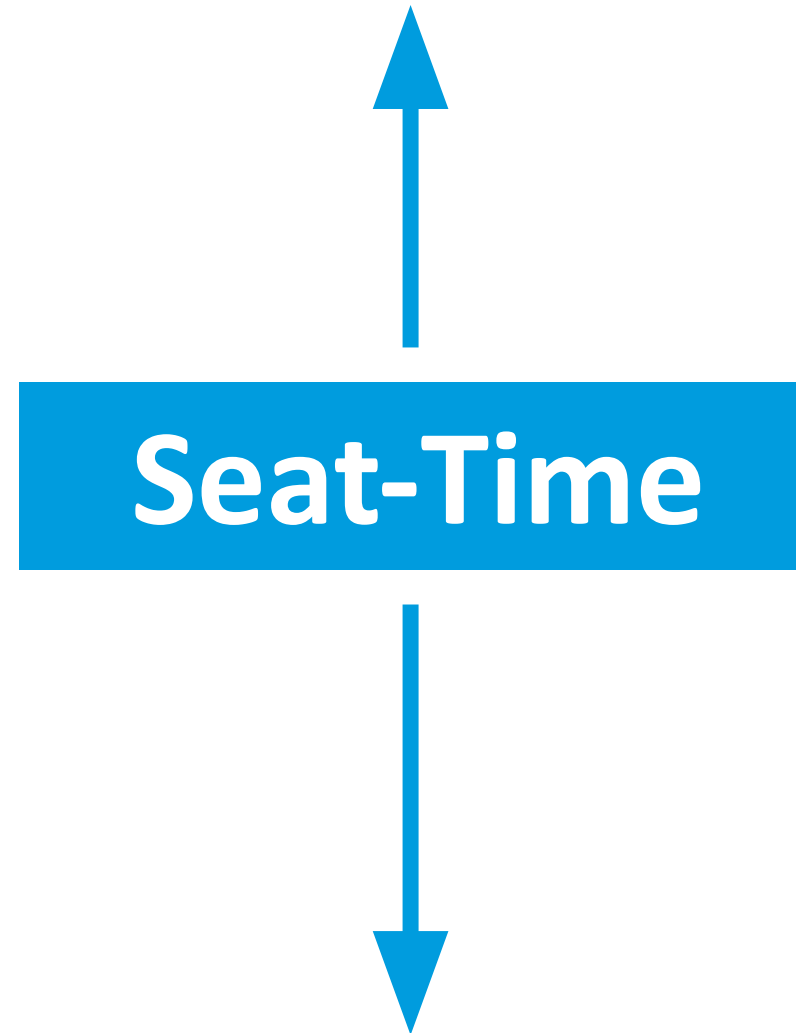
Policy's Impact on Practice

Important Framing Considerations

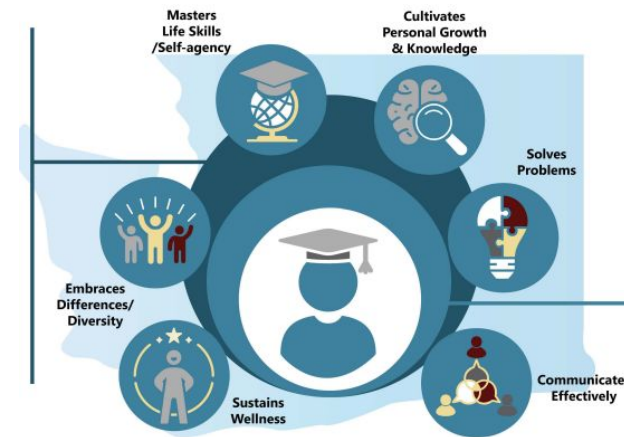
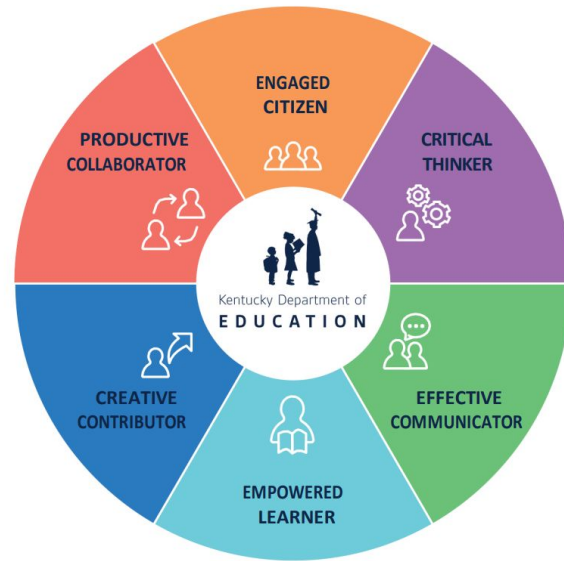
- **Consideration #1: Setting the Policy Framework**
 - Can schools and districts actually **do what they want to do** within the existing policy framework?
- **Consideration #2: Local Implementation**
 - Do people know **what they can/can't do** already?
 - Do people know **where and how to start**?
 - Do they have **support from the state** to help them take action?

Consideration #1: Setting the Policy Context

- **Accountability**
- **Assessment**
- Funding Systems/Resources
- **Graduation Requirements**
- Higher Ed Requirements
(real or perceived)
- Teacher Certification
- Teacher of Record
- **Vision for Success**



Establishing a Vision for Success



KY's Portrait of a Learner

- Emphasizes outcomes
- Promotes deeper learning

Other Portrait Examples: Washington, Utah

Accountability

- How accountability systems can align to CBE:
 - Valuing inputs in addition to outputs
 - Incorporating local indicators
 - Integrating CBE pathways into college and career readiness indicators
 - Aligning accreditation and school improvement systems
 - Improvement systems focus on growth areas for all schools
- Examples:
 - Massachusetts Consortium for Innovative Education Assessment
 - Colorado's Student-Centered Accountability Program

Assessment

- How assessment systems can align to CBE:
 - Measure knowledge plus deeper learning skills
 - Produce data that is actionable and timely to inform instruction
 - Culturally and linguistically inclusive
 - Curriculum-embedded performance tasks (possible item banks)
 - State capacity-building through shared quality criteria and assessment literacy
 - Performance tasks and capstones for graduation requirements
- Examples:
 - Utah Assessment Strategic Plan Working Group
 - New Mexico Innovative Assessment Community of Practice

Graduation Requirements

- How graduation requirements can promote CBE:
 - Operationalize Portrait-aligned competencies
 - Expand what learning can receive formal credit
 - Grow college & career pathway opportunities (e.g., CTE, dual credit, apprenticeships, work-based learning)
- Kentucky's existing grad requirements allow for significant personalization
- Other Examples: Greenup County HS (KY), North Dakota/Bismarck Empower[Ed]

Consideration #2: Common School & District Obstacles

Even with flexibility, schools/districts may not know:

- What they can already do!
- What is possible
- Where to start
- How to get to the vision
- How to build support

Next Steps

KnowledgeWorks' Partnership with KY

- Examine Several Policy areas:
 - Frameworks for success
 - Accountability & assessment
 - School improvement systems
 - Graduation requirements
 - Accreditation
- What we're looking at:
 - Legislation
 - State board policy
 - Agency actions

Upcoming Deliverables

Ongoing – KUWL Council Subcommittee facilitation

Spring 2023 – “Opportunity Analysis”

Summer 2023 – Internal “Innovation Guide”

Fall 2023 – “Innovation Playbook”

Thank You

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