

DRAFT: FOR DISCUSSION PURPOSES

HR 477 Advisory Committee on Piloting Competency-based High School Graduation Requirements

Summary of Key Ideas from the October 22, 2015 Meeting

The primary charge of this committee is to deliver recommendations for pilot implementation of competency-based high school graduation requirements.

Key Ideas

During the first Committee meeting on October 22, 2015 the team discussed key issues around the following Competency-Based Pathways issue areas:

- 1) **Graduation Requirements**
- 2) **Assessments**
- 3) **Evaluations**

Graduation Requirements

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

- If IL is moving toward Competency Based Graduation Requirements, then districts should receive technical support along a reasonable timeline.
- The development of a pilot allows for the identification of model sites.
- The pilot should be developed with a long term vision towards statewide implementation so that all districts are aligned with the standards.

How will graduation requirements align to standards?

- The challenge is flexibility and alignment - those are sometimes competing forces.
- Competencies should be based on standards
 - Need to develop models for how to capture standards as competencies
 - Districts that participate in the pilot of competencies should be part of the development process of competency maps for the appropriate areas
 - State should play an active role in coordination of these conversations
- Need to align competency-based graduation requirements and middle school and elementary levels.
- Competencies should be captured in multiple settings -- districts should gain flexibility in terms of seat time requirements
- Capturing cross-cutting competencies (i.e. problem solving, collaboration, creativity)
- what standards should these be built against?

Assessments

What content standards will be covered by assessments?

Content Standards to be covered:

- Narrow down competencies or go all in.
- Need to define what the baseline competency is in all areas and include in the non academic areas and what resources are needed to get there

How should assessment of proficiency on a competency be captured?

Determining proficiency and Consistency in Scoring:

- Use multiple means -tier 1 (PARCC), tier 2 (district), and tier 3 (classroom)
- Whatever is closest to instruction is going to be the best measure. Trust that teachers can assess their students
- Flexibility is important.
- District-level determination. Remember local control.
- Need to have conversations with post-secondary and employers (critical). WIOA will have an impact on this. There needs to be more interaction with K -12 and workforce
- Bring teachers together to decide what assessments make the most sense
- There must be multiple measures to demonstrate mastery - we can't rely on a single standardized test to determine the credit for a course.
- Define a "course" as a set of standards and "credit" as demonstrated mastery; however, we must allow for multiple means of demonstrating mastery - it can't be a single standardized assessment.

Other questions:

- How often can students take an assessment until they reach proficiency/ mastery?
- What role will the state play for districts in developing and using their own summative assessments to validate determinations of mastery/ proficiency?
- Will the state deploy statewide assessments designed to validate determinations of mastery/ proficiency?
- How will the state ensure quality of district assessments and their use, including alignment to standards?
- How will the state support the use of assessments of postsecondary education and employers?

Evaluations

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

- There should not be flexibility in evaluation across pilots→ that needs to be consistency.
- **Performance Indicator:** Grade Level (What each student should know by the end of each school year).
- **Performance Indicator:** One check in at midpoint of high school (e.g., after 10th grade) → determine on and off track
- If it is an annual evaluation, create an alignment around existing categories (such as Illinois School Report Card)--> is the report out on PARCC the same as reporting out on competency attainment.
- Link to CCSS in a very intentional way
- If a student gets to college and career readiness based on an indicator such as AP exams--> then the student should be able to graduate early and/or move into all dual credit courses.

- For CTE courses, some are certifications (or exams), Project Lead the Way (college ready test),
- Potential performance indicators (must be consistent across systems)
 - DATA Points (data sets for HS pilots)
 - Mid-point (after year 2)
 - Traditional end point (after year 4)
 - Post-secondary (after year 6)
 - % of students hitting mid-point and HS graduation benchmarks for all identified competencies
 - Core academic competencies
 - CTE/domain specific competencies
 - “Cross Cutting” competencies
 - % of students earning industry certifications and pre-certifications thru May of original graduating year and each May after
 - Post-secondary SH earned thru May of original graduating year and each May after
 - % of students enrolling, returning, and completing post-secondary degrees

Other questions:

- Is there an early entrance to college option for 15 year olds that demonstrate mastery?
- Can a student take an AP exam without taking the course? If not, aren't they still “time” restrained?