



# COMPETENCY-BASED EDUCATION PILOT PROGRAM

2019-2020 ANNUAL REPORT

July 1, 2020

Submitted to  
Governor Ron DeSantis  
President of the Senate Bill Galvano  
Speaker of the House of Representatives José Oliva

## TABLE OF CONTENTS

Competency-Based Education Pilot Program Overview .....	3
2019-2020 Competency-Based Education Pilot Program Overview .....	4
P.K. Yonge Developmental Research School .....	7
School District of Palm Beach County .....	12
Seminole County School District .....	18
Lake County School District .....	25
Pinellas County School District .....	27

## Competency-Based Education Pilot Program Overview

Statutory authority for the Competency-Based Education (CBE) Pilot Program is found in [Section \(s.\) 1003.4996, Florida Statutes](#). The CBE Pilot Program was created within the Department of Education (FDOE), to be administered for a period of 5 years, beginning in the 2016-2017 school year. The purpose of the pilot program is to provide an educational environment that allows students to advance to higher levels of learning upon the mastery of concepts and skills through statutory exemptions relating to student progression and the awarding of credits. The pilot program is set to conclude at the end of the 2020-2021 school year. There is no cost to the state for the implementation of the CBE Pilot Program; any cost is borne by the participating districts.

Annually, the department is required to provide the Governor, the President of the Senate, and the Speaker of the House of Representatives with a report summarizing the activities and accomplishments of the pilot program and any recommendations for statutory revisions. To obtain information for the report, the department annually surveys participating districts. Information submitted to the department for each annual report is provided by participating districts. Florida Department of Education Emergency Order 2020-EO-02, issued May 13, 2020, extended the report due date to July 1, 2020.

*The information herein is therefore almost entirely content as submitted by the participating districts, not the department.*

The five eligible participants named in the law are P.K. Yonge Developmental Research School, and the Lake, Palm Beach, Pinellas and Seminole County School Districts. Those choosing to participate were required to submit an application detailing annual goals and performance outcomes. Per the requirements listed in s. 1003.4996, Florida Statutes, the application for districts to participate in the pilot program, at a minimum, must have included:

- (a) The vision and timelines for the implementation of competency-based education within the school district, including a list of the schools that will participate in the pilot program during the first school year and the list of schools that will be integrated into the program in subsequent school years.
- (b) The annual goals and performance outcomes for participating schools, including, but not limited to:
  - 1. Student performance as defined in s. 1008.34, F.S.
  - 2. Promotion and retention rates.
  - 3. Graduation rates.
  - 4. Indicators of college and career readiness.
- (c) A communication plan for parents and other stakeholders, including local businesses and community members.

- (d) The scope of and timelines for professional development for school instructional and administrative personnel.
- (e) A plan for student progression based on the mastery of content, including mechanisms that determine and ensure that a student has satisfied the requirements for grade-level promotion and content mastery.
- (f) A plan for using technology and digital and blended learning to enhance student achievement and facilitate the competency-based education system.
- (g) The proposed allocation of resources for the pilot program at the school and district levels.
- (h) The recruitment and selection of participating schools.
- (i) The rules to be waived for participating schools pursuant to subsection (3) to implement the pilot program.

## 2019-2020 Competency-Based Education Pilot Program Overview

The 2019-2020 report consists of the self-reported survey data submitted by participating districts. The Competency-Based Education Pilot Program 2019-2020 District Summary Report survey questions are provided here:

1. Name of participating district.
2. District contact name, email address and phone number.
3. Names of participating schools.
4. Reflect on successes and challenges during the 2019-2020 school year with the Competency-Based Education (CBE) program in the area of the implementation of your CBE communication plan.
5. Reflect on successes and challenges during the 2019-2020 school year with the CBE program in the area of the implementation of CBE professional development for school instructional and administrative personnel.
6. Reflect on successes and challenges during the 2019-2020 school year with the CBE program in the area of CBE student progression plan development. Include mastery of content as well as mechanisms that determine and ensure that a student has satisfied requirements for grade-level promotion and content mastery.
7. Reflect on successes and challenges during the 2019-2020 school year with the CBE program in the area of the enhancement of student achievement and the facilitation of the CBE system through the use of digital and/or blended learning.
8. Reflect on successes and challenges during the 2019-2020 school year with the CBE program in the area of allocation of resources for the pilot program.
9. Additional comments.
10. What State Board of Education rule(s), allowable to be waived by s. 1003.4996, Florida Statutes, would your district like to be waived for the purposes of this pilot program and how would the district meet the intent of the law if it/they were waived?
11. Does your district plan to continue to participate in the Competency-Based Education Pilot Program in the 2020-2021 school year?

The P.K. Yonge Developmental Research School, and the Lake, Palm Beach, Pinellas and Seminole County School Districts responded to the Competency-Based Education Pilot Program 2019-2020 District Summary Report survey sent by the department in March 2020. Four of the five eligible districts chose to participate in the pilot during the 2019-20 school year. The Lake County School District paused their participation in the pilot as of the 2017-2018 school year as the result of re-ordering of district priorities when a new superintendent took office.

The CBE Pilot Program statute allows the commissioner to grant waivers of State Board of Education rules relating to student progression and the awarding of credits, in addition to

waivers authorized in [s. 1001.10\(3\), Florida Statutes](#). The commissioner does not have the authority to waive state statute.

- The P.K. Yonge Developmental Research School is requesting flexibility related to the middle and high school grading system state statute.

*FDOE Note: By law, the Commissioner cannot grant this request and the school would have to bring this issue to the Legislature.*

- The School District of Palm Beach County is requesting flexibility related to the school grading system; school report cards; district grade state statute.

*FDOE Note: By law, the Commissioner cannot grant this request and the district would have to bring this issue to the Legislature.*

- The Seminole County School District is requesting flexibility related to State Board Rule [6A-1.09422](#): Statewide, Standardized Assessment Program Requirements.

*FDOE Note: All EOCs are already offered four times per year and the FSA and ECOs can already all be retaken by a student. Additionally, moving these tests to the first day of a student's senior year would significantly disadvantage a student's demonstration of mastery of content that was learned long before taking corresponding the assessment.*

# P.K. YONGE DEVELOPMENTAL RESEARCH SCHOOL

## Program Summary

The P.K. Yonge Developmental Research School applied for the Competency-Based Education Pilot program in the pilot program's inaugural school year, 2016-17, and has continuously progressed the program through 2019-20.

The vision for P.K. Yonge Developmental Research School is for the P.K. Yonge faculty and administrators to collaboratively design and test a K-12 competency-based personalized, mastery-driven, enriching educational experience for the students that results in graduates that are creative, dedicated, and resilient learners. Varied time, support and pathways to learning growth will remain constant, which will result in every student's graduation from high school. Iterative cycles of change and improvement over the course of the program will identify constraints and create enabling policies related to student progression, motivation and engagement.

Program goals include:

- Increase the number of students completing college level math and English Language Arts (ELA) courses during first year of college/university.
- Increase the percentage of students participating in at least one Advanced Placement course prior to graduation.
- Maintain 100% promotion rate for 3<sup>rd</sup> grade students.
- Maintain the graduation rate at 98-100%.
- Raise student performance as defined in s. 1008.34, F.S., by increasing performance on state assessments 3% each year on the FSA and end-of course exams.
- Reduce the number of graduates required to take remedial math and English Language Arts courses at state colleges and universities.
- Reduce the number of students assigned to private-provider virtual credit retrieval options.
- Reduce the number of students failing secondary courses.
- Reduce the number of students retained in kindergarten and first grade.

## Program Highlights

### **2016-2017**

- Collaborated utilizing technology and digital tools to support personalized learning.
- Developed consistent alignment of formative and summative assessments to standards and learning goals. Clearly defined grades 6-12 learning goals.

- Offered a year-long professional learning community facilitated by the UF College of Education intended to increase knowledge, use and application of Universal Design for Learning (UDL) principles.
- Provided monthly updates to the School Advisory Council (SAC) on standards-based grading (SBG) and stakeholder support; SBG practices fully implemented in K-5.
- Redesigned courses and professional learning was funded via Digital Classrooms allocation.

## **2017-2018**

- Attended the New England Secondary School Redesign conference sponsored by the Great Schools Partnership which included a team of four secondary teachers and school leaders.
- Continued to work with internal and external stakeholders to help them understand how SBG, personalized learning, blended learning, Universal Design for Learning (UDL), and project-based learning are foundational components that must come together to support a successful CBE pilot.
- Developed faculty knowledge, use, and application of UDL principles to enhance responsiveness to learner variability.
- Increased use of digital solutions and tools for supporting student learning and personalization by faculty. P.K. Yonge teachers implemented 20 secondary courses that were redesigned to incorporate UDL principles and to effectively integrate technology to personalize and improve student mastery of content.
- Provided back-to-school sessions for parents which included information regarding new grading practices and policies and the shift to mastery-based learning for successful course completion.
- Participated in monthly conference calls with David Ruff from the Great Schools Partnership to help school leaders support the local work to transform P.K. Yonge to a CBE/mastery-based learning program.
- Provided updates to the School Advisory Council on standards-based grading (SBG); updates were met with positive support and stakeholder interest throughout the school year.
- Shifted to SBG report cards as the official reporting system for grades K-6, with pilot work completed during the school year in 7th and 9th grades.
- Visited High Tech High and Lindsay School District in California to experience and examine alternative models to personalized, competency-based education.

## **2018-2019**

- Dedicated a section of the school's website to supporting communications.
- Developed faculty knowledge, use and application of UDL principles to support teacher skill development, coaching and support for full K-12 implementation of SBG grade books, and other personalized learning supports were professional learning successes.



- Facilitated a Professional Learning Community in the University of Florida College of Education to support effective implementation of Universal Design for Learning principles through technology integration.
- Facilitated back-to-school information sessions for parents and offered parent workshops.
- Held a four-day High Quality Assessment summer learning institute to support teacher learning of the mastery-based approach.
- Increased the P. K. Yonge graduation rate from 97.3% in 2014 to 99.1% in 2018.
- Increased the percentage of students scoring Level 3+ in ELA, mathematics and end-of-course assessments from 2016-2018.
- Issued students a school Chromebook to support 24/7 access to learning and assessment beginning in 6<sup>th</sup> grade.
- Organized course gradebooks to support tracking of student progress toward mastery. Teachers have fully implemented SBG and assessment systems in every K-12 course.
- Provided a two-day Back-to-School Symposium for training and support related to the implementation of grading agreements.
- Transitioned from pilot testing and targeted teacher inquiry to informed design and implementation of standards-based grading (SBG) to a school-wide approach.

### **Program Report for 2019-2020**

#### **Participating School**

P.K. Yonge Developmental Research School (K-12)

#### **Successes**

##### *Implementation of district competency-based education communication plan*

- Established 6-12 grading agreements and criteria that their faculty and school leaders work together to interpret and implement. Progress was made and the district looks forward to continuing their work through an upcoming professional learning opportunity with Great Schools Partnership in June 2020.

##### *Implementation of competency-based education professional development for school instructional and administrative personnel*

- Continued monthly training and support for faculty and school leaders. The primary focus for 2019-20 has been refining the electronic grading and reporting system and linking it to the school-designed use of Canvas, the district's learning management system.
- Offering a 3-day virtual professional learning opportunity in June 2020 intended to further teacher knowledge and application of the common grading criteria.

*Competency-based education student progression plan development*

- Combined common grading rubrics with course and grade level proficiencies. The grading standards have been embedded in Canvas to support common use and application by the teaching faculty.

*Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Operated in a 1:1 technology-supported (not technology-driven) learning environment was instrumental to the district's smooth transition to remote instruction. All faculty and every student was familiar with their devices and learning management systems prior to COVID-19. As such, the district was able to almost seamlessly maintain student learning and instructional support through the last 9 weeks of the school year.

*Allocation of resources for the pilot program*

- Not reported by the district.

**Challenges**

*Implementation of district competency-based education communication plan*

- Not reported by the district.

*Implementation of competency-based education professional development for school instructional and administrative personnel*

- Not reported by the district.

*Competency-based education student progression plan development*

- Not reported by the district.

*Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Not reported by the district.

*Allocation of resources for the pilot program*

- The rapid decline of Digital Classroom Funding will begin to significantly impact the district's operating budget and ability to replace aging devices that can no longer be refreshed.  
*FDOE Note: To date no district has provided evidence to support this speculative statement and existing state and federal funds are adequate to refresh devices.*

## **Additional Comments**

P.K. Yonge's participation as a pilot district in the competency-based education program supported and informed their work through remote instruction during the last 9 weeks of the school year.

## **Statutory/Rule Waiver Requests**

The P.K. Yonge Developmental Research School is requesting flexibility related to the middle and high school grading system state statute, s. 1003.437, Florida Statutes, as related to the 100-point grading scale. The district would maintain an A - F grading system but is constrained in their work by the traditions and beliefs associated with a 100-point grading scale as required by state law.

*FDOE Note: By law, the Commissioner cannot grant this request and the school would have to bring this issue to the Legislature.*

The P.K. Yonge Developmental Research School plans to continue their participation in the program during the 2020-21 school year. For questions about the P.K. Yonge Developmental Research School CBE pilot program, please contact Dr. Lynda Hayes at [lhayes@pky.ufl.edu](mailto:lhayes@pky.ufl.edu).

# SCHOOL DISTRICT OF PALM BEACH COUNTY

## **Program Summary**

In 2016-17, the school district of Palm Beach County applied for the Competency-Based Education Pilot program, and has continued participating in the pilot program through 2019-20.

Palm Beach County Schools envisions an Accelerated Mathematics Plan (AMP) to provide a personalized learning experience that challenges and supports students in grades 3-5 while nurturing ownership of their own learning. The plan is designed to help personalize learning for mathematically gifted and talented students who are working in an accelerated, rigorous mathematics classroom.

Program goals include:

- Build a solid foundation in students for the development of college and career readiness skills in cognitive and non-cognitive areas.
- Increase student performance in grades 3-5 mathematics as defined in s. 1008.34, F.S.

## **Program Highlights**

### **2016-2017**

- Created videos highlighting AMP.
- Designated AMP teacher(s) at participating schools.
- Distributed program FAQ document and resources for parent communication.
- Invested funding to implement i-Ready and other instructional resources.
- Held administrator and teacher webinars.
- Maximized blended learning through virtual and project learning.
- Provided professional development opportunities to teachers of AMP Courses.
- Used school-level developed selection criteria for student progression matched with needs of student populations.

### **2017-2018**

- Offered sessions for all AMP courses during pre-school curriculum conferences.
- Offered "Getting Ready for AMP" trainings during the summer of 2017 to help with schools that were implementing AMP.
- Utilized Google Classroom for ongoing support for AMP teachers, with ongoing support from School District Central Office, by request.

- Collected data to determine progress towards meeting standards using AMP Specific Florida Standards Quizzes and Unit Standards Assessments.
- Held mathematics cadre sessions dedicated to AMP courses.
- Observed that students in AMP, including above grade level testers had higher proficiency rates and learning gains than their non-AMP peers.
- Presented information for principals to help schools make placement decisions and learn the impacts of AMP instruction in the school.
- Provided AMP FAQ document to teachers and administrators.
- Provided instructional resources for teachers to use to meet grade level and AMP Standards AMP course Blender pages.
- Provided resources that administrators and teachers could access on demand via the AMP information page on Blender.
- Used iReady instructional components to fill instructional gaps or accelerate students to their actual competency level. The district used open educational resources to meet needs in addition to grade-level textbook.
- Used iReady instructional components to help students meet and/or maintain AMP entry criteria.
- Used standards checklists of grade-level and AMP competencies to collect data of progress towards meeting standards.
- Used standards-based report card and AMP report card supplements to communicate progress towards mastery of grade level and AMP standards to parents.

## **2018-2019**

- Experienced success growing the AMP program attributed to ample communication including bulletins, presentations for school-based administrators, criteria in Student Progression Plans, and information for parents.
- Observed that AMP students outperformed like peers in both proficiency (Grades 3-5) and learning gains (Grades 4-5) as measured by Florida Standards Assessment in Math.
- Provided formative assessments to teachers to use to determine students' mastery of content.
- Provided guidelines for placement and retention in AMP that are included in the Student Progression Plan.
- Used iReady to help fill instructional gaps based on students' differing needs.
- Used standards-based report cards to communicate progress toward content mastery to parents.

## **Program Report for 2019-2020**

### **Participating Schools**

Elementary schools: Addison Mizner, Allamanda, Banyan Creek, Barton, Beacon Cove, Belvedere, Berkshire, Binks Forest, Calusa, Cholee Lake, Citrus Cove, CO Taylor Kirklane, Coral Reef, Coral Sunset, Crystal Lakes, Cypress Trails, Del Prado, Discovery Key, Elbridge Gale, Equestrian Trails, Everglades, Forest Park, Freedom Shores, Golden Grove, Grassy Waters, Greenacres, Hagen Road, Hammock Pointe, Heritage, Hidden Oaks, Highland, HL Johnson, JC Mitchell, Jerry Thomas, Jupiter, KEC Canal Point, Lantana, Liberty Park, Limestone Creek, Loxahatchee Groves, Manatee, Marsh Pointe, Meadow Park, Melaleuca, Morikami Park, New Horizons, North Grade, Northboro, Orchard View, Palm Beach Gardens, Palm Springs, Palmetto, Panther Run, Pine Jog, Plumosa, Poinciana, Rolling Green, Royal Palm Beach, Sandpiper Shores, SD Spady, Seminole Trails, South Olive, Starlight Cove, Sunrise Park, Sunset Palms, Timber Trace, UB Kinsey/Palmview, Verde, Waters Edge, Wellington, West Gate, Westward, Whispering Pines, Wynnebrook.

### **Successes**

#### *Implementation of district competency-based education communication plan*

- Infused AMP course pages on Blender with relevant grade level topics (Grade 3/AMP3 and Grade 5/AMP4) to provide instructional resources for teachers to use to meet grade level and AMP Standards.
- Offered the AMP3 district scope and sequence to all 3rd graders.
- Posted a bulletin on 3-28-19 detailing the FY20 recommendations for K-5 Mathematics Pathways.
- Provided Accelerated Math Program (AMP) FAQ document to teachers and administrators.
- Provided AMP presentation for principals and assistant principals and other district staff at Learn and Grow Sessions. This presentation is intended to help schools that were getting started and schools that were continuing with AMP to make placement decisions and know impacts of AMP instruction in the school.
- Provided resources on the AMP information page that administrators and teachers could access on demand.
- Recommended placement criteria outlined in Student Progression Plan.
- Used standards-based report card and AMP report card supplements to communicate progress towards mastery of grade level and AMP standards to parents.

*Implementation of competency-based education professional development for school instructional and administrative personnel*

- Dedicated mathematics cadre sessions to AMP courses.
- Followed-up and engaged with teachers through Google Classroom.
- Offered "Getting Ready for AMP" trainings during the summer of 2019 to help with schools that were implementing AMP.
- Offered three professional development sessions for the year focused on content, pedagogy for accelerated learning, and collegial planning of upcoming units of instruction.
- Offered sessions for all AMP courses during pre-school curriculum conferences.
- Provided ongoing support from School District Central Office, by request.
- Utilized Google Classroom for ongoing support for AMP teachers.

*Competency-based education student progression plan development*

- Used AMP specific Florida Standards quizzes and unit standards assessments to collect data to determine progress towards meeting standards.
- Used standards checklists of grade-level and AMP competencies to collect data of progress towards meeting standards.
- Used standards-based report card and AMP report card supplements to communicate progress towards mastery of grade level and AMP standards to parents.
- Used SuccessMaker standards mastery components to determine progress towards mastery of standards.

*Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Observed that students in AMP, including above grade level testers had higher proficiency rates and learning gains that their non-AMP peers.
- Used SuccessMaker components to fill instructional gaps or accelerate students to their actual competency level.
- Used SuccessMaker components to help students meet and/or maintain AMP entry criteria.

*Allocation of resources for the pilot program*

- Not reported by district.

## **Challenges**

*Implementation of district competency-based education communication plan*

- Affected by the COVID-19 school closures.
- Observed that not all teachers and administrators knew of the district mechanisms for communication or chose to attend professional development sessions.

*Implementation of competency-based education professional development for school instructional and administrative personnel*

- Observed that chunks of content were too large to cover all concepts during AMP Math Cadre Sessions. Google Classroom Online training has aimed to correct this.
- Reported that not all AMP teachers were granted TDEs from school to attend professional development.

*Competency-based education student progression plan development*

- Affected by schools flexibility to choose their own assessments to determine progress. This caused inconsistency of the data collected and made district level supports difficult.
- Affected by the COVID-19 school closures. No state testing success criteria measures for students to continue into AMP coursework. District is creating common End of Year assessments for students to determine proficiency of AMP content.

*Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Reported that other than the benefit for students for acceleration, there is no school benefit for acceleration (i.e., bonus points for School Grade calculation).
- Affected by the State School Accountability rules, which cause schools to "gatekeep" who is selected to participate in AMP for fear of hurting school grades concerning above grade-level testing. This is most evident in AMP 4 where students test on 5th Grade FSA with the previous test score as a 3rd Grade FSA.

*Allocation of resources for the pilot program*

- Affected by rigid textbook requirements. Students only get one textbook but move beyond their current grade level standards. Teachers have to print resources for above grade level content.

**Additional Comments**

- Not reported by the district.

**Statutory/Rule Waiver Requests**

The School District of Palm Beach County is requesting flexibility related to the school grading system; school report cards; district grade state statute.

Section 1008.34(3)(b)(1)(f) and (h), Florida Statutes

f. The percentage of eligible students who make Learning Gains in mathematics as measured by statewide, standardized assessments administered under s. 1008.22(3).



- The district states that students in AMP4 take the 5th grade FSA as 4th graders. As such, these students, many of whom are Level 5, are required to maintain their level and score 1 scale score point higher. But the comparison is between the 3rd grade scale and 5th grade scale. This jump across scales creates a lot of fear for administrators, which creates a situation where students are removed from AMP coursework just prior to the FSA administration. Or students that could handle the coursework are denied the opportunity for entrance into AMP. The District is requesting that students in AMP4 are compared to their 4th grade peers.
  - *FDOE note: The above request made by the district contains a misconception related to accountability measures. The department will contact the district to provide guidance.*
- h. The percentage of eligible students in the lowest 25 percent in mathematics, as identified by prior year performance on statewide, standardized assessments, who make Learning Gains as measured by statewide, standardized Mathematics assessments administered under s. 1008.22(3).
- The district states that schools are reluctant to accelerate students into AMP5 because students that accelerated in AMP5 the year before are being part of L25 Calculations as they are in 6th Grade Math in 5th grade. Please allow these students to be counted in the calculation with their 5th grade peers.

*FDOE Note: By law, the Commissioner cannot grant this request and the district would have to bring this issue to the Legislature.*

The School District of Palm Beach County plans to continue their participation in the program during the 2020-21 school year. For questions about the School District of Palm Beach County CBE pilot program, please contact Diana Fedderman at [Diana.Fedderman@palmbeachschools.org](mailto:Diana.Fedderman@palmbeachschools.org).

# SEMINOLE COUNTY SCHOOL DISTRICT

## Program Summary

The Seminole County School District elected to use the 2016-17 school year for planning their program. Since 2017-18, the district has continuously implemented the program through 2019-20. Seminole County Public Schools' envision an increase of opportunities for students to engage in activities that promote critical thinking, problem-solving, teamwork, technology and interpersonal communication. The Problem-Solving Incubator (PBI) high school program has been created and executed to implement the program.

Program goals include:

- Apply real-world projects that develop skills using a nontraditional approach to skills evaluation and progression.
- Deliver graduation rates of 100% for all full-time students enrolled in the Problem Solving Incubator program.
- Expand innovative instructional delivery, development of current career/technical education programs and increased access to technology.
- Improve the rate of all participating students by 20% as measured by a college-ready score on the SAT or PSAT and a 20% increase in the number of graduating seniors who enroll in college, university, technical institute, enlist in the military or secure post-graduate employment.
- Increase performance for students enrolled full-time in the program; 80% of students will attain Level 3 on the 9<sup>th</sup> or 10<sup>th</sup> grade FSA, U.S. History, Algebra 1, Geometry and Biology end-of course exams and 80% of students will make learning gains as measured by English Language Arts 9<sup>th</sup> or 10<sup>th</sup> grade Florida Standards Assessment.
- Increase in outcomes as defined in s. 1008.34, F.S., include that 80% of students enrolled in the elective PBI courses will attain Level 3 on the 9<sup>th</sup> or 10<sup>th</sup> grade FSA and 80% will make learning gains as measured by English Language Arts on the 9<sup>th</sup> or 10<sup>th</sup> grade FSA from years 2018-2021.
- Meet the needs of students within a high-quality instructional program in one high school that pilots a competency-based approach that may serve as a model for other schools and programs.

## Program Highlights

### **2016-2017**

- The Seminole County School District was an eligible participant but elected to use 2016-17 as a planning year only.

## 2017-2018

- Built several strong relationships with local businesses and community organizations to support project-based learning with authentic performance evaluation.
- Delivered multiple presentations about the PSI High program and its focus on CBE at events including Seminole County Public Schools (SCPS) School Board meetings, SCPS Business Advisory Council meetings, Magnet School Night, and several other stakeholder events.
- Designed rubrics and aligned district ePathways Skills for Future Ready Graduates into project-based work. Both teachers and students evaluated student work using scales for district 21st century skills.
- Developed and disseminated communications resources to students, families, and community members about the Problem Solving Incubator (PSI High) program included a website, social media accounts with regular updates, video assets, a program brochure, information card, and student curriculum guide. To view or download any of these resources, please visit this website [www.psihigh.scps.k12.fl.us](http://www.psihigh.scps.k12.fl.us).
- Evaluated student work using a collaboratively developed scale that aligned to the language for district frameworks for those skills.
- Implemented a majority of the communications objectives outlined in their CBE pilot application.
- Observed that students, parents, teachers, and community members have been supportive of the learning model and its integration of mastery-based learning to accomplish the goals of student empowerment, personalization and authentic performance assessment.
- Provided a presentation about the program including reasons to transition to CBE and standards-based assessment was delivered at a convening of all SCPS guidance counselors.
- Provided all teachers participating in the 2017-2018 pilot with classroom sets of Chromebook laptops, a competency-based online learning platform, and training on integrating the Chromebooks into project-based learning experiences. Students primarily used the devices for productivity, online research, communication, and developing media products.
- Provided students with multiple in-class presentations providing program information and soliciting feedback.
- Provided teachers in the program with a number of professional development opportunities specifically targeted toward CBE. These include multiple video presentations and conferences with teachers in other competency-based programs throughout the United States, weekly two hour PLC meetings to review topics about competency design and evaluation, and professional reading including Marzano's Handbook for Personalized Competency-Based Education That Works.
- Started the work of aligning academic learning goals to each core high school discipline and subject began.

## **2018-2019**

- Adopted a fully standards-based gradebook in all content areas, which supports the transition to a competency-based portfolio of student work.
- Adopted mastery-based best practices by students.
- Developed communication resources and disseminated them to stakeholders about the Problem Solving Incubator (PSI High) program included a website, social media accounts, video assets, a program brochure, information card and tours.
- Observed that stakeholders were very supportive of the learning model and enrollment in the program has increased each year.
- Offered professional development opportunities that included video presentations and conferences with teachers in other competency-based programs throughout the United States, weekly Professional Learning Community time, and summer training in performance assessment, and developing scales.
- Provided all teachers and students participating in the pilot with Windows-based laptops to use full-time, access to an online learning management system for all courses and training on using technology for learning.
- Provided information all 8<sup>th</sup> grade families via a variety of methods.
- Reported 13 partnerships between local businesses and community organizations with teachers to develop authentic learning experiences.
- Used a competency-based gradebook and learning management system. Began the process of formalizing student learning plans and portfolios for each learner to be able to track their own progress on each learning goal.

## **Program Report for 2019-2020**

### **Participating School**

Problem Solving Incubator (PSI High) program at Seminole High School

### **Successes**

#### *Implementation of district competency-based education communication plan*

- Facilitated multiple presentations about the PSI High program and its focus on competency-based education at events including SCPS Business Advisory Council meetings, Magnet School Night, and several other stakeholder events. Students received multiple in-class presentations providing program information and soliciting feedback.
- Hosted a number of feedback sessions within advisory meetings for parents and other program stakeholders throughout the year. Based on the feedback we received, we revised the parent and student-facing elements of our competency-based tools online to simplify understanding of student progress.

- Implemented a majority of the communication objectives outlined in our competency-based education (CBE) pilot application. Resources for communication developed and disseminated to students, families, and community members about the Problem Solving Incubator (PSI High) program included a website, social media accounts with regular updates, video assets, a program brochure, information card, tours, after-school information events, and a student curriculum guide. Program information is provided to all SCPS 8th grade families via email, phone, and printed materials. To view or download these resources and more, please visit our website at [www.psihigh.scps.k12.fl.us](http://www.psihigh.scps.k12.fl.us).
- Leveraged partnerships with more than 18 local businesses and community organizations that collaborate with teachers on developing authentic learning experiences. These partners are immersed in the school environment and receive training on working with students, instructional practices, and performance assessment.
- Provided incoming parents and students with in-person training on mastery-based education via an orientation day held during the first week of August. These sessions were hosted by teachers to provide students and parents with related information.
- Reported that students, parents, teachers and community members have been incredibly supportive of the learning model, and enrollment in the program is increasing significantly year over year. Students in the program have quickly adopted many mastery-based best practices and are able to communicate their progress related to a number of learning goals and non-academic competencies.

*Implementation of competency-based education professional development for school instructional and administrative personnel*

- Offered teachers in the program a number of professional development opportunities specifically targeted towards competency-based education. These include multiple video presentations and conferences with teachers in other competency-based programs throughout the United States and weekly PLC time to review topics about competency design and evaluation. During the summer of 2019, teachers completed several trainings with an expert in performance assessment. Teachers received multiple professional development sessions throughout the school year in standards-based gradebook design and utilization. Teachers also observed other competency-based schools in Grand Rapids, Michigan and Oakland, California.
- Used robust, Marzano-aligned and Florida standards-aligned scales developed by the Department of Teaching and Learning in Seminole County Public Schools. To connect these content-area standards from grades 9-12, the district is currently piloting a small set of core competencies in English, math, social studies, and science that are integrated into all courses.

#### *Competency-based education student progression plan development*

- Reported that using a fully standards-based gradebook in all content areas was highly successful this year, supporting the transition to a competency-based portfolio of student work. For all content-area learning goals, the district is using robust, Marzano-aligned and Florida standards-aligned scales developed by the Department of Teaching and Learning in Seminole County Public Schools. To connect these content-area standards from 9-12, the district is currently piloting a small set of core competencies in English, math, social studies, and science that are integrated into all courses.
- Used an online portfolio system to unify all courses and student learning experiences from the beginning of high school to graduation. With this high level of integration, students, parents and teachers can see the vertical alignment of skills to course credit and track the connection between submitted artifacts and student proficiency. The district had mixed success with this implementation so far because of the limitations of previous online systems. The district has adopted a new portfolio system for the 20-21 school year to better accomplish this goal.
- Utilized a competency-based gradebook and learning management system to collect artifacts of learning and report student progress. The district began the process of formalizing student learning plans and portfolios for each learner to track their own progress on each learning goal, providing additional freedom to demonstrate mastery independently of any predetermined time, place, path or pace.

#### *Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Provided all teachers and students participating in the pilot with Windows-based laptops to use full-time, access to an online learning management system for all courses, and training on using technology for learning. For the 2019-20 school year, all learning experiences were embedded into an online platform, with many personalized and blended opportunities for students available online. For example, in both Algebra and Geometry, in addition to a number of project-based math experiences, students have access to online playlists of instructional content aligned to each course learning goal. Students can work through these at their own pace for remediation or acceleration. The district continues to develop these personalized pathways of student support in all courses.
- Reported that the emergence of the coronavirus has demonstrated the importance of digital and blended learning. Because teachers already provided all content online (in addition to the in-person supporting experiences), the transition to distance learning in April 2020 went more smoothly than anticipated. The district believes this learning modality provides unique opportunities to modify the way we utilize time and space in traditional school settings. As the district continues to build out the digital learning infrastructure for the pilot program, students and teachers will continue to align learning experiences to graduation competencies and track achievement on those competencies in real-time.

#### *Allocation of resources for the pilot program*

- Provided exceptional support in the areas of personnel, curriculum, technology, and facilities through Seminole County Public Schools, in combination with grant funding from the XQ Institute.

### **Challenges**

#### *Implementation of district competency-based education communication plan*

- Reported areas for improvement include providing parents with additional information throughout the school year on mastery-based assessment and ways to support student learning at home. The district is also connecting all work to a simple and coherent graduate profile that will integrate with all student-led learning experiences including projects, portfolio development, student-led conferences, presentations of learning, and senior portfolio defenses.

#### *Implementation of competency-based education professional development for school instructional and administrative personnel*

- Expressed a need for additional support with instructional planning for mastery-based environments. They cited a need for some changes in Skyward and Canvas, as well as challenges in helping parents understand the skills and scales. The district is also creating more formalized structures for student presentations of learning to help students be more reflective and deliberate about their learning progress.

#### *Competency-based education student progression plan development*

- Reported that because the district is still required by Florida Statutes to use a Carnegie-based system to determine full-time enrollment and seat time, it is still challenging to properly accelerate students and provide credit by demonstration of learning instead of time. The district will continue to work in this area through the development of the portfolio system, expanded teacher training, and the design of differentiated learning structures.

#### *Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Not reported by district.

#### *Allocation of resources for the pilot program*

- Not reported by district.

## Additional Comments

- Not reported by the district.

## Statutory/Rule Waiver Requests

The Seminole County School District is requesting flexibility related to State Board Rule [6A-1.09422](#): Statewide, Standardized Assessment Program Requirements.

The district would request a waiver of required EOC administration at the conclusion of the year in which a student is enrolled in a course. The district states that this administration requirement precludes students from learning at an individual pace or through a personalized schedule, particularly if mastery of a course's learning goals takes longer than one academic year. To meet the law, the district would ensure that all students take all required state exams including FSA, Biology, Algebra 1, Geometry, and U.S. History by the first day of their senior year.

*FDOE Note: All EOCs are already offered four times per year and the FSA and ECOs can already all be retaken by a student. Additionally, moving these tests to the first day of a student's senior year would significantly disadvantage a student's demonstration of mastery of content that was learned long before taking corresponding the assessment.*

The Seminole County School District plans to continue their participation in the program during the 2020-21 school year. For questions about the Seminole County Schools CBE pilot program, please contact Derek Jensen, at [Jensen@scps.us](mailto:Jensen@scps.us).



# LAKE COUNTY SCHOOL DISTRICT

## Program Summary

The Lake County School District submitted an application for the Competency-Based Education Pilot program and developed a timeline during the inaugural program year, 2016-17. Six schools participated in 2016-17; two elementary, one middle and two high schools. In 2017-18, eight additional schools were to be included and by 2018-19, six additional schools were to be added. As the result of re-ordering of district priorities when a new superintendent took office, the district opted not participate during the 2018-2019 and 2019-2020 school years, and does not plan to participate in the 2020-2021 school year.

Lake County School District envisioned a competency-based progression as one component of the district strategic plan for successful scale-up of personalized learning for students. Providing an environment where the learners drive their own learning and connect learning with their own interests and aspirations is a goal.

Program goals included:

- Monitoring of annual goals as defined in s. 1008.34, F.S., school grading system; school report cards; district grade:
  - Tracking of student attendance, credits earned, grade point average, discipline and FSA math proficiencies.

## Program Highlights

### **2016-2017**

- Established K-12 competencies for math, English Language Arts (ELA) and science.
- Funded resource development from a Gates Foundation grant.
- Initiated the development of a competency continuum.
- Reported that the new superintendent would like to pause their CBE work over the next year to become more familiar with district's needs and challenges.

### **2017-2018**

- The Lake County School District has chosen to pause their participation in the pilot as of the 2017-18 school year.

## **2018-2019**

- The Lake County School District has chosen to pause their participation in the pilot as of the 2017-18 school year.

## **Program Report for 2019-2020**

The Lake County School District did not participate in the CBE Pilot Program during the 2019-20 school year.

The district does not plan to participate in the program during the 2020-21 school year. For questions about the Lake County Schools CBE pilot program, please contact Amy Cockcraft at [CockcroftA@lake.k12.fl.us](mailto:CockcroftA@lake.k12.fl.us).

# PINELLAS COUNTY SCHOOL DISTRICT

## Program Summary

The Pinellas County School District applied for the Competency-Based Education Pilot program in the program's inaugural school year, 2016-17, and has continuously participated in the pilot program through 2019-20.

Program goals include:

- Increase graduation rates to 85%.
- Increase promotion rates in kindergarten through 11<sup>th</sup> grade to 95%.
- Increase student performance as defined in s. 1008.34, F.S.
- Increase the percentage of students who graduate college and career ready to at least 80% by 2025.
- Increase the standard diploma graduation rates of students qualifying for ESE services to 65%.

## Program Highlights

### **2016-2017**

- Aligned the CBE framework and District Strategic Plan.
- Developed a common understanding of CBE concept across levels (teacher and administration).
- Developed K-12 competencies for core content areas, task-neutral scoring rubrics, standards-based assessments and tasks, and framework for reporting in the online gradebook.
- Funded program through Next Generation Systems Initiative grant from the Bill and Melinda Gates Foundation.
- Leveraged collaboration with Great Schools Partnership (GSP).
- Rolled out Microsoft Office 365 to manage differentiated curriculum.

### **2017-2018**

- Continued creating and using the task neutral scoring criteria with a select group of teachers. These are individual scoring descriptions that help a teacher assess how well a student has mastered the learning goals associated with the competencies.
- Designed a system to provide anywhere anytime access to standards aligned learning and practice for secondary students in ELA and math.

- Developed and used a new curriculum platform to help enhance classroom instruction for secondary students enrolled in a Pinellas County school.
- Embarked on creating secondary competencies in core curriculum areas.
- Hired two staff members to provide additional support to the pilot schools, direction for scaling the work district wide, and consultation for continued innovation as related to CBE.
- Realized the goals of CBE were really the same goals for every student and teacher in the district and moved forward CBE will be an embedded curriculum resource for all teachers and an expectation in every classroom district wide. The message about CBE had naturally progressed from “for a few teachers” to every teacher in every classroom.
- Reported that successes with the personalized learning program and work developing a competency-based system revolve around emphasis in curricular offerings now in giving students a voice and choice in how they work to master the standards and allowing students who need more time to gain the necessary skills to master the learning goals.
- Worked to be culturally responsive in the approach to the curriculum in order to help students make life-long connections between what they do in school and how they interact with the world.

## **2018-2019**

- Combined communications so that there is no separate or isolated communication with any stakeholder group about CBE work.
- Continued folding CBE work into District Strategic Plan and that is the vehicle through which they communicate with all stakeholders.
- Developed a system for 24/7 access to standards based instruction and formative assessments, resulting in a Personalized Learning Platform (PLP) where students access, in real-time, their own performance data and that then connects those students to digital/online learning tools and practice and tasks which students can submit to teachers for inclusion in their coursework/class grades. This system has thousands of users in all grade levels now and will continue to grow in usage and resources.
- Developed and are continuing to increase the implementation of Standards-Based Task Neutral Scoring Criteria for all tested areas in middle and high school, and continue to make progress on scoring criteria for 4th and 5th grade.
- Developed and provided a professional development program for standards based grading to teachers, principals and assistant principals in all middle and high schools.
- Focused work on equity and culturally responsive teaching, as teachers are not cognizant of how their grading practices (when not centered around the mastery of course standards) can be inequitable for students in subgroup populations.

## **Program Report for 2019-2020**

### **Participating Schools**

Middle Schools: Meadowlawn and Tyrone

High Schools: Clearwater, Dixie Hollins, Northeast, Osceola Fundamental, Palm Harbor University, Pinellas Park

### **Successes**

#### *Implementation of district competency-based education communication plan*

- Communicated through various methods and platforms including the District Strategic Plan and within the Bridging the Gap Plan each year. There are multiple community group meetings each year where the district's initiatives are shared and input secured from various stakeholders about each goal outlined in both plans.
- Focused personalized learning initiative shifted from a competency-based design to a K-12 system of standards-based equitable grading practices for all students.

#### *Implementation of competency-based education professional development for school instructional and administrative personnel*

- Focused on providing "Standards-Based Equitable Grading Practices" professional development to teachers and school leaders and the school-based communication of those practices with parents and students of the teachers who were implementing them. This is proving very successful and will be the way the district continues to move forward. It has become a teacher-led initiative with district support. The district is no longer using the term Competency-Based Education.

#### *Competency-based education student progression plan development*

- Developed task-neutral scoring rubrics for all core courses required for graduation. The district continues to train teachers in the use of those rubrics.
- Codifying equitable grading practices in the district Student Progression Plan, through the use of rubrics, is a next step.

#### *Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Built a robust and award winning digital learning program which includes a district Personalized Learning Platform.
- Used Microsoft Office 365, including Teams for virtual meetings.
- Planning to incorporate Canvas as a Learning Management System (LMS) during the 2020-21 school year.
- Transitioned to fully virtual within 1 week's notice due to the COVID-19 pandemic.

*Allocation of resources for the pilot program*

- Fully aligned district resource allocation with district initiatives. This work is a regular part of the recurring and non-recurring expenses budgeting process each year.

**Challenges**

*Implementation of district competency-based education communication plan*

- Not reported by district.

*Implementation of competency-based education professional development for school instructional and administrative personnel*

- Not reported by district.

*Competency-based education student progression plan development*

- Not reported by district.

*Enhancement of student achievement and the facilitation of the competency-based education system through the use of digital and/or blended learning*

- Not reported by district.

*Allocation of resources for the pilot program*

- Not reported by district.

**Additional Comments**

- Not reported by the district.

**Statutory/Rule Waiver Requests**

- Not reported by the district.

The district does not plan to participate in the program during the 2020-21 school year. For questions about the Pinellas County School District CBE pilot program, please contact Rita Vasquez at [vasquezr@pcsb.org](mailto:vasquezr@pcsb.org).