

Competency Based Learning Pilot

What does a grade mean?

Alan W. Mather, Chief Officer
College & Career Success



Postsecondary and Workforce Readiness Act

In 2016, the state passed Public Act 99-0674 (HB 5729) with four main components:

1. Postsecondary and Career Expectations (PaCE)
- 2. Pilot of Competency-based High School Graduation Requirements**
3. Scaling of 12th Grade Transitional Courses
4. College & Career Pathway Endorsements on High School Diplomas

The Competency-based High School Graduation Requirements component allowed for up to 12 Illinois districts to pilot competency-based education programs and CPS was selected to participate in the five-year pilot.



3 Required Elements of State Pilot

Students move when they demonstrate proficiency

- Time & Attendance are not factors
- Multiple Opportunities to demonstrate competence
- Transitions can occur multiple ways

Adaptive Competencies are measured separately

- Behavior and SEL skills are so important they are measured separately
- Using Illinois Social & Emotional Learning Standards
- On report cards and transcripts

Out-of-School Learning is captured for in-school credit

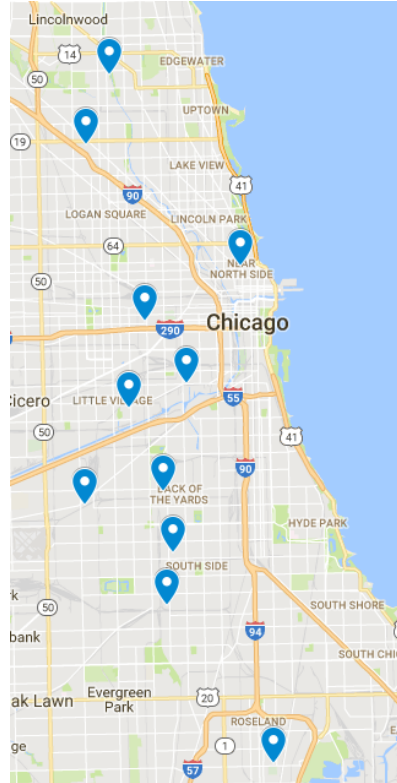
- Using Chicago City of Learning (CCoL) Platform
- An understanding that learning does not occur only when school is in session
- Focusing on the application of learning



CPS High Schools Participating in Pilot

Approved for 18-19

- Brooks
- Juarez
- Lindblom
- Payton
- Southside
- York



Approved for 19-20

- Back of the Yards
- Curie
- Disney II
- Northside
- Phoenix



Proficiency-based Diplomas will transfer to Postsecondary

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COLLEGIATE STATEMENT REGARDING PROFICIENCY-BASED EDUCATION & GRADUATION

Massachusetts Institute of Technology, a most selective institution of higher education, accepts applications for admission from students attending secondary schools from across the United States and the world. We admit students from a wide variety of educational settings, rural and urban, private and public schools.

Regarding the New England Secondary School Consortium and its efforts to implement proficiency-based practices and graduation in schools throughout the region and beyond, parents and the public should be advised that Massachusetts Institute of Technology:


1. Accepts a wide range of student transcripts if they meet our stated admissions requirements and provide a full and accurate presentation of what an applicant has learned and accomplished
2. Assures applicants to our institution from schools with proficiency-based transcripts that they will not be disadvantaged in any way.

We are pleased to join the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments and higher college completion rates.

January 15, 2016



Stu Schmill
Dean of Admissions



HARVARD COLLEGE | Office of Admissions and Financial Aid

COLLEGIATE STATEMENT REGARDING PROFICIENCY-BASED EDUCATION & GRADUATION


Harvard College, a most selective institution of higher education, accepts applications for admission from students attending secondary schools from across the United States and the world. We admit students from a wide variety of educational settings, rural and urban, private and public schools.

Regarding the New England Secondary School Consortium and its efforts to implement proficiency-based practices and graduation in schools throughout the region and beyond, parents and the public should be advised that Harvard College:


1. Accepts a wide range of student transcripts if they meet our stated admissions requirements and provide a full and accurate presentation of what an applicant has learned and accomplished
2. Assures applicants to our institution from schools with proficiency-based transcripts that they will not be disadvantaged in any way.

We are pleased to join the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments and higher college completion rates.

January 15, 2016



William R. Stensimmons
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COLLEGIATE STATEMENT REGARDING PROFICIENCY-BASED EDUCATION AND GRADUATION

Dartmouth College, a most selective institution of higher education, accepts applications for admission from students attending secondary schools from across the United States and throughout the world. The College admits students from a wide variety of educational settings, including rural and urban, public, private and religiously-affiliated schools.

Regarding the New England Secondary School Consortium and its efforts to implement proficiency-based practices and graduation in schools throughout the region and beyond, parents and the public should be advised that Dartmouth College:

- 1) Accepts a wide range of student transcripts if they meet our stated admissions requirements and provide a full and accurate presentation of what an applicant has learned and accomplished.
- 2) Assures applicants to our institution from schools with proficiency-based transcripts that they will not be disadvantaged in any way.

We are pleased to join the New England Secondary School Consortium in support of stronger academic preparation for postsecondary study, leading to increased collegiate enrollments and higher college completion rates.

May 11, 2017



Rebecca A. Coffin
Associate Provost for Enrollment and Dean of Admissions and Financial Aid



Competency-based Learning Pilot for SY19

*Age is not a proxy for stage;
time is not a proxy for progress;
completion is not a proxy for competence;
and access is not a proxy for equity.*



Amend the CPS High School Promotion Policy (605.1)

Anna M. Alvarado, *Chief Officer*
Teaching and Learning



Proposed Amendments

Amendment: Remove the language that requires students to fail courses in which they have 20% or more unexcused absences

Rationale: The current requirement is inconsistent with the core principles of Performance Based Learning.

Grades received and credits earned must be based on students' demonstrated understanding of and competency in course subject matter.

Unexcused absences are indicative of a truancy issue.
Retention/failure is not an effective truancy intervention strategy.



Proposed Amendments

Amendment: Added language that allows students to receive World Language credit for classes taken in a language other than English outside of the United States, prior to transferring into CPS

Rationale: Allows students to explore other academic subjects and not have to repeat courses that they have already taken and passed.

It also allows students to pursue advanced language courses while enrolled in CPS schools, such as AP and IB. This successful completion of AP and IB can earn students college credit and potentially the State Seal of Biliteracy.



Proposed Amendments

Other minor amendments were made to reflect current State Law, CPS policy and current organization structure.

- Added language to reflect the current CPS Service Learning requirements
- Added language that requires students to take the State-mandated College Ready Determination Exam before being promoted to 12th grade.



