Mastery-Based Education: A National Perspective

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Council of Chief State School Officers
January 20, 2016

Goals

- Build understanding of **what** mastery-based education looks like and **why** it's compelling, and
- Address frequently-asked questions on **how** to design and implement mastery-based education.

What does a mastery-based education system look like?

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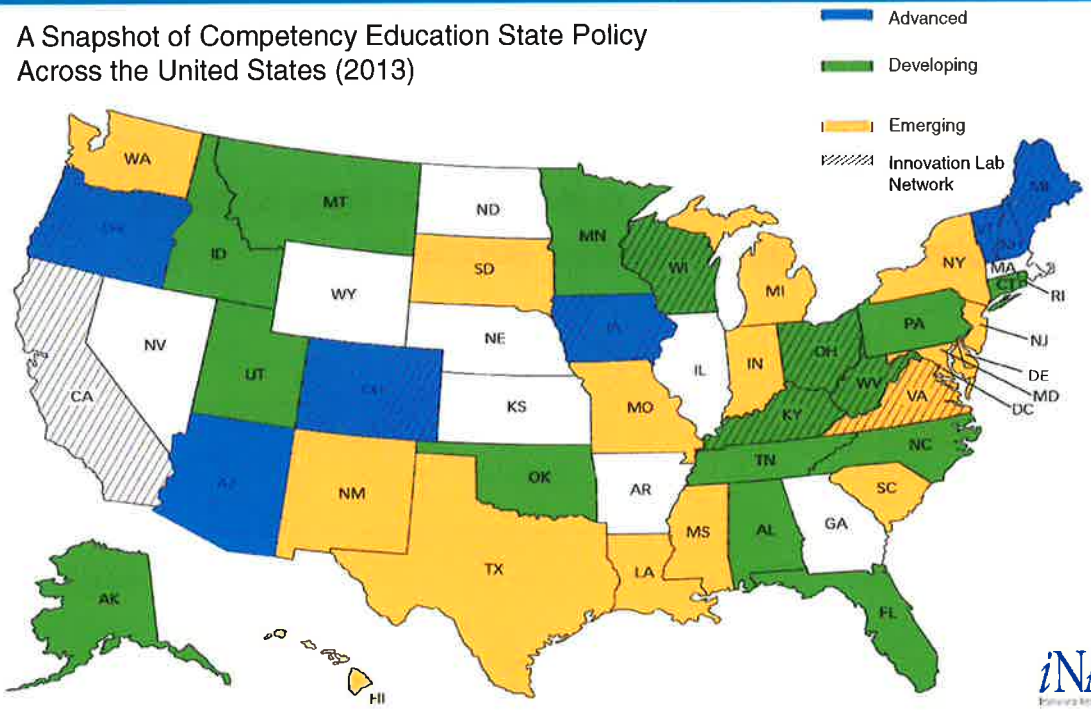
What can we learn from other states?

A Snapshot of Competency Education State Policy Across the United States (2013)



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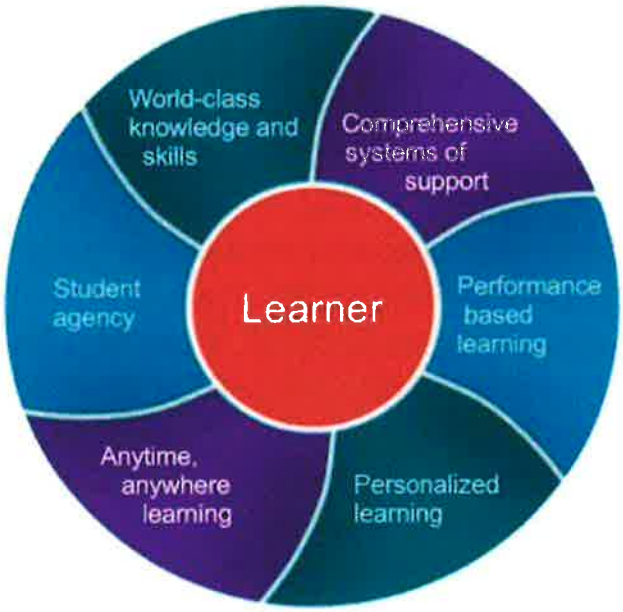
What is a "mastery-based education system?"

- Idaho definition: "An education system where student progress is based upon a student's demonstration of mastery of competencies and content, not seat time or the age or grade level of the student." (House Bill 110)
- Similar to:

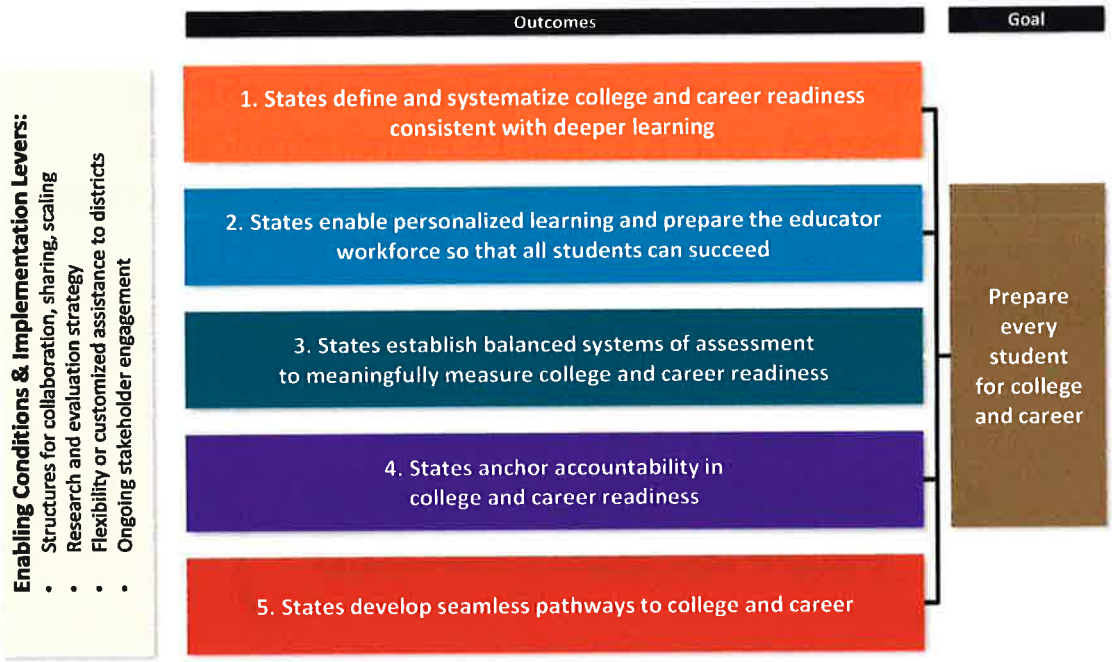
MASTERY-BASED
COMPETENCY-BASED
PROFICIENCY-BASED

What is a "mastery-based education system"

…to which we suggest other key ingredients:



What State Policies, Practices, and Structures Support Mastery-Based Systems?



http://www.ccsso.org/Resources/Digital_Resources/Innovation_in_Action_State_Pathways_for_Advancing_Student-Centered_Learning.html

Why is this kind of system compelling?

- Students are neither lost nor bored, but **learning is optimally paced** and provides what they need in-the-moment.
- Students aren't passed along grade to grade despite missing large swaths of information; they are asked to **keep working until they can demonstrate mastery** of each critical concept or competency.
- Students' learning gaps aren't ignored. With real-time data and technological supports, **students and teachers know exactly what students have and have not mastered**, and can build from there.
- Learning isn't something done to students; students take **greater ownership and investment** in their education because learning is relevant and connected to their interests.
- Students don't just learn academic facts; they **develop skills and dispositions important to their futures** such as problem solving, collaboration, communication, initiative, and self-determination

Does it work?

AK: Chugach School District

- State test scores rose from bottom quartile to the 72nd percentile.
- Participation in college entrance exams rose from zero to 70%.
- Teacher turnover dropped to 2% from 55%.

MA: Boston Day and Evening Academy

- 90% passed MCAS in ELA even though 55% began with less than eighth-grade reading skills.
- 80% passed MCAS in math even though 63% began with less than eighth-grade math skills.

CA: Lindsay Unified School District

- Proficiency increased 9% in ELA, 4% in math, and 14% in science.
- Scores on the state's API increased from 644 to 691.
- Suspension rates dropped 41% and gang membership fell from 18% to 3%.

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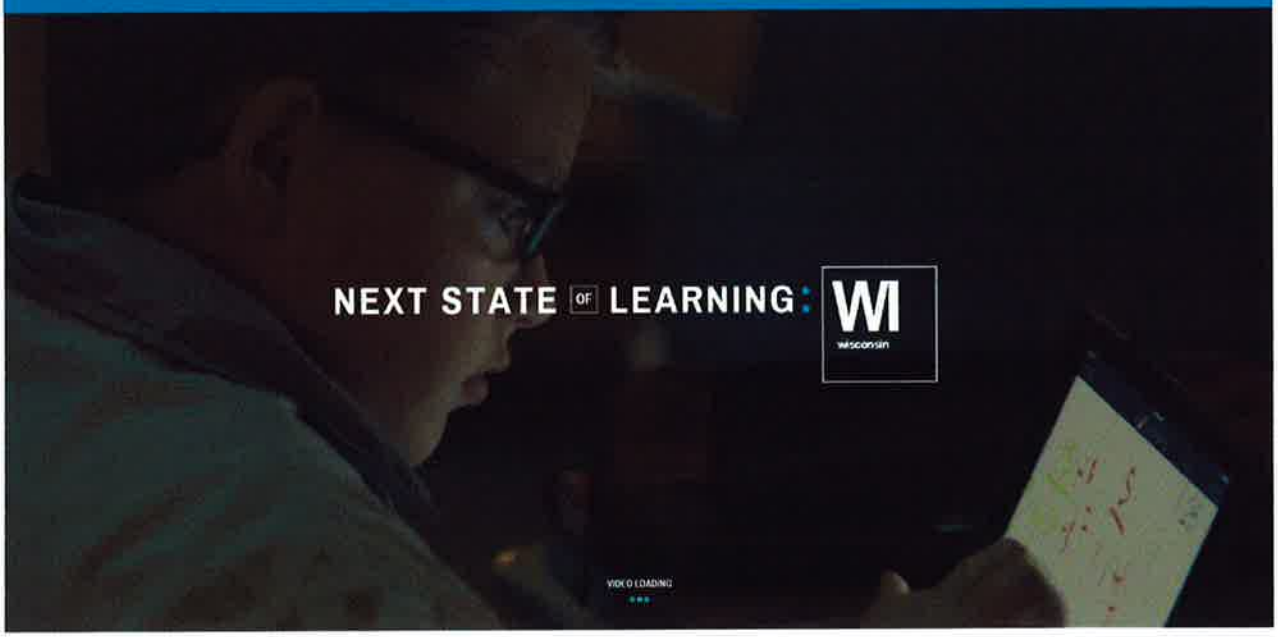
What do parents and teachers think?



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QUESTIONS AND DISCUSSION

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