



REQUEST FOR APPLICATION

KENTUCKY DEPARTMENT OF EDUCATION OFFICE OF THE COMMISSIONER

Competency Education and Assessment (CEA) Pilot Program

<p>Deadline Date</p> <p>4:00 P.M. (ET) on Friday, <i>January 12, 2018</i></p>	<p>RFA Issued By</p> <p>Kentucky Department of Education Office of the Commissioner</p>
<p>Address Questions In Writing To:</p> <p>Procurement Branch KDERFP@education.ky.gov</p> <p>Deadline for Submission of Questions: 4:00 P.M. (EST) on Thursday, <i>December 19, 2017</i></p>	<p>Submit Applications To:</p> <p>Procurement Branch KDERFP@education.ky.gov</p>

**KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF THE COMMISSIONER**

CEA PILOT PROGRAM

Overview

As a result of input provided by the Educational Innovations Work Group during the development of Kentucky's new accountability system and as indicated in Senate Bill 1 (2017), the state is adopting an expanded view of assessment and accountability. That view has resulted in the launching of the Competency Education and Assessment (CEA) pilot program. This pilot will support an approach to student learning and assessment that is based on several guiding principles. These principles, identified by the work group, support Kentucky's belief that such learning and assessment methods can result in stronger and more positive outcomes for all students:

- Competency Based Education (CBE) allows students to demonstrate deeper learning on dimensions (skills and dispositions) not captured in current assessments that result in outcomes of success that extend beyond traditional academic performance.
- CBE supports the success of all students, especially those who are less likely to perform well in the current assessment and accountability.
- CBE shows evidence of stronger student engagement than do more traditional approaches.
- CBE allows (through student choice) the opportunity for students to make interdisciplinary connections across the curriculum through authentic projects and assessments.
- CBE can be implemented in a wide variety of districts and "customized" as needed.
- CBE provides additional measures of success beyond traditional academic performance.

This pilot will begin with an initial cohort (Cohort 1) in 2018-2019. Cohort 1 is capped at ten (10) districts, but the final number of districts chosen will depend on how many applications meet the scoring requirements as described in the "Evaluation of Application" section of this RFA. Cohort 1 will develop the system that will be the foundation for a competency-based option for learning and assessment. Cohort 1 will participate in the pilot for three years, with the goal of "earned autonomy" by the start of the 2021-2022 school year. Earned autonomy means that successful districts may be eligible to replace current accountability requirements with more competency-based measures that have been proven to result in strong student outcomes.

Eligibility

Districts must meet the following eligibility requirements to be considered for the CEA pilot program.

- Districts must show a track record of quality implementation of former and current accountability policies.
- Districts must demonstrate significant shareholder engagement and interest in providing all students with the option for a competency-based education and assessment system.
- Districts must show evidence of the capacity to implement the planned approach with fidelity during the three-year period of the pilot, and the willingness to scale the approach system-wide over a seven-year period of time.
- Districts must commit to the creation and use of “Anchor Competencies” developed by participating districts; and agree to the adoption of all characteristics of competency-based education and assessment used by the pilot and its participating districts. (See Appendix B for an example of anchor competencies.)

Assurances

Districts selected for the CEA pilot program will sign a Memorandum of Understanding (MOU) with the Kentucky Department of Education (KDE). The MOU will cover the design phase, beginning immediately after districts are accepted to the CEA pilot; the three-year implementation phase covering the 2018-2019, 2019-2020, and 2020-2021 school years; and the seven-year timeline for providing a districtwide competency pathway. The MOU may include, but is not limited to, the following assurances.

In the design phase:

- Districts will participate in design meetings of anchor competencies and creation of supporting resources. (See Appendix B for an example of anchor competencies.)
- Districts will cooperate with other participating districts to develop new approaches to assessment (such as performance-based assessments) with the intent that successful new approaches will be included in future assessment structures.
- Districts agree to use common definitions of the terms found in Appendix A: competency based education, competencies, learning progression, mastery learning, performance assessment.
- Districts demonstrate continued progress toward implementation and sustainability plans, including educator professional learning, etc.

In the implementation phase:

- Districts will send representatives to attend and actively participate in all CEA pilot meetings.
- Districts will use and measure common anchor competencies using mutually agreed-upon and externally vetted rubrics.

- Districts will continue to complete all elements of the current assessment system in addition to developing new approaches to assessment. Compliance during the pilot period is necessary for eventual district “earned autonomy” from the current assessment system after the conclusion of the pilot phase.
- Districts will compare student data from competency-based and traditional assessment systems and report outcome data using appropriate reporting platforms, such as the School Report Card.
- Districts will build upon initial grade level/subject implementation with the goal of eventual full district implementation.
- KDE will conduct monitoring visits throughout the pilot period. KDE reserves the right, pursuant to the terms of a Memorandum of Understanding (MOU), to discontinue such an agreement with a participating district, should the district fail to meet deliverables specified in the agreement and fail to ensure that the best interest and needs of students are met.

After successful implementation:

- Districts will continue implementing competencies after “earned autonomy”.
- Districts will provide each student the option of competency-based pathway by the 2024-2025 school year.
- KDE will continue monitoring visits every two to three years.
- Districts agree to serve as a mentor district or hub of best practice for other school districts.

Application Components

The following must be included in each application:

1. The application cover page, with identifying information for the district, included in this RFA.
2. Narrative responses to nine (9) application questions, limited to nine (9) total pages. Responses must be in Times New Roman or Arial 12-point font with 1.5 spacing and 1 inch margins all around.

The following may be included in each application:

3. An appendix containing supporting documents for your narrative responses. Examples of such supporting documents may include, but are not limited to: your district’s active graduate profile to support your response to question 2; documentation of current professional learning opportunities for district staff to support your response to question 4; letters of commitment from community and district shareholders to support your response to question 7.

Submission of Application

The Kentucky Department of Education (KDE) must receive, in its email inbox, the application by Friday, January 12, 2018 4:00 PM (ET). Applications received after this time and date will not be reviewed or considered for award. Furthermore, applications not complying with any of the technical requirements or applications with identifying information in the narrative or budget sections may be deemed non-responsive. It is the district’s responsibility to

check the [KDE Competitive Grants webpage](#) regularly for new information (including changes) regarding this RFA. Applicants are responsible for contacting KDE confirming the receipt of their application.

To formally submit an application:

1. Save the completed application in its entirety – the cover page (including all signatures), up to nine pages of narrative responses, and optional appendix containing supporting documents – to PDF format. The file name should be **CEARFA-FY17-District**. (For example: Adair County would save the original application as *CEARFA-FY17-Adair County*.)
2. Email the completed application to KDERFP@education.ky.gov
 - The date/time on the received email must be on or before 4:00 PM (ET), January 12, 2018.** Applications not received by the deadline will not be reviewed or considered for the pilot program.
 - On the subject line of the email, type **CEARFA/name of district**.
 - Keep in mind that email coming in to the Kentucky Department of Education is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.

Evaluation of Application

A committee consisting of persons knowledgeable about personalized learning initiatives will review applications meeting all eligibility criteria using the scoring rubric found in Appendix C.

To be considered for acceptance to the CEA pilot, applications must receive a total score of at least 70 (seventy) points, out of 90 (ninety) possible points. In addition, applications must receive a minimum score of ten (10) points on their response to Question 10 and a minimum of 3 (three) points on their response to Question 9.

Applications meeting the minimum criteria will be ranked according to total score. No more than 10 (ten) districts will be admitted to Cohort 1 of the CEA pilot.

The Kentucky Department of Education reserves the right to negotiate particulars of the district's proposed plan with applicants.

Selection

Districts chosen to participate in the CEA pilot program will receive notice on or around **February 1, 2018**.

Competency Education and Assessment (CEA) Pilot Program

**2017-2018 Application
Cohort 1**

District:

Address:

City:

State:

Zip:

Superintendent:

Chair, Board of Education:

Point of Contact:

Point of Contact Email Address:

Point of Contact Phone Number:

Superintendent signature:

Chair, Board of Education signature:

Narrative Questions

Directions:

Please answer the following ten (10) questions in a separate document, in no more than nine (9) pages. Use Times New Roman or Arial 12-point font with 1.5 spacing and 1 inch margins all around.

The nine (9) page maximum excludes an optional appendix. This appendix may contain supporting documents for your narrative responses. Examples of such supporting documents may include, but are not limited to: your district's active graduate profile to support your response to question 2; documentation of current professional learning opportunities for district staff to support your response to question 4; letters of commitment from community and district shareholders to support your response to question 7.

The Kentucky Department of Education is looking for district commitment to the CEA pilot project that focuses upon competency-based education and assessments; it is expected that accepted districts may be at different development stages in implementing this work.

Remember that the expectation of approved districts is that, while the district may start the three-year pilot with a select group of students or schools, the intention must be to scale to districtwide implementation of a competency-based education and assessment option for all students within seven years.

Narrative Questions:

Question 1: Describe your district's theory of action for implementing competency-based education and assessment if accepted into the pilot. (Reminder: your theory of action should take the form of an "if... then" statement.)

Question 2: Describe your district's current strategies for attaining its vision for competency-based education and assessment, describing both successes and challenges.

Question 3: Describe your district's current use of performance assessment (e.g., list various subjects and grade levels).

Question 4: Describe any current professional learning practices for teachers and staff about competency-based education and assessment.

Question 5: Describe any continued or prior participation with outside experts, such as a competency-based education and/or assessment development network or organization.

Question 6: Identify and explain at least one outcome your district hopes to gain through participation in the CEA pilot.

Question 7: Describe, for each shareholder group listed below, how you have built (or plan to build) and how you will sustain support to transition to a district accountability system that focuses on locally-determined reporting measures with performance assessment as a core component.

- Students
- Parents
- Teachers & Administrators
- Community / Business & Industry
- Local Board of Education

Question 8: Describe your district's plan for implementation, evaluation and continuous improvement of a competency-based pathway toward high school graduation for every student, in a maximum time period of seven years. Specifically, discuss the district's strategies for transforming learning, measuring student success, ensuring adequate teacher support, ensuring rigor, addressing deficiencies and preventing unintended consequences.

Question 9: Provide a timeline that reflects the scaling plan for districtwide implementation (within seven years) as described in Question 8.

Question 10: Explain your district's plan for sustainability, particularly as it relates to teacher turnover and school/district leadership transitions.

APPENDIX A: COMMON DEFINITIONS

Districts who submit an application and are accepted to the CEA pilot program agree to use the following definitions of terms to create a common language.

Competency-Based Education¹

A learning framework that reflects student progress based on a mastery of competencies, regardless of time, pace or place of learning. A competencies-based system has several attributes:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

Competencies¹

Competencies are the knowledge, skills and/or behaviors student must master in a specific content or performance area. A well-designed competency has the following characteristics:

- A competency describes knowledge and skills that can be applied to novel, complex situations.
- The skills described in a competency will be valuable ten years from now even if the content knowledge has changed.
- Learning objectives are accompanied by clear performance criteria that help students identify their performance level(s) and what they need to do to improve.
- Learning objectives are accompanied by effective rubrics that help students understand themselves better as learners.
- The competency and the learning objectives allow for personalization and opportunities for deeper learning.

Learning Progressions²

Learning progressions refer to the scaffolding of learning in a vertical way over an extended period of time. Learning is envisioned as a development of progressive sophistication in understanding and skills within a domain. It does not refer to grade or age level expectations. Instead, learning is conceived as a sequence or continuum of increasing expertise. A vertical conceptualization of learning is intrinsic to the notion of learning progressions, thus supporting a more developmental view of learning.

Mastery Learning³

Mastery learning maintains that students must achieve a level of mastery (e.g., 90% on a knowledge test) in prerequisite content knowledge, skills and dispositions before moving forward to learn subsequent information. If a student does not achieve mastery on the test, they are given additional support in learning and reviewing the information and then tested again. This cycle continues until the learner accomplishes mastery, and they may then move on to the next stage. Mastery learning methods suggest that the focus of instruction should be the time required for different students to learn the same material and achieve the same level of mastery. This is very much in contrast with classic models of teaching, which focus more on differences in students' ability and where all students are given approximately the same amount of time to learn and the same set of instructions. In a mastery learning environment, the challenge becomes providing enough time and employing instructional strategies so that all students can achieve the same level of learning.

Performance Assessment⁴

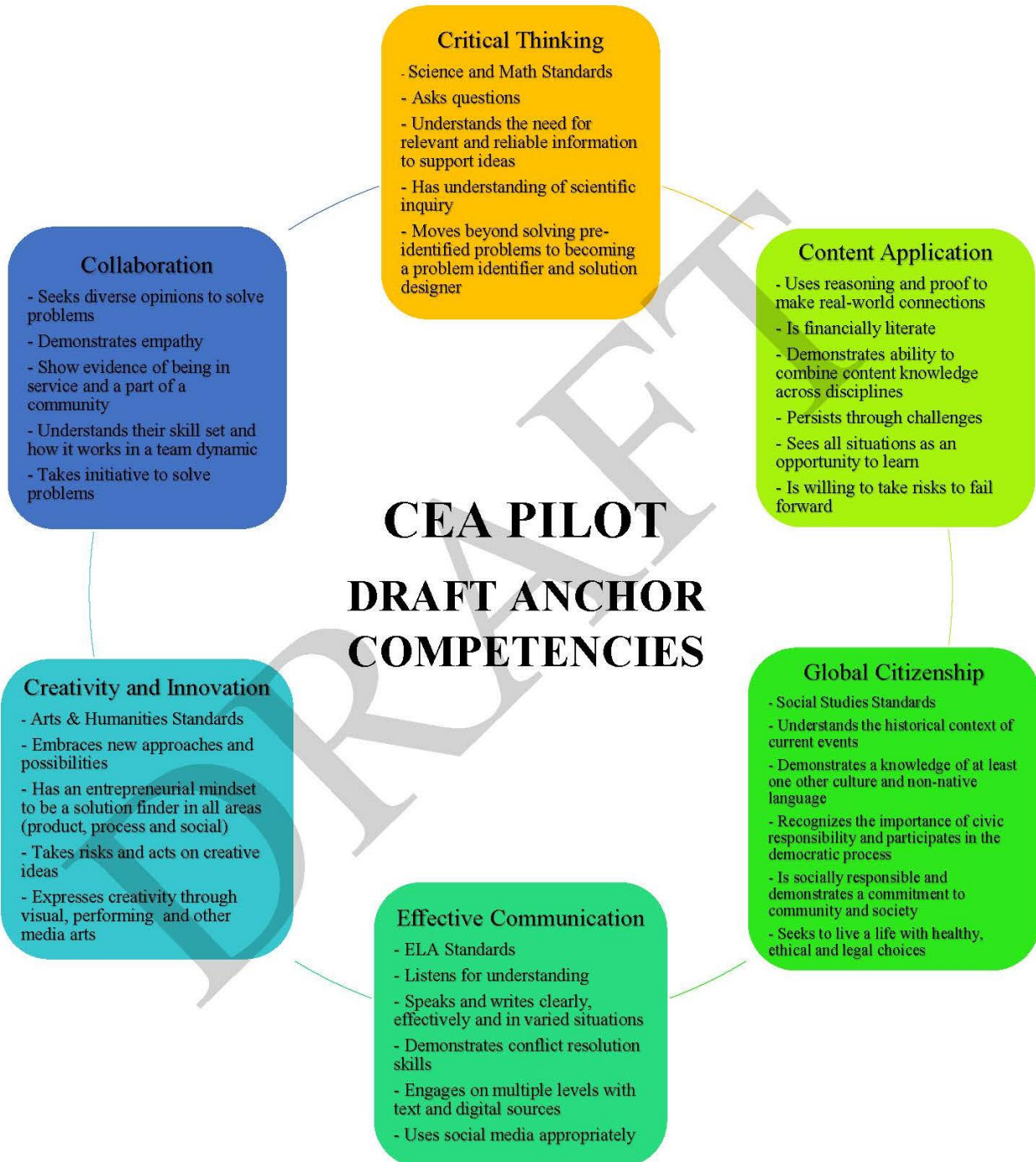
Performance assessment is the application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students. These tasks, occasionally marking gateways in learning, are strategically placed in the lesson or unit to enhance learning as the student reaches understanding. Performance tasks are both an integral part of the learning and an opportunity to assess the quality of student performance.

Resources

1. Sturgis, C. 2012. [The Art and Science of Designing Competencies](#). A CompetencyWorks Issue Brief, International Association for K-12 Online Learning.
2. Heritage, M. 2008. [Learning Progressions: Supporting Instruction and Formative Assessment](#). Paper prepared for the Formative Assessment for Teachers and Students (FAST) State Collaborative on Assessment and Student Standards (SCASS) of the Council of Chief State School Officers (CCSSO).
3. Revolv. [Mastery Learning](#).
4. Hibbard, K. et al. 1996. [Performance-Based Learning and Assessment](#).

APPENDIX B: DRAFT ANCHOR COMPETENCIES

These draft anchor competencies may be a starting point for districts in design meetings. They are not intended to represent final anchor competencies.



APPENDIX C: SCORING RUBRIC

Competency Education and Assessment (CEA) Pilot Program Scoring Rubric

Question	Point Range	Inadequate – Poor	Fair – Good	Very Good – Excellent
<p>Question 1 <i>Describe your district’s theory of action for implementing competency-based education and assessment. (Reminder: your theory of action should take the form of an “if... then” statement.)</i></p>	<p>0-10</p>	<p>The district does not have a strong or clear vision for implementing competency-based education and assessment. The theory of action fails to:</p> <ul style="list-style-type: none"> • Address the expected role of leadership in the transition to competency education and assessment; • Provide an evidence-based rationale to support the vision; and • Identify supports needed to make changes in practice. <p>Points: 0-3</p>	<p>The district may have a vision for implementing competency-based education and assessment, but specifics are lacking. The theory of action does not fully:</p> <ul style="list-style-type: none"> • Address the expected role of leadership in the transition to competency education and assessment; • Provide an evidence-based rationale to support the vision; and • Identify supports needed to make changes in practice. <p>Points: 4-7</p>	<p>The district has a strong, clear, and detailed vision for implementing competency-based education and assessment. The theory of action does fully:</p> <ul style="list-style-type: none"> • Address the expected role of leadership in the transition to competency education and assessment; • Provide an evidence-based rationale to support the vision; and • Identify supports needed to make changes in practice. <p>Points: 8-10</p>

<p>Question 2 <i>Describe your district's current strategies for attaining its vision for competency-based education and assessment, describing both successes and challenges.</i></p>	<p>0-5</p>	<p>It is not clear what current strategies the district may be using to attain its vision for competency-based education and assessment. The district did not provide any examples of strategies in the application index.</p> <p>Points: 0-1</p>	<p>The district has some strategies it is currently using to attain its vision for competency-based education and assessment, but the strategies are vague and past successes and challenges are unclear. Examples of strategies may be listed in the narrative response or evidence may be provided in the application appendix, and may include:</p> <ul style="list-style-type: none"> • Development of a graduate profile; • Development of local competencies; • Use of formative assessments to guide daily instruction; • Multiple opportunities for students to demonstrate mastery of content areas; or • Implementation of alternative assessments such as performance based assessments. <p>Points: 2-3</p>	<p>The district has multiple, clear strategies it is currently using to attain its vision for competency-based education and assessment. Past successes and challenges are explicit. Examples of strategies may be listed in the narrative response or evidence may be provided in the application appendix, and may include:</p> <ul style="list-style-type: none"> • Development of a graduate profile; • Development of local competencies; • Use of formative assessments to guide daily instruction; • Multiple opportunities for students to demonstrate mastery of content areas; or • Implementation of alternative assessments such as performance based assessments. <p>Points: 4-5</p>
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<p>Question 3 <i>Describe your district's current use of performance assessment.</i></p>	<p>0-10</p>	<p>The district has no prior experience with performance assessment. There is no evidence, either in the narrative response or in the application appendix, that the district has:</p> <ul style="list-style-type: none"> • Piloted performance assessments with students, at least in certain grade levels or subjects; • Provided some district training around performance assessment; or • Incorporates performance assessment in local reporting of student achievement. <p>Points: 0-3</p>	<p>The district may have some experience with performance assessment, but the narrative response as well as evidence included in the application appendix leaves it unclear to what extent the district has:</p> <ul style="list-style-type: none"> • Piloted performance assessments with students, at least in certain grade levels or subjects; • Provided some district training around performance assessment; or • Incorporates performance assessment in local reporting of student achievement. <p>Points: 4-7</p>	<p>The district has systemic, ongoing experience with performance assessment. The narrative response as well as evidence included in the application appendix demonstrates that the district has:</p> <ul style="list-style-type: none"> • Piloted performance assessments with students, at least in certain grade levels or subjects; • Provided some district training around performance assessment; or • Incorporates performance assessment in local reporting of student achievement. <p>Points: 8-10</p>
<p>Question 4 <i>Describe any current professional learning practices for teachers and staff about competency-based education and assessment.</i></p>	<p>0-10</p>	<p>The district has not offered professional development in competency-based education and assessment learning practices that:</p> <ul style="list-style-type: none"> • Targets teachers and staff across the district; • Is purposeful and needs based; and • Draws on best practices identified by leading organizations in competency-based education. <p>Points: 0-1</p>	<p>The district has made an attempt to introduce competency-based education and assessment learning practices to teachers and staff. The professional learning may be in the beginning stages but still:</p> <ul style="list-style-type: none"> • Targets teachers and staff across the district; • Is purposeful and needs based; and • Draws on best practices identified by leading organizations in competency-based education. <p>Points: 2-3</p>	<p>It is clear that there are currently strong, sustained professional learning practices to support competency-based education and assessment for teachers and staff in the district, and that professional learning:</p> <ul style="list-style-type: none"> • Targets teachers and staff across the district; • Is purposeful and needs based; and • Draws on best practices identified by leading organizations in competency-based education. <p>Points 4-5</p>

<p>Question 5 <i>Describe any continued or prior participation with outside experts.</i></p>	<p>0-5</p>	<p>The district has no apparent partnerships with outside experts that may be leveraged to support their work with the CEA pilot. There is no evidence that the district has attempted to:</p> <ul style="list-style-type: none"> • Cultivate relationships with partners who are focused on competency-based education; • Attend conferences or webinars to network with partners who are focused on competency-based education; • Leverage learning from such partnerships; and • Identify changes in schools as a result of partnerships. <p>Points: 0-1</p>	<p>The district has existing partnerships with outside experts that may relate to their work with the CEA pilot. The district may have attempted to:</p> <ul style="list-style-type: none"> • Cultivate relationships with partners who are focused on competency-based education; • Attend conferences or webinars to network with partners who are focused on competency-based education; • Leverage learning from such partnerships; and • Identify changes in schools as a result of partnerships. <p>Points: 2-3</p>	<p>The district has high quality partnerships with outside experts that will be a clear asset when embarking on the CEA pilot. There is evidence that the district has an on-going process to:</p> <ul style="list-style-type: none"> • Cultivate relationships with partners who are focused on competency-based education; • Attend conferences or webinars to network with partners who are focused on competency-based education; • Leverage learning from such partnerships; and • Identify changes in schools as a result of partnerships. <p>Points 4-5</p>
<p>Question 6 <i>Identify and explain at least one outcome your district hopes to gain through participation in the CEA pilot.</i></p>	<p>0-5</p>	<p>The district does not describe any outcomes for participating in the CEA pilot, or has outcomes that do not address topics related to the CEA pilot, such as:</p> <ul style="list-style-type: none"> • Student success; and • Equity. <p>Points: 0-3</p>	<p>The district has at least one outcome, but it is not clear how it connects to participation in the CEA pilot. The outcome(s) should address, but are not limited to, topics such as:</p> <ul style="list-style-type: none"> • Student success; and • Equity. <p>Points: 4-7</p>	<p>The district has explicit, achievable outcomes for their participation in the CEA pilot. Detailed outcomes should address, but are not limited to, topics such as:</p> <ul style="list-style-type: none"> • Student success; and • Equity. <p>Points 8-10</p>

<p>Question 7 <i>Describe, for each shareholder group, how you have built (or plan to build) and how you will sustain support to transition to a district accountability system that focuses on locally-determined reporting measures with performance assessment as a core component.</i></p> <ul style="list-style-type: none"> • <i>Students</i> • <i>Parents</i> • <i>Teachers & Administrators</i> • <i>Community / Business & Industry</i> • <i>Local Board of Education</i> 	<p>0-15 (total)</p>	<p>It is not apparent how each shareholder group is engaged in the transition to a district accountability system that focuses on locally-determined reporting measures with performance assessment as a core component. It is not apparent how each shareholder group is afforded input opportunities or understands how district decisions are made.</p>	<p>There is evidence that a dialogue has begun with each shareholder group or that a plan exists to build support for the transition to a district accountability system that focuses on locally-determined reporting measures with performance assessment as a core component. There is evidence that each shareholder group is afforded input opportunities and understands how district decisions are made.</p>	<p>There is clear evidence that each shareholder group supports and is engaged with the transition to a district accountability system that focuses on locally-determined reporting measures with performance assessment as a core component, and that a plan exists to sustain support. It is clear that each shareholder group is afforded input opportunities and understands how district decisions are made.</p>
		<p>Shareholder group: students</p> <p>Points: 0-1</p>	<p>Shareholder group: students</p> <p>Points: 2</p>	<p>Shareholder group: students</p> <p>Points: 3</p>
		<p>Shareholder group: parents</p> <p>Points: 0-1</p>	<p>Shareholder group: parents</p> <p>Points: 2</p>	<p>Shareholder group: parents</p> <p>Points: 3</p>
		<p>Shareholder group: teachers and administrators</p> <p>Points: 0-1</p>	<p>Shareholder group: teachers and administrators</p> <p>Points: 2</p>	<p>Shareholder group: teachers and administrators</p> <p>Points: 3</p>
		<p>Shareholder group: community/business and industry</p> <p>Points: 0-1</p>	<p>Shareholder group: community/business and industry</p> <p>Points: 2</p>	<p>Shareholder group: community/business and industry</p> <p>Points: 3</p>
		<p>Shareholder group: local Board of Education</p> <p>Points: 0-1</p>	<p>Shareholder group: local Board of Education</p> <p>Points: 2</p>	<p>Shareholder group: local Board of Education</p> <p>Points: 3</p>

<p>Question 8 <i>Describe your district's plan for implementation, evaluation and continuous improvement of a competency-based pathway for every student, in a maximum time period of seven years.</i></p>	<p>0-15</p>	<p>It is not clear how the district plans to implement, evaluate, or continuously improve a competency pathway option for every student within seven years. It is not clear that the district has strategies to:</p> <ul style="list-style-type: none"> • Transform learning; • Measure student success; • Ensure adequate teacher support; • Ensure rigor; • Address deficiencies; and • Prevent unintended consequences. <p>Points: 0-4</p>	<p>There is evidence that the district has plans to offer a competency pathway option for every student within seven years, but all stages of implementing, evaluating, or continually improving are not fully defined. The district has some strategies to:</p> <ul style="list-style-type: none"> • Transform learning; • Measure student success; • Ensure adequate teacher support; • Ensure rigor; • Address deficiencies; and • Prevent unintended consequences. <p>Points: 5-10</p>	<p>The district has a clear and purposeful plan for implementing, evaluating, and continually improving a competency pathway option for every student within seven years. The district has coherent, explicit strategies to:</p> <ul style="list-style-type: none"> • Transform learning; • Measure student success; • Ensure adequate teacher support; • Ensure rigor; • Address deficiencies; and • Prevent unintended consequences. <p>Points 11-15</p>
<p>Question 9 <i>Provide a timeline that reflects the scaling plan for districtwide implementation described in Q8.</i></p>	<p>0-5</p>	<p>The timeline does not address how districtwide implementation of a competency pathway option for all students will be accomplished within seven years. The timeline does not address:</p> <ul style="list-style-type: none"> • Scaling efforts; • Teacher preparation; and • Leadership actions. <p>Points: 0-1</p>	<p>The timeline indicates districtwide implementation of a competency pathway option for all students will be accomplished in seven years, but scaling efforts are unclear or impractical. The timeline generally addresses:</p> <ul style="list-style-type: none"> • Scaling efforts; • Teacher preparation; and • Leadership actions. <p>Points: 2-3</p>	<p>The timeline is clear and shows districtwide implementation of a competency pathway option for all students within seven years. The timeline reflects a feasible plan that addresses:</p> <ul style="list-style-type: none"> • Scaling efforts; • Teacher preparation; and • Leadership actions. <p>Points: 4-5</p>

<p>Question 10 <i>Explain your district's plan for sustainability, particularly as it relates to teacher turnover and school/district leadership transitions.</i></p>	<p>0-10</p>	<p>The district does not provide a detailed plan for sustainability of competency-based practices. Evidence of the following is either absent or limited in explicit details:</p> <ul style="list-style-type: none"> • Policies that permit for innovative practices; • Fiscal, human and other resources to aide in system transformation; • Specific strategies for onboarding new teachers to competency-based education and assessment; and • Specific strategies for ensuring continuity through school/district leadership transition. <p>Points: 1-3</p>	<p>The district provides a plan for sustainability of competency-based practices. The plan includes limited details and/or addresses some, but not all, of the following:</p> <ul style="list-style-type: none"> • Policies that permit for innovative practices; • Fiscal, human and other resources to aide in system transformation; • Specific strategies for onboarding new teachers to competency-based education and assessment; and • Specific strategies for ensuring continuity through school/district leadership transition. <p>Points: 4-7</p>	<p>The district has a clear and compelling plan for sustainability of competency-based practices, including all of the following:</p> <ul style="list-style-type: none"> • Policies that permit for innovative practices; • Fiscal, human and other resources to aide in system transformation; • Specific strategies for onboarding new teachers to competency-based education and assessment; and • Specific strategies for ensuring continuity through school/district leadership transition. <p>Points: 8-10</p>
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