COMPETENCY BASED LEARNING

STATE OF THE US K-12 MARKET
JULY 2017

presented by:

BETSY PETERS, 230TREES
To understand the key characteristics of the CBL framework

2. To identify how widespread adoption is in K-12 education in the US

3. To identify the key players that make up and/or influence the CBL marketplace.

4. To identify and understand the technologies enabling this market.
During November & December of 2016:

1. Extensive secondary research
2. 26 interviews of key actors: Educators, Investors, Tool + Service Providers
3. Survey re: CBL adoption and implementation sent to 100 district heads, 24 responses
OUR FINDINGS

1. A FOUNDATIONAL SHIFT

A K-12 system designed for CBL represents a fundamental shift in the way education is organized and delivered, and the way learning is structured and assessed.

2. KEY CHARACTERISTICS

Characteristics with the highest leverage include:
- Student as the prime mover
- Proficiency
- Personal Pathways

3. IMPLEMENTATION HURDLES

As a result of our primary research, we summarize the key challenges schools and districts face when deciding to adopt and implement CBL.

4. MARKET ADOPTION

What we learned about TAM, SAM, SOM and the drivers that affect market growth.

5. CBL TOOLS & SERVICES

A look at the actors supporting the space including technology vendors, their offerings and their reach.
CBL IS A FOUNDATIONAL SHIFT

in the way education is organized + delivered, and the way learning is structured + assessed
Creating a comprehensive CBL vision requires an examination of many accepted premises, purposes, and strategies.

<table>
<thead>
<tr>
<th>Design of Traditional Education Systems</th>
<th>Design of Competency Based Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching content</td>
<td>Educating learners</td>
</tr>
<tr>
<td>Preparing students to be productive</td>
<td>Preparing students to be productive citizens in a world of frequent change</td>
</tr>
<tr>
<td>industrial-age citizens</td>
<td></td>
</tr>
<tr>
<td><strong>Place</strong></td>
<td></td>
</tr>
<tr>
<td>Learning happens inside the classroom</td>
<td>Learning happens anywhere at any time</td>
</tr>
<tr>
<td><strong>Pace</strong></td>
<td></td>
</tr>
<tr>
<td>Expectations based upon age &amp;/or grade level</td>
<td>Expectations based upon mastery over standards</td>
</tr>
</tbody>
</table>

In reality, very few institutions exist at either end of this continuum. Contrasting design differentiators have been used to illustrate the deliberate and explicit choices that educators make as they adopt Competency Based Learning.
Creating a comprehensive CBL vision requires an examination of many accepted premises, purposes, and strategies.

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<tr>
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<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Courses as a means of accounting</td>
<td>Standards as a means of accounting</td>
</tr>
<tr>
<td>Student learning data generated primarily from disconnected assessments graded to create a normal distribution across cohorts.</td>
<td>Student learning data generated primarily from frequent, meaningful measurements of competency for individual students</td>
</tr>
<tr>
<td><strong>Instruction</strong></td>
<td></td>
</tr>
<tr>
<td>Instructional design driven by standards &amp; textbooks</td>
<td>Instructional design driven by learner needs</td>
</tr>
<tr>
<td>Instructional planning based on infrequent feedback loops</td>
<td>Instructional planning based on continuous feedback loops</td>
</tr>
<tr>
<td>Intervention &amp; personalization sporadic &amp; generic (unless at the ends of the bell curve)</td>
<td>Intervention &amp; personalization are need-basted, timely and differentiated</td>
</tr>
<tr>
<td>Primary Educator Roles: “Sage on the Stage”, Sherriff</td>
<td>Primary Educator Roles: Instigator, Scout, Shepard</td>
</tr>
</tbody>
</table>

In reality, very few institutions exist at either end of this continuum. Contrasting design differentiators have been used to illustrate the deliberate and explicit choices that educators make as they adopt Competency Based Learning.
CBL: KEY CHARACTERISTICS
THE 3P’S OF COMPETENCY BASED LEARNING

01 STUDENT = PRIME MOVER
CBL is designed to give the student greater agency over their education experience.
CBL progressions are student-powered and give the learner increased responsibility for the pace of learning, and often ownership over its direction.

02 PROFICIENCY
CBL learning goals are organized into progressions based on explicit standards.
Standards create a roadmap while assessments & demonstrations give feedback about progress & pace toward mastery over expectations required for graduation.
This design allows empowered students to advance ONLY based on demonstration of competence.

03 PERSONAL PATHWAYS
The instructional system in a CBL institution can support both common & unique learning experiences (in school & out of school).
CBL institutions can also allow for multiple ways for a learner to demonstrate competency.
A CBL system is designed to create self-directed, future-focused, life-long learners. A key design premise is that the student is the engine of learning.

The competency-based learning model recognizes that learning is progressive, “cross-curricular” and integrative.

Learning experiences build on foundational strengths to develop both tacit knowledge (“know how”) and explicit knowledge (“know that”).

CBL systems are designed to integrate learning experiences so students build skills, abilities, and knowledge and ultimately demonstrate a set of competencies that they have acquired.

**GRAINS OF PROFICIENCY**

With the student at the center of the learning, the system is organized around & measured on the skills, abilities, knowledge and competencies that are prioritized by parents, educators, employers & policy makers. Sample CBL learning progression (Adapted from Great Schools Partnership, CT Assessment Institute 3/31/16):

<table>
<thead>
<tr>
<th>Stages of Learning</th>
<th>Goal Setting Example (Maine Standards of Learning)</th>
<th>Assessment Method</th>
<th>Reporting Method</th>
<th>Required for Graduation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Target:/Objectives used to move students toward content-area competencies on a daily and weekly basis.</td>
<td>(G5) I can classify matter based on physical properties I can identify changes that can occur in the physical properties of ingredients of solutions</td>
<td>Ongoing formative assessments evaluate student progress</td>
<td>Feedback to student, reports embedded in curriculum products</td>
<td>NO</td>
</tr>
<tr>
<td>Performance Indicator: /Evidence of student learning + a measure of content-area competency (5-10 per content area)</td>
<td>(G5) Develop a model to describe that matter is made of particles too small to be seen (G8) Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.</td>
<td>Common summative assessments help to ensure consistency in the evaluation of learning</td>
<td>Progress reports</td>
<td>NO</td>
</tr>
<tr>
<td>Core Curriculum Graduation Competencies: /Desired results by content area (5-8 content area)</td>
<td>PHYSICAL SCIENCES: STRUCTURE /PROPERTIES OF MATTER, FORCES, &amp; INTERACTIONS Understand and analyze matter, reactions and physical systems as demonstrated through the integration of scientific and engineering practices and cross-cutting concepts</td>
<td>Various demonstration tasks can be used to verify and report progress toward the achievement of competencies.</td>
<td>Transcript and Report Cards</td>
<td>YES</td>
</tr>
<tr>
<td>Cross Curricular (21C) Graduation Competencies: /A measure of the most foundational, enduring &amp; leveraged concepts &amp; skills within a discipline. (5-8 total)</td>
<td>SELF-KNOWLEDGE &amp; INTERPERSONAL RELATIONSHIPS Assess and demonstrate a thorough understanding of the knowledge, attitudes, behaviors and skills needed to be successful in school, careers, civic life, and relationships with others.</td>
<td>Portfolios, exhibitions and other culminating demonstrations of learning are assessed</td>
<td>Transcript and Report Cards</td>
<td>YES</td>
</tr>
</tbody>
</table>
SCALES OF PROFICIENCY

Rather than grading on a curve to create a normal distribution of achievement in a cohort, Competency-Based Learning uses a progressive expectation scale measuring each student’s knowledge and skills within the topic.

<table>
<thead>
<tr>
<th>Generic Proficiency Scale</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0</td>
<td>Advanced content</td>
</tr>
<tr>
<td>3.0</td>
<td>Target content</td>
</tr>
<tr>
<td>2.0</td>
<td>Simpler content that is foundational for proficiency</td>
</tr>
<tr>
<td>1.0</td>
<td>Partial success (scores at 2.0 – 3.0) on content with help</td>
</tr>
<tr>
<td>0.0</td>
<td>Even with help, no success</td>
</tr>
</tbody>
</table>

**SCORE DICTATES PACE:**
A student must demonstrate their proficiency on a standard at the target level before they can move on to more complex topics as they proceed toward graduation.

**SCORE DETERMINES PLAN:**
If a student is judged to be “not proficient” against a particular standard, well designed target indicators can provide the detail necessary for an intervention by an educator or other stakeholder so that progress can resume.
PERSONAL PATHWAYS

With a system designed to empower the student and an educational process that is clearly defined, sequenced, and measured, the conditions are sufficient for CBL institutions to experiment with the building blocks below to offer greater student choice but maintain a reliable and comparable educational experience. **However, to ensure that a system continues to move toward equity, scoring criteria must be consistent and common.**

- **Common Learning Experiences:**
  Designed for multiple learners &/or multiple levels of learner. Ex: Traditional classroom, Project-based, Expeditionary

- **Common Demonstration Tasks:**
  Designed to measure common skills, abilities & knowledge. Ex: Formative & Summative Assessments.

- **Unique Learning Experiences:**
  personalized by design. Ex: Online, Adaptive, Blended, Interventions

- **Unique Demonstration Tasks:**
  Designed to measure the integration of skills, abilities, and knowledge. Ex: Portfolios, Exhibitions, Senior Thesis, Letters of Recommendation

2. Great Schools Partnership, [CT Assessment Institute 3/31/16](#)
TOP BARRIERS: CBL ADOPTION

It is one thing to re-frame and re-imagine the way we see education, it is entirely another to actually change it. Most actors agree that a CBL adoption is a major undertaking – one with broad implications for the culture, organization, process, data and technology an educational institution relies upon.

1. Comprehensive change
   - Foundational + cultural, not merely technical

2. Pedagogical transformation
   - Transparent, explicit, & integrative infrastructure for instruction + assessment

3. Legacy structures that work against CBL
   - Seat time, grade levels & high stakes assessments

4. Lack of support
   - Best practices spread by few providers

3-5 years to fully implement

Given the far reaching changes required for a K-12 institution to adopt and implement CBL, it is not uncommon for it to take 2-3 years to get the system roughly into place, another 2-3 years to get a “finished process - one that can be honed forever.

- Investment of time, talent + treasure perceived to be high
- Lack of evidence based outcomes
Aligning competencies + indicators

Articulating goals, scores & expectations of progress for K-12 & graduation.

Lack of fluency with assessment

Shifting from heavy reliance on summative assessment.

Staff Training

Support required for cultural and pedagogical changes

Selecting aligned curriculum

 Aligning curriculum & instruction with learner needs & preferences

Buy-in from community

Educators admit to underestimating what these actors need

Technology to support CBL

Supporting tech is currently low on the list of barriers & challenges

TOP BARRIERS: CBL IMPLEMENTATION

This complex, comprehensive system change requires staff training + buy-in up front and on an ongoing basis as pedagogies are examined and new ways of instructing and assessment are rolled out.
TECH DECISIONS: SOLUTIONS @ SCALE

Small student population/Pilot:
Low tech, adapted, or stitched together can work.
Ex: “Torturing PowerSchool”

Growing population/mix of online + off line paths:
(Larger schools/smaller districts and/or smaller schools later in implementation cycle). More reliant on tech and more sophisticated in tech combinations + adaptations
Ex: “LMS + CBE Gradebook + E-portfolio”

Large districts/robust implementations w/online paths:
Looking for one platform solution that addresses data, curriculum, instruction and reporting differences.
Ex: Empower, Summit, Motivis, EnLearn
ADOPTION: HISTORICAL PERSPECTIVE

Early Innovation
- Pockets of isolated innovation: Chugach District, BDEA, Diploma Plus

Defining CBE
- 1st Wave of State Policy: NH (Carnegie to Competency 2005), RI (PB Diploma 2003), OR (PR Credits 2002)

Growing Pull to Adopt
- 07-12: Educator driven experiments – ME (20+ districts), Lindsay, Adams 60.
- 2010: iNACOL + NMEF hold summit.

US CBL Market @ 20+ Years
- 600 colleges & universities with CBE programs
- 4% of US K-12
  - 2 states reaching scale: VT, ME
  - 20 states w/one strong demonstration school
  - 8 states with pilots

Policy Wave 2
- KY (Innovation Zone), ME (LD 1422) OR (essential skills), CO (PB Diploma)
- Pilots in OH, ID, IL, FL, Personalization in VT
- ESSA & alternative assessment
CBL MARKET ESTIMATE

The CBL market in 2016 is estimated to be 4%. Absent policy prioritizing this shift or a breakthrough in student learning/achievement outcomes, market growth is predicted to be slow but steady through 2020.

Today & 2020: 55.8M Students

CBE Institutions
- By 2020
  - 4-6M students

CBE Tech Adopters
- By 2020
  - $20 - 30M
  - *Assuming $10/student, 50% of market

Today
- 2M students
- $10M*

*Assuming $10/student, 50% of market

3. 2016 Sturgis, CompetencyWorks Reaching the Tipping Point
TOOLS & SERVICE PROVIDERS
CBL TECHNOLOGY FRAMEWORK

A CBL platform requires a student-centric approach to data and a full suite of functionality to cover learning, instruction, assessment, and reporting. Vendor lists continue to grow and technology continues to deepen & develop.

CCSSO Survey 2014:
31 Vendors (4 with 75%+)
- LMS
- Gradebook
- Data Integration
- SIS
- ePortfolio

Ed Surge Survey 2016:
19 Vendors (12 with 75%+)
- Knowledge Management
- LMS
- Assessment Management
- Evaluation (Gradebook)
- Student Workspace/Profile
- Teacher Workspace
- School Ops (Scheduling)

Adapted from EdSurge’s Conceptual Model, Aug 2016
CBL TECH LANDSCAPE: 2016 SNAPSHOT

Based on NSVF input, top vendors were selected, interviewed, demoed (when possible) to gain an understanding of how tools are supporting the ecosystem.

Key insights:

A. The market lacks a clear platform leader with both comprehensive functionality and market share.

B. High performers have either been at market for years, have strong UX capabilities and/or bring higher ed functionality to K-12. They have a breadth of features but have not yet exceeded 1M users.

C. Tech contenders with market share have a narrower feature set and focus primarily on assessment.

D. Niche players tend to be new entrants without a large enough user base to confirm product/market fit.
# CBL TECH PLATFORMS: FUNCTIONALITY COMPARISON

<table>
<thead>
<tr>
<th></th>
<th>Standards Mapped Design</th>
<th>Robust Assessments</th>
<th>Flexible CBL Scoring &amp; Evaluation</th>
<th>Student-paced Scheduling</th>
<th>Student Driven Design (Workspace &amp; Profile)</th>
<th>Teacher Driven Design (Workspace)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Empower Learning</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
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<tr>
<td>Cortex: Innovate EDU</td>
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<td>Summit: Basecamp</td>
<td>🟦</td>
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<tr>
<td>Matchbook: Spark</td>
<td>🟦</td>
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<tr>
<td>Motivis Learning</td>
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<tr>
<td>SchoolHack</td>
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<tr>
<td>Mastery Connect</td>
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<td>🟦</td>
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<tr>
<td>SnapWiz: Edulastic</td>
<td>🟦</td>
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<td>🟦</td>
<td>🟦</td>
<td>🟦</td>
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SUPPORTING DATA, END NOTES, GLOSSARY & OTHER CREDITS
ACKNOWLEDGEMENTS

This project represents independent research and analysis conducted by 230Trees. We conducted extensive secondary research and acknowledge the time, talent and treasure that went into the creation of the many resources that helped to frame our thoughts.

SECONDARY RESEARCH

• Liz Glowa (Feb 2013) Re-Engineering Information Technology: Design Considerations for Competency Education.
• Jennifer Norford and Robert J Marzano (Sept 2016) Personalized Competency-Based Education: Creating a Cohesive and Coherent System.
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• Patrick et al/iNACOL Meeting the Every Student Succeeds Act’s Promise: State Policy to Support Personalized Learning
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• Horn, Online and Blended Learning: Where they are heading. (2014), Blending toward Competency
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• Vorhees (Sept 2001) Competency-Based Learning Models: A Necessary Future
• 2Revolutions/CCSSO (2014) Roadmap for Competency-based Systems
• Quattrocchi, EdSurge (August, 2016) Finding your Edtech CBE Match, Tech Tools Survey Results
ACKNOWLEDGEMENTS

In addition, we owe a debt of gratitude to the stakeholders that gave generously of their time and knowledge to participate in our interviews that ranged from 1 to 3 hours each.

PRIMARY RESEARCH

• Oliver Wreford, VP Strategy + Marketing, Powerschool
• Daniel Jarratt, Chief Data Scientist, Infinite Campus
• Ray Grogan, Principal, Freeport Middle School, RSU5
• David Ruff, Executive Director, Great Schools Partnership
• Mickey Revenaugh, Board President iNACOL
• Jean Hammond, Founder, Learn Launch
• Erin Mote, Executive Director, Brooklyn Labs/Cortex
• Elizabeth Chou, Partner, New Markets Venture Partners
• John Caesar, CEO & Benjamin Hartlieb, Product, Empower Learning
• John Deane, Deputy Director, Chan Zuckerberg
• Al Motley, CTO, Matchbook Learning/Spark
• Barbara Pamper, Curriculum Head, Dansville Central Schools, NY
• Trenton Goble, CLO, Mastery Connect
• Doug Roberts, Educational Solutions Consulting for all of the assistance with the survey

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• Linda Pittenger, COO, NCIE/Assessment for Learning
• Jason Van Fossen, Superintendent, ME-Endiwell District, NY
• Virgil Hammond, Chief Learning Officer, Knowledge Works
• Barry Sommer, Director of Advancement, Lindsay Unified
• Laura Davis Gross, VP Marketing, Noodle Markets
• Elizabeth Chou, Partner, New Markets Venture Partners
• Christina Quatrucci, Director of Research, EdSurge
• Joy Nolan, Director Mastery Collaborative NYC
• Colin Irose, Director of Partnerships, Motivis LRM
• Chris Sturgis, Co-Founder, Competency Works
• Sam Strasser, Product Head, Summit BaseCamp
• Leslie Tyler, VP of Marketing, SnapWiz
• Aaryn Schmuhl, Asst. Superintendent for Learning, Henry County, GA

IMAGERY

All photos courtesy of UnSplash,
GLOSSARY OF KEY TERMS

**Competency**: a student’s ability to transfer learning in and across content areas.

**Competency based learning**: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

**Explicit knowledge**: knowledge that can be readily articulated, codified, accessed and verbalized. It can be easily transmitted to others. Most forms of explicit knowledge can be stored in forms of media - ex: encyclopedias and textbooks. Often characterized as “Know That” - ex. I know that London is in England.

**Graduation competency**: a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.

**Learning pathway**: a learning experience that could be common to a number of students or unique to an individual student.

**Learning progression**: A sequence of learning experiences designed to move a learner toward competency.

**Learning targets**: The component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.

**Measurements of competency**: Assessments or demonstration tasks designed to measure a student’s progress toward/achievement of mastery over a standard.

**Performance indicator**: Describes or defines what students need to know and be able to do to demonstrate mastery of a graduation competency.

**Prime mover**: In engineering, a prime mover is an engine that converts fuel to useful work. In locomotives, the prime mover is thus the source of power for its propulsion. Generally it is any locomotive powered by an internal combustion engine.

**Tacit knowledge**: is the kind of knowledge that is difficult to transfer in writing or by verbalizing. It is often communicated through observation and deepened through practice - ex: apprenticeships. Often characterized as “Know How” - ex. I know how to speak a language or I know how to design and use complex equipment. This is the kind of know-how that requires all sorts of knowledge that is not always known explicitly, even by expert practitioners.
Educational Solutions Consulting: Competency Based Learning Survey
100
District thought leaders surveyed

24
Total Responses

Date Created: Wednesday, December 07, 2016
Analysis Completed: Monday, January 09, 2017
Q2: Has your institution already adopted Competency Based Learning (CBL)?

- Answered: 24
- Skipped: 0
Q2: Has your institution already adopted Competency Based Learning (CBL)?

- Answered: 24
- Skipped: 0

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>12.50%</td>
</tr>
<tr>
<td>No</td>
<td>87.50%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
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</tbody>
</table>
Q3: When did you begin to implement Competency Based Learning?

- Answered: 3
- Skipped: 21
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- Answered: 3
- Skipped: 21

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tr>
<td>2010</td>
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</tr>
<tr>
<td>2011</td>
<td>33.33%</td>
</tr>
<tr>
<td>2012</td>
<td>0.00%</td>
</tr>
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<td>2013</td>
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<td>2016</td>
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<tr>
<td>Other (please specify)</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total</td>
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</tbody>
</table>
Q4: Please indicate level of difficulty of the tasks below during your CBL implementation.

- Answered: 3
- Skipped: 21
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- Answered: 3
- Skipped: 21

<table>
<thead>
<tr>
<th>Task</th>
<th>not a challenge</th>
<th>minor challenge</th>
<th>moderate challenge</th>
<th>major challenge</th>
<th>N/A</th>
<th>Total</th>
<th>Weighted Average</th>
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<tr>
<td>Adopting standards</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
<td>2.67</td>
</tr>
<tr>
<td>Articulating competencies and indicators</td>
<td>0.00%</td>
<td>33.33%</td>
<td>33.33%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
<td>3.00</td>
</tr>
<tr>
<td>Determining how to assess competencies and progress toward competencies</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
<td>2.67</td>
</tr>
<tr>
<td>Training staff for CBL</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
<td>2.67</td>
</tr>
<tr>
<td>Selecting curriculum for CBL</td>
<td>33.33%</td>
<td>0.00%</td>
<td>33.33%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>3</td>
<td>2.67</td>
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<tr>
<td>Finding technology to support CBL</td>
<td>0.00%</td>
<td>33.33%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>3</td>
<td>2.67</td>
</tr>
<tr>
<td>Helping parents and community understand the changes</td>
<td>0.00%</td>
<td>33.33%</td>
<td>0.00%</td>
<td>66.67%</td>
<td>0.00%</td>
<td>3</td>
<td>3.33</td>
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Q6: How interested are you in adopting Competency Based Learning?

- Answered: 22
- Skipped: 2
Q6: How interested are you in adopting Competency Based Learning?

- Answered: 22
- Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Not at all interested</td>
<td>0.00%</td>
</tr>
<tr>
<td>2. Not very interested</td>
<td>9.09%</td>
</tr>
<tr>
<td>3. Neutral</td>
<td>27.27%</td>
</tr>
<tr>
<td>4. Somewhat interested</td>
<td>50.00%</td>
</tr>
<tr>
<td>5. Very interested</td>
<td>13.64%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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Q7: Do you intend to implement Competency Based Learning within the next 3 years?

- Answered: 7
- Skipped: 17
Q7: Do you intend to implement Competency Based Learning within the next 3 years?

- Answered: 7
- Skipped: 17

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Yes</td>
<td>0.00%</td>
</tr>
<tr>
<td>No</td>
<td>71.43%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>28.57%</td>
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<td>Total</td>
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</table>
Q8: What are the major challenges you see with adopting CBL? (Check any/all that apply)

- Answered: 7
- Skipped: 17
Q8: What are the major challenges you see with adopting CBL? (Check any/all that apply)

- Answered: 7
- Skipped: 17

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Adopting standards</td>
<td>14.29%</td>
</tr>
<tr>
<td>Articulating competencies and indicators</td>
<td>57.14%</td>
</tr>
<tr>
<td>Determining how to assess competencies and progress toward competencies</td>
<td>85.71%</td>
</tr>
<tr>
<td>Training staff for CBL</td>
<td>100.00%</td>
</tr>
<tr>
<td>Selecting curriculum for CBL</td>
<td>71.43%</td>
</tr>
<tr>
<td>Finding technology to support CBL</td>
<td>0.00%</td>
</tr>
<tr>
<td>Getting buy in from parents and community</td>
<td>71.43%</td>
</tr>
<tr>
<td>Budget</td>
<td>28.57%</td>
</tr>
<tr>
<td>Lack of support and best practices to learn from</td>
<td>14.29%</td>
</tr>
<tr>
<td>Lack of evidence that the change creates meaningful improvement in outcomes</td>
<td>28.57%</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>14.29%</td>
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Total Respondents: 7
Q9: How soon do you intend to implement Competency Based Learning?

• Answered: 12
• Skipped: 12
Q9: How soon do you intend to implement Competency Based Learning?

- Answered: 12
- Skipped: 12

<table>
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<tr>
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<tbody>
<tr>
<td>2017-2018</td>
<td>8.33%</td>
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<tr>
<td>2018-2019</td>
<td>16.67%</td>
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<tr>
<td>2019-2020</td>
<td>25.00%</td>
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<tr>
<td>2020-2021</td>
<td>8.33%</td>
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<tr>
<td>2021-2022</td>
<td>0.00%</td>
</tr>
<tr>
<td>Not in the immediate future</td>
<td>41.67%</td>
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Q10: How long have you been planning this change?

- Answered: 12
- Skipped: 12
Q10: How long have you been planning this change?

- Answered: 12
- Skipped: 12

<table>
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<th>Answer Choices</th>
<th>Responses</th>
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<tbody>
<tr>
<td>Have not planned yet</td>
<td>66.67%</td>
</tr>
<tr>
<td>1 year</td>
<td>0.00%</td>
</tr>
<tr>
<td>2 years</td>
<td>25.00%</td>
</tr>
<tr>
<td>3 years</td>
<td>0.00%</td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
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Q11: What are the major challenges you see with adopting CBL? (Check any/all that apply)

- Answered: 12
- Skipped: 12
Q11: What are the major challenges you see with adopting CBL? (Check any/all that apply)

- Answered: 12
- Skipped: 12

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adopting standards</td>
<td>25.00% 3</td>
</tr>
<tr>
<td>Articulating competencies and indicators</td>
<td>83.33% 10</td>
</tr>
<tr>
<td>Determining how to assess competencies and progress toward competencies</td>
<td>83.33% 10</td>
</tr>
<tr>
<td>Training staff for CBL</td>
<td>91.67% 11</td>
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<tr>
<td>Selecting curriculum for CBL</td>
<td>75.00% 9</td>
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<tr>
<td>Finding technology to support CBL</td>
<td>33.33% 4</td>
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<tr>
<td>Getting buy in from parents and community</td>
<td>41.67% 5</td>
</tr>
<tr>
<td>Budget</td>
<td>33.33% 4</td>
</tr>
<tr>
<td>Lack of support and best practices to learn from</td>
<td>41.67% 5</td>
</tr>
<tr>
<td>Lack of evidence that the change creates meaningful improvement in outcomes</td>
<td>33.33% 4</td>
</tr>
<tr>
<td>Other (please specify)</td>
<td>16.67% 2</td>
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<td>Total Respondents: 12</td>
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