**What is competency education?**

Competency education is an educational approach that emphasizes the mastery of skills and knowledge by students. Instead of traditional grading and promotion based on age or time in school, students progress through courses and programs based on their mastery of specific competencies or skills. This system aims to ensure that students have achieved a certain level of proficiency in a subject before moving on to the next level, allowing for personalized learning paths and progression at a pace that suits their individual needs.

**Why competency?**

A system of education that is personalized, performance-based, and focused on outcomes is essential for improving college and career readiness for all students. Competency education aligns with the interests and abilities of each student, leading to an educational system that is better equipped to support diverse learning needs. By focusing on mastery and personalized learning, this system has the potential to transform education from a traditional model where students are tracked and pushed through grades to one that can personalize learning and serve students better.

**What’s wrong with the current system?**

Batch processing students by birthday is ineffective and inefficient today. The current educational system provides limited opportunities for students to learn, grow, and adapt to their needs. Without personalized learning and assessment, students can fall behind or become disengaged, leading to lower graduation rates and skilled labor shortages. The system can be made more effective by focusing on outcomes and providing students with opportunities to advance upon mastery.

**10 design choices**

Design choices are critical in building a new system focused on student learning. These choices can vary greatly, and each must be carefully considered to support students in their educational journey.

- **Graduation Requirements:** What does graduation look like? What learning outcomes are expected?
- **Blending:** Where is the day and year extended, where the day and year are extended, where there are different ways to learn, and where students show what they know on a regular basis.
- **Personalized:** How are students promoted when they are ready? How are struggling students supported? What happens when students are not ready? Are students assessed and promoted on the same timeline?
- **Flexible:** When is extra time provided? What happens when students need extra time?
- **Measurable:** Does differentiation benefit every student? What does it mean to be proficient? Are students assessed and promoted on the same timeline?
- **Mastery:** Students advance upon mastery. What does mastery look like?
- **Support:** How are students supported to learn? How do students receive differentiated support?
- **Assessment:** What is meaningful and a positive learning experience for students?
- **Engagement:** How are important skills and dispositions developed?
- **Change:** What system supports new capabilities of a competency-aligned system?

**DESIGN PRINCIPLES:**

- **Student-Centered:** Personalized learning should be at the heart of the educational process, with school leaders making decisions that support student needs.
- **Outcomes:** Learning outcomes should be measurable, transferable objectives that empower students.
- **Assessment:** Assessment should be meaningful and a positive learning experience for students.
- **Personalized:** Differentiation should benefit every student.
- **Support:** Students must receive timely, differentiated support.
- **Engagement:** Important skills and dispositions should be developed.
- **Change:** The education system should support new capabilities of a competency-aligned system.

**What does competency education mean for students?**

- **Kindergarten:** Students develop foundational skills and understanding.
- **1st grade:** Students are promoted when they are ready. Struggling students start later and get extra time, some get it, some don’t.
- **2nd grade:** Students are promoted when they are ready. Some get the same, some get different.
- **3rd grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **4th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **5th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **6th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **7th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **8th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **9th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **10th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **11th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.
- **12th grade:** Students are promoted when they are ready. Some get it, some don’t; strugglers start later and get extra time.

**Choose Competency!**

There is an incredible opportunity to build a new system focused on student learning. Competency education allows students to learn at their own pace, with evidence of progress prior to promotion. Students will graduate at their own pace, and their day and year are extended, where students show what they know on a regular basis.