DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD

Charter and/or Charter Agreement Amendment Application

Part I: General Information

All applicants must complete this section

SUBMITTED BY: Stephen C. Messner, Board Chair – Kingsman Academy Public Charter School

SUBJECT: **Charter Amendment Request for:** (Mark all that apply)

☐ Enrollment Ceiling Increase
☐ Program Replication of Grades Served
☐ Grade Level Expansion (Single Grade)
☐ Grade Level Expansion (Grade Band)
☐ Additional Facility or New Location
☐ Goals and Achievement Expectations
☐ Mission or Education Philosophy
☐ Curriculum, Standards or Assessments

☐ Name Change – Campus or Facility
☐ Campus Reconfiguration
☐ LEA Status for Special Education
☐ Special Education Enrollment Preference
☐ Governance Structure
  (Bylaws, Articles of Incorporation or Management)
☐ Graduation Requirements
☒ Competency-Based Learning Application

SUBMISSION DATE: 05/18/2020

SCHOOL BACKGROUND

Please address the following questions in their entirety. This information provides helpful background to the DC PCSB Board as it reviews these requests.

Overview of School Performance

1. Provide the following information about your Local Education Agency (LEA) by campus:
   a) Campus name(s) and location(s): **Kingsman Academy Public Charter School, Main Campus**

   b) Year opened: **2015**

   c) Grade levels served (Currently and at maturation of charter agreement, if applicable): **6-12**

   d) Date that charter will be eligible for possible renewal: **06/29/2030**

2. Please select the performance indicators below that describe the school's current performance*: (Mark all that apply)

   ☐ Currently rated Tier 1, or met at least 2/3 of targets on the most recent PK-only PMF or Alternative Accountability Framework.

   ☒ School is not currently under corrective action.

   ☒ Has historically met enrollment projections w/in 80% of target.

   ☒ School has been in operation for 3+ years.

   ☒ School is currently accredited. **12/01/2026**

   *If the school has multiple campuses or varying PMFs, please describe the academic performance of each campus here: **N/A**

For questions, please contact DC PCSB staff person Laterica (Teri) Quinn at (202) 328-2660.

PROPOSAL

==Kingsman Academy Public Charter School== submits to the DC Public Charter School Board this application to amend its charter agreement by changing the item(s) selected above. If approved, this amendment will be effective on ==June==, 20==20== (leave blank if this has not been determined).

1. Please provide details on the selected amendment(s) above and describe the requested change(s), including the school's rationale for the proposed changes. Describe any planning that is already underway to prepare for the proposed amendment.

   ==In June 2016, the DC Public Charter School Board approved Kingsman Academy's application for alternative accountability status. The school has made some progress, but the proposed amendment for a competency-based learning application will help improve academic outcomes and increase high school completion rates. The school has worked with national experts to develop a competency-based academic program to meet the needs our targeted population.==

2. How will the proposed amendment(s) support or enhance the school's mission?

   ==By design, Kingsman academy serves students who are overaged and undercredited, require intensive specialized learning supports, and students at risk for dropping out of school due to attendance. The competency-based learning charterment amdendment will allow the school to adopt an academic program specific to our mission and identified academic needs of target population.==

3. While considering this amendment request, DC PCSB staff may review the school's history of board actions, DC PCSB audits, community complaints, enrollment trends, and any relevant data used by DC PCSB to monitor equity in schools. Please describe any DC PCSB audits, notices of concern or other board actions issued against your school in the past 3 years. What was the outcome? Please explain what steps, if any, you've taken to address the concerns that prompted a DC PCSB audit, board action, or community complaint.

   ==N/A==

4. DC PCSB will review the school's Financial Audit Reviews (FAR) and current financials to determine the fiscal health of the organization. If applicable, describe how the proposed amendment will impact the school's finances. Explain any anticipated expenses for the proposed changes and how the school will finance them. *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Name Changes and Graduation Requirements. If not applicable, write N/A.]*

   Note: *If applicable, in addition to your narrative please attach a proposed 5-year Operating Budget.*

   ==N/A==

5. How has the school informed its external stakeholders (e.g. local ANC commissioners, neighbors) and internal stakeholders (e.g. staff, parents) of the proposed amendment(s)? Please attach any written communication (e.g., meeting minutes). Describe any notable support for or opposition to the proposed amendment(s). If concerns have been brought to your attention, how do you plan to address them? *[EXCLUDES the following amendments: Governance, Goals, Mission, Curriculum, Graduation Requirements and Competency-Based Learning Credits. If not applicable, write N/A.]*

   ==N/A==

6. When did your school's board approve the proposed amendment(s)? Please attach minutes from the meeting and vote results.

   ==The school's board has discussed the proposed amendment and voted on the amendment at the May 2020 board meeting. Board meeting minutes will be approved at the next meeting in June 2020 and provided with the charter amendment at that time.==

Section F2. Application to Offer Competency-Based Credits

> **1. Rationale and justification for waiver to award competency-based unit: Describe the rationale and justification for awarding a competency-based unit or units for a competency-based learning course or course series, including any pertinent needs assessment-related data. This must include how a competency-based learning course or course series will meet the aims of the school and the educational needs of students, including how the waiver will allow the school to address specific barriers that impact student achievement or impede progress toward receiving a diploma.**

By design, Kingsman Academy Public Charter School ("Kingsman Academy") has educated students who struggle in traditional school environments since its founding in 2015. Kingsman Academy specifically targets students who are at-risk of dropping out of high school because they are over-age and under-credited (OA-UC), have attendance problems, or have behavioral or emotional challenges.

In its first five years, Kingsman Academy has made progress in areas of school culture, student engagement, and behavior interventions by adopting evidence-based practices and innovative programming. While traditional school structures often require students to learn at the same pace and in the same way; Kingsman Academy is intentionally different. Through innovative programming, strategic staffing, and a student-centered approach to education, Kingsman Academy has delivered on its mission to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship.

Despite these and many other successes, Kingsman Academy continues to face challenges in achieving its mission with all students. For example, OA-UC students who enter Kingsman Academy are not graduating at comparable rates as their peers across the city who are not OA-UC. Closing the age-grade gap for these students requiring intensive academic support, learning recovery, and credit recovery in a traditional setting.

Kingsman Academy has seen improvements for its targeted student population, including OA-UC students, through its adoption of a personalized competency-based education (PCBE) framework that allows for multiple pathways to post-secondary readiness by removing barriers to credit earning, promotion, and graduation. One remaining hurdle that Kingsman Academy faces in its implementation of a well-designed PCBE framework is the traditional Carnegie-Unit, time-based credit earning system. Because this system assumes students learn at the same pace, it serves as a barrier to credit earning and high school completion rates for students most at risk of dropping out. As explained below, a competency-based credit earning system will allow Kingsman Academy to implement its PCBE framework with fidelity to better serve students most at risk of dropping out of school.

I.   Personalized Competency-Based Education

Kingsman Academy regularly engages key stakeholders and partners to help identify priorities and practices to improve, help more students complete high school, increase student engagement, and close academic achievement gaps. Based on needs assessments, strategic planning, school improvement planning, and the review of student performance data, Kingsman Academy has identified several priorities and practices to improve student high school completion rates, increase student engagement, and close gaps in academic achievement.

One of our early lessons from this work was that our nontraditional student population required a nontraditional school model. As a result, in 2016 Kingsman Academy adopted the evidence-based, student-centered Marzano Research personalized competency-based education (PCBE) framework, which allows us to respond more appropriately to the identified needs and concerns of our targeted student population–students who are over-age and under-credited, have attendance problems, or have behavioral or emotional challenges.

The PCBE framework guides rigorous instructional content and promotes academic growth and proficiency for all students. In this model, content is clearly defined and meaningful, focusing on fundamental and relevant knowledge and skills necessary to succeed in a global community. The framework facilitates high expectations for all students, and content and skills are sequenced appropriately and taught effectively. Across all content areas students have multiple opportunities to learn and show mastery within specific academic content. In addition, student's voice, choice, and pace allow them to take ownership of their learning and make informed decisions to improve their academic outcomes.

In planning for the instructional approach to be scaled across the school for maximum impact and sustainability, Kingsman Academy has adopted the seven Marzano Research design principles for educational program improvement:

1. *What content will be addressed?*

2. *How will the learning environment support student agency?*

3. *How will instruction support student learning?*

4. *How will teachers measure student proficiency?*

5. *How will scheduling accommodate student learning?*

6. *How will reporting facilitate student learning?*

7. *How do schools and districts transition to the PCBE system?*

We identified the following PCBE tenets, priorities, and practices as critical to student and school success at Kingsman Academy:

- *Measurement Topics and Proficiency Scales:* All core and elective course content is articulated as measurement topics with accompanying proficiency scales.

- *Classroom Assessment:* Classroom assessments track students' growth and determine their current status on each measurement topic.

- *Reporting and Grading:* A robust learning management system supports standards-referenced or competency-based instruction.

- *Cognitive and Metacognitive Skills:* Teachers receive coaching and support from national experts in direct instruction in cognitive and metacognitive skills.

- *Blended Instruction:* Teachers, instructional leaders, and Marzano coaches work together to design online instruction in such a way that any student can receive virtual instruction independently at any time.

- *Vocabulary:* Teachers, instructional leaders, and Marzano coaches work together to design curriculum to support vocabulary terms across a range of academic tiers.

- *Inspiration:* Teachers, instructional leaders, and Marzano coaches provide activities and events that are designed to inspire students.

- *Student Agency:* Students develop and experience a sense of agency.

- *Personal Projects:* Personal projects provide opportunities for students to pursue goals of their own design and demonstrate cognitive and metacognitive skills.

- *Cumulative Review:* Teachers provide students with systematic opportunities to review and revise their understanding of critical content.

- *Knowledge Maps:* Teachers use knowledge maps as a framework for reading comprehension and coherence in writing.

- *Collective Responsibility:* Teachers operate from the perspective that every teacher has shared responsibility for every student.

- *Instructional Model:* Teachers follow an instructional model that is based on decades of research regarding effective instructional strategies in the traditional classroom. These strategies have been adapted and studied in the context of competency-based classrooms.

- *Planning and Preparing:* Teachers, instructional leaders, and Marzano coaches work together to plan and prepare in a manner that is geared toward competency-based education.

To implement our PCBE design and best practices for instructional delivery within a PCBE framework that emphasizes content mastery, individualized pacing, and personalized instruction, Kingsman Academy partnered with Marzano Research for support. Through this partnership, Marzano Research provides educational services, on-site and job-embedded professional development, and academic achievement products to support Kingsman Academy pursuit of high-quality, research-based educational improvement solutions.

Due to the implementation of the PCBE framework, the partnership with Marzano Research, and intervention programming designed specifically to meet the needs of our targeted student population, we have shown consistent improvement in our high school credit earning rate since the 2016–17 school year, when the rate was 70.9% to the 2018–19 school year, when the rate was 78.2%. The increase demonstrates that more students are demonstrating mastery of course content each year as we focus on implementing the PCBE framework.

II. <u>Credit Earning in Traditional Education Systems vs. in Personalized Competency-Based Education</u>

A. Carnegie-Unit Credit Earning in Traditional Education Systems

Most traditional education systems use the Carnegie Unit to award course completion credits. In a Carnegie-Unit credit earning system, students must spend a fixed amount of time in class to earn credits in a course. The original intent of the Carnegie Unit was to "standardize students' exposure to subject material by ensuring all students received consistent amounts of instructional time. It was never intended to function as a measure of what students learned."[1] Over time, credits based on Carnegie Units have become the defining unit for graduation eligibility, grading and promotion policies, curriculum design and pacing, and scheduling within the traditional education system.

In a traditional education system, the curriculum articulates grade-level standards all students are expected to learn within a specified timeframe. The goal is for all students to progress through course content on pace with their age and grade-level cohorts. Students must move through course content at the teacher's pace, even if the student knows the material and is ready to move ahead, or if the student does not fully understand concepts and skills and needs extra time to learn. Pacing guides and curriculum maps are designed for all students to move through courses at a standardized pace with little flexibility. Students functioning on grade level are able to complete course assignments, learn grade-level standards and earn credits on pace

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[1]   Silva, E., White, T., & Toch, T. (2015). *The Carnegie Unit: A century-old standard in a changing education landscape*, at 5. Carnegie Foundation for the Advancement of Teaching. https://www.carnegiefoundation.org/wp-content/uploads/2015/01/Carnegie_Unit_Report.pdf

with their age-grade cohorts. Students functioning below grade level, unable to grasp grade-level content and complete assignments within the amount of time allowed, do not earn credits.

Assessments are scheduled at fixed times to assess student progress towards credit earning. Students who pass assessments and complete assignments within the required time may earn a passing grade. Students unable to attend class fail assessments, learn less class content, and complete fewer assignments may earn a lower or failing grade. In a Carnegie-Unit credit earning system, students who fail courses may have learned a portion of course material, but would have to take the entire class over again.

Issues with the Carnegie Unit are well known. As a report by the Carnegie Foundation for the Advancement of Teaching states:

> By stressing the amount of time students spend in the classroom rather than their mastery of subjects, the Carnegie Unit discourages educators from examining more closely students' strengths and weaknesses. It masks the quality of student learning. And by promoting standardized instructional systems based on consistent amounts of student-teacher contact, it discourages more flexible educational designs.[2]

Transitioning away from a Carnegie-Unit credit earning system, then, provides schools increased flexibility in the way credits can be earned or awarded, and in the pace that students work on standards at their current level—regardless of their age, disability, and grade level. It also allows the school to create multiple pathways to graduation and post-secondary readiness.

Because Carnegie Unit is not a good fit for all schools and student populations, alternatives exist. And "many of today's experiments with alternatives to the Carnegie Unit originated with institutions serving relatively narrowly defined groups of students—over-aged high school students, for example...."[3]

From Kingsman Academy's experience in our first five years, we believe that students who are over-age and undercredited, students with disabilities who need intensive academic support to access course materials, and students with barriers to attending school during regular school hours require more flexibility than what is offered through a Carnegie-Unit credit earning system can provide.

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[2]   *Id.*

[3]   *Id.* at 32.

B. Competency-Based Credit Earning in Personalized Competency-Based Education

The Marzano Research PCBE framework for competency-based learning design and implementation provides an evidence-based alternative to the traditional education system. With PCBE, time is not the driving factor in whether students earn credits; instead, the focus on whether students have demonstrated proficiency in a subject area and are ready to move on. The framework is based on the following characteristics:

- Students move on to the next level within a subject area only after they have demonstrated proficiency at the current level.

- The time required to learn content is not a factor in judging students' competencies.

- Students have multiple opportunities and ways to demonstrate proficiency and learn specific content.

- Development of student agency and proficiency with academic content are the central foci.

- Students have voice and choice in the teaching and learning process.

III. <u>The Need for Competency-Based Credit Earning at Kingsman Academy</u>

Kingsman Academy has seen improvements for its targeted student population through its adoption and implementation of the PCBE framework. However, implementing a competency-based framework in a Carnegie-Unit environment means that we are not able to implement the framework fully in a way that is most conducive for student learning and success.
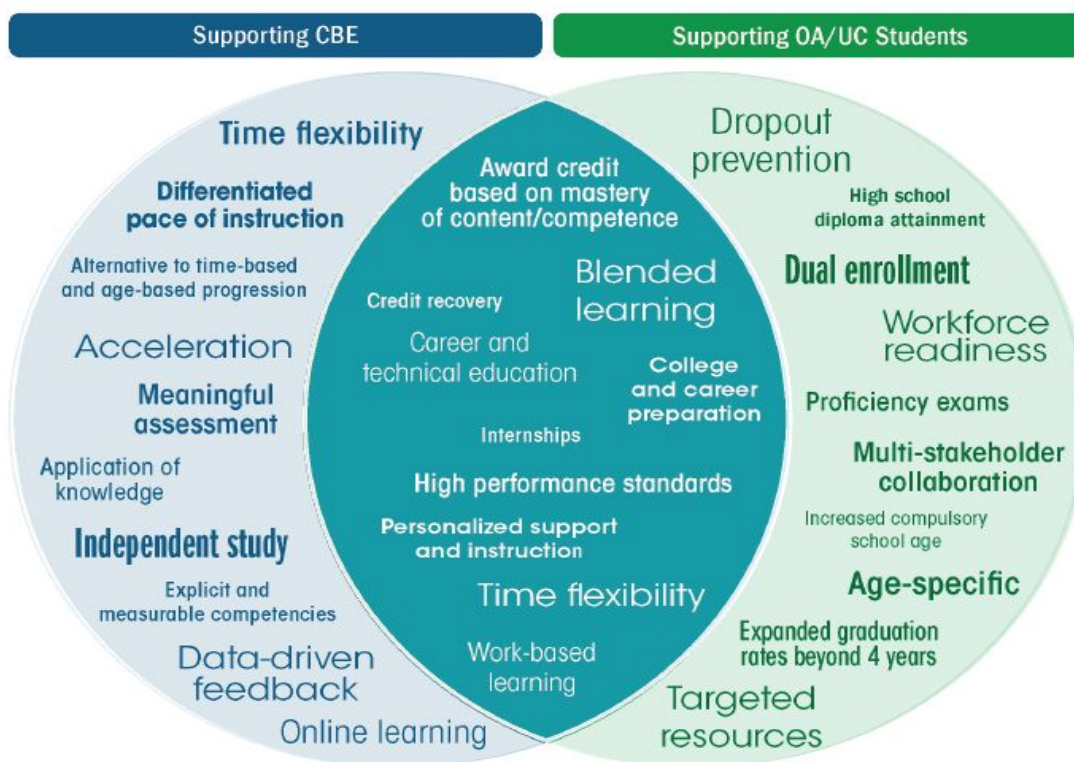
A. Over-Age Under-Credited Students

The vast majority of high school students who enroll at Kingsman Academy arrive over-age and under-credited (OA-UC), meaning they have earned fewer academic credits than expected for their age. These students are most at-risk of dropping out, falling behind, or aging out of traditional schools. Students who are OA-UC, who have often attended multiple schools and may have partial credits from three or more places, require individualized support to ensure that they are enrolled in the correct classes, are not socially isolated from their peer groups, and are not overwhelmed by coursework required to reach their post-secondary goals.

Kingsman Academy has seen an increase in enrollment of OA-UC students over the past few years. In 2015, Kingsman Academy's first year, 64% of high school students were OA-UC. In the current school year, 80% of high school students are OA-UC. After dropping out of or disengaging from school, many OA-UC students enroll at Kingsman Academy seeking and needing intensive support to reach their post-secondary goals.

A competency-based approach may improve college and career readiness outcomes for OA-UC students by allowing them to work at an individualized pace to develop knowledge and skills. Competency-based education "increases the likelihood of graduation for students at risk of dropping or aging out by offering an alternative, self-paced system of instruction for reaching graduation."[4] In response, a growing number of states, including New Hampshire, Georgia, Ohio, Kentucky and Illinois, are designing engagement interventions and programs that use a competency-based credit earning system to increase credit earning rates, student engagement and improve high school graduation. Figure 1 provides a comprehensive overview of states' CBE design elements and policies in response to supporting OA-UC students.[5]

Figure 1. Policies and initiatives designed to support competency-based education and overage, under-credited students.

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4   Tomasello, J., & Brand, B. (2016). *State policies to support competency-based education for overage, under-credited students*, at 2. College & Career Readiness & Success Center at American Institutes for Research.
     https://www.aypf.org/resource/state-policies-to-support-competency-based-education-for-overage-under-credited-students/

5   *Id.*

Kingsman Academy uses PCBE and specifically designed engagement interventions to meet the needs of OA-UC students. For example, the Raising Individual Students towards Excellence (R.I.S.E.) program is the most requested intervention program in the school for new students. The program provides a flexible schedule option for students requiring a non-traditional environment to gain credits needed to earn a high school diploma and individualized academic support to access college and career content. The R.I.S.E. program offers the following:

- Extended learning opportunities in the evenings and on Saturdays;

- Extensive credit recovery course options;

- Blended learning instruction strategies that combine online learning interventions with small group and individualized instruction;

- Personalized support plans to help students continuously progress towards graduation goals and navigate post-secondary opportunities;

- Workforce development courses offerings; and

- Chromebooks, hotspots, and internet access to ensure that students can engage in online learning anytime and anywhere.

Although the school has shown some improvement in credit earning through implementing PCBE in a traditional Carnegie-Unit system, a time-based credit earning system is simply not designed to support OA-UC students in mastering grade-level course content. And while the school has been able to implement some initiatives designed specifically to meet OA-UC students' needs within the traditional Carnegie-Unit system, competency-based credit earning "can offer OA/UC students more flexible credit accrual and recovery options based on demonstrated mastery of knowledge and skills, alternative pacing though courses, and personalized instruction and assessment."[6]

In addition, "[s]eat-time flexibility is an important consideration for serving OA/UC to help prevent them from falling further behind and becoming disengaged in school."[7] Flexibility combined with PCBE instructional practices would allow Kingsman Academy to reach more OA-UC students, to be responsive to this growing demand, and to continue serving the city by providing a supportive learning environment for students who have struggled to achieve success in a traditional grading, promotion, and credit earning system based on Carnegie Units.

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[6]   *Id.* at 2.

[7]   *Id.* at 6.

Table 1. Summary of key differences between Carnegie-Unit and competency-based credit earning systems in responding to identified needs of overage, under-credited students.

Instructional Content		
OA-UC Student Needs	**Carnegie-Unit Credit Earning System**	**Competency-Based Credit Earning System**
Workforce development skills	● Career technical education (CTE) skills are covered in elective courses. ● Students are required to complete at least 2.0 CTE credits to meet graduation requirements.	● Students learn and apply career development skills across the curriculum at any time. ● Students have voice and choice in their learning pathway, meaning students can explore their career interests through class assignments, projects, internships, or service learning opportunities in and out of set school hours.
Intensive support to pass reading, math, and science classes	● Students move at a pace set by the instructor, regardless of gaps in content knowledge or the need for additional time to mastery content. ● If a student does not master the content within a required period of time, the student may earn a low grade and move forward with the next level of content or may fail and repeat the entire course.	● Students work on standards at their current level, regardless of their age and traditional grade. ● No matter what class a student is in, standards tell what students must know to move on to the next level at an individualized pace. ● Unlike a traditional school system, students must show a complete understanding of the content to move on to the next level.
Assessment and Reporting		
OA-UC Student Needs	**Carnegie-Unit Credit Earning System**	**Competency-Based Credit Earning System**
Academic progress monitoring in real-time	● Students receive progress reports and report cards at set times during the school year.	● A learning management system gives students real-time information on academic progress and feedback, rather than at set points in time during the school year. ● Students have multiple opportunities to demonstrate mastery of content.
Instructional Delivery, Support, Environment, & Scheduling		
OA-UC Student Needs	**Carnegie-Unit Credit Earning System**	**Competency-Based Credit Earning System**
Clear graduation pathway and individualized timeline	● Students receive a standard graduation plan that outlines how many credits a student has earned and additional credits and courses required to graduate with a specific time frame.	● Students receive an individualized graduation that outlines a plan on how students will progress through content required to be successful the day after graduation. ● The plan outlines a personalized pathway monitor pacing to meet post-secondary goals.
Multiple options for instructional delivery	● Instructional delivery is standardized for the whole group. ● Every classroom has at least one instructor who designs and delivers instructional material within an assigned class period. ● Student academic progress and performance is only accessible to the teacher of record.	● Students have voice and choice in completing assignments and demonstrating mastery of course content. ● Teachers and support staff work collaboratively with community partners and students to develop a unique learning plan for every student based on interests, learning styles, and analysis of real-time data.
Flexible scheduling	● The school schedule is one size fits all, with little to no opportunity for flexibility. ● Classes are offered at a specific time with a required number of instructional hours to receive course credit.	● Learning time is flexible. Students are offered a range of learning experiences at school, online, and in the community.

B. Chronically Absent Students

By design, Kingsman Academy serves students at risk of dropping out of school due to attendance problems. As researchers have noted, "Truancy has been clearly identified as one of the early warning signs that youth are headed for potential delinquent activity, social isolation, and/or educational failure."[8] Furthermore, "[s]tudents with the highest truancy rates have the lowest academic achievement rates, and because truant students are the youth most likely to drop out of school, they have high dropout rates as well."[9] And "[a] student who is chronically absent any year between grades 8 and 12 is more than 7 times more likely to drop out."[10]

Recognizing the need to identify and proactively address barriers to school attendance, Kingsman Academy offers a menu of services to increase student engagement. Our school model focuses on school culture, academics, and supportive services. Below is a description of some of the evidence-based practices and services currently offered by our school:

- *Small Class Sizes*: All students benefit from small class sizes and a small student-to-teacher ratio. Most classes have twelve or fewer students.

- *Integrated Comprehensive Services*: A dedicated team is assigned to support all challenges, including housing difficulties, physical or mental health issues, transportation, and student engagement. We also have a food pantry and clothing bank at the school where students and family members can get food, clothing, and personal care items for free.

- *An Advisory Model*: All students receive personalized support from a teacher and support staff. For our advisory model, Kingsman Academy has adopted EL Education core practices for Crew. Each student is assigned to a crew with one or more crew leaders. Crews meet throughout the week to build school culture and increase student engagement.

- *Individualized Instruction and Additional Resources for All Students*: All students at Kingsman Academy are assigned to a targeted academic program designed to address their unique needs. Each student has an individualized learning plan that outlines goals knowledge, skills, and credits needed to graduate. Additional

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[8]   Baker, M.L., Sigmon, & Nugent, M.E. (2001), *Truancy reduction: Keeping students in school*, at 2. U.S Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention. https://www.ncjrs.gov/pdffiles1/ojjdp/188947.pdf.

[9]   *Id.*

[10]   Robert Wood Johnson Foundation. (2016). *The relationship between school attendance and health*, at 2. https://www.rwjf.org/content/dam/farm/reports/issue_briefs/2016/rwjf431726

resources are available to all students including credit recovery and targeted and extended learning.

- *Specifically Designed Programs to Increase Student Engagement*: Students are offered a diverse range of engaging classes, clubs and activities during and after school. For example, ace360 is an intensive athletic training program combined with core academic subjects and electives for student-athletics requiring intensive engagement support.

The school has made some progress in increasing student engagement. High school attendance has consistently improved since the 2016–17 school year from 68.3% to 71.2%. In addition, our attendance growth rate, which measures how much each individual student's attendance changed in one school year compared to the previous school year, exceeds the rates of most other District of Columbia alternative schools and was the second highest of any school in the city in the 2017–18 school year. This suggests that we are able to increase students' engagement in school over time.

Although we have shown some improvement in increasing student engagement, there is significant work to be done to improve academic outcomes for students struggling to adhere to attendance policies and make up missed work within a standardized time frame. In developing a programmatic response to chronic absenteeism, traditional schools focus on engaging students and families, recognizing students with good attendance, monitoring attendance data, providing personalized outreach to students, and ultimately withdrawing students who have missed a minimum number of consecutive days with unexcused absences.

Traditional engagement practices like these are at best designed to increase in-seat attendance for motivated learners whose barriers to daily school attendance may be within their control to change with school interventions and supports. For at-risk students, whose chronic absences may be related to parenting, treatment for chronic health issues, socioeconomic distress, histories of homelessness, unstable housing, high mobility, anxiety and depression, incarceration, substance abuse, family responsibilities, or a lack of motivation to attend school due to extraordinary skills deficiencies, traditional engagement practices are often ineffective and school attendance policies often lead to increased school dropout rates. Improving engagement and academic outcomes for these students requires a collaborative and systemic approach to overall student engagement *and* a credit earning system that recognizes their need for flexibility.

Few traditional education systems outline effective strategies to accommodate learning and instructional delivery for students who struggle with chronic absenteeism. One of the strongest outcomes of a competency-based credit earning is increased student engagement. In a Carnegie-Unit credit earning system, the identified needs of chronically absent students are not addressed. For example, chronically absent students may miss opportunities to demonstrate their abilities because assessments occur at set times to evaluate and classify students, with less or no second chance for the learners to demonstrate their abilities. In a competency-based

credit earning system, however, students are given multiple opportunities to show their mastery. Similarly, in a Carnegie-Unit credit earning system, students who are absent from class may receive a failing grade due to attendance. In a competency-based credit earning system, however, students who miss class are able to pick up where they left off. Other key differences in supporting the identified needs of chronically absent students within Carnegie-Unit and and competency-based credit earning systems are outlined in Table 2.

Table 2. Summary of key differences between Carnegie-Unit and competency-based credit earning systems in responding to identified concerns of chronically absent students.

Instructional Content		
Chronically Absent Student Concerns	Carnegie-Unit Credit Earning System	Competency-Based Credit Earning System
Academic failure due to attendance	● Class and school attendance policies are used to determine academic promotion.	● Academic progress monitoring is embedded throughout the student's learning cycle.
Assessment and Reporting		
Chronically Absent Student Concerns	Carnegie-Unit Credit Earning System	Competency-Based Credit Earning System
Missed opportunities to demonstrate abilities	● Assessments occur at set times to evaluate and classify students, with less or no second chance for the learners to demonstrate their abilities.	● Students are given multiple chances to show their mastery.
Instructional Delivery, Support, Environment, & Scheduling		
Chronically Absent Student Concerns	Carnegie-Unit Credit Earning System	Competency-Based Credit Earning System
Lack of interest and/or motivation to attend school	● With little to no accommodation of student interests, pacing needs, career interests, or learning styles instruction happens inside a traditional classroom often led by one teacher.	● Community partners, students, and teachers work together to create individual learning pathways to accommodate student interests and learning styles. ● Learning happens at school, online, and in the community. ● Students have voice and choice in what, how, when, and where they learn.
Falling behind on assignments and coursework	● Students are required to keep up with the pace of their peers and/or grade-level cohorts. ● All students start and end their learning experience at the same time. ● Grades are based on completing assignments and passing assessments in class within a defined grading period. ● If students are absent from class, they may be allowed to make up missed assignments or receive a failing grade due to attendance. ● Although failing students may know a portion of the material, their only option is to take the entire class over again.	● Competences required to move on to the next level are clear, transparent, and communicated to students at the beginning of a course. ● Pacing goals are created with students. ● Teachers are trained on evidence-based strategies to increase student engagement with course content. ● If students miss class, they are able to pick up where they left off. ● A learning management system aligned to the PCBE framework is used to track student progress and pacing status.
Barriers to daily school attendance	● Students take classes in a prescribed amount of time. ● Students must be present in the classroom for a fixed period of time and are provided common learning materials.	● Students learn anytime and anywhere. ● Barriers are removed so that students can focus on being learners. ● Students have a real opportunity to earn a high school diploma while balancing commitments to work, family, or others circumstances.

C. Students with Behavioral and Emotional Disabilities

Kingsman Academy is the only charter middle and high school in the District of Columbia (DC) designed specifically to support students with behavioral and emotional disabilities. In the current school year, forty percent of Kingsman Academy students have identified disabilities and receive special education services. In DC, academic outcomes for students with disabilities lag behind those of their non-disabled peers. According to the Office of the State Superintendent of Education, in 2019 only 2 out of every 20 DC students with disabilities performed on grade level in English Language Arts on the PARCC assessment, compared to 9 out of every 20 students without disabilities.[11]

Schools across the county struggle to support students with disabilities requiring intensive behavior interventions, specialized instruction, related services, and therapeutic support services. "Students with emotional and behavior disabilities have higher dropout rates, lower graduation rates, perform poorly on state academic standards, and are more likely to receive disciplinary consequences which remove them from instructional settings, and are far more likely to be adjudicated in our criminal system than other students."[12]

Students with disabilities also struggle to pass courses more than their non-disabled peers do. "In the National Longitudinal Transition Study-2 (NLTS2), more than half of students with disabilities reported failing one or more courses before leaving high school. The failure rates were highest for students with [specific learning disabilities] (61%), [other health impairments] (64%) and emotional disturbance (69%)."[13]

Kingsman Academy implements the following evidence-based practices to improve school culture and respond to social-emotional needs of students with disabilities:

- *Small class sizes*: Classes taught by teachers and behavior support staff for students requiring intensive behavior support services.

- *Flexible student groupings*: Students are offered flexible grouping options based on social-emotional needs, engagement needs, and academic goals.

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[11] Office of the State Superintendent of Education (2019). *Students with disabilities in the District of Columbia: Landscape analysis*, at 8. https://osse.dc.gov/page/students-disabilities-district-columbia-landscape-analysis

[12] Huzinec, C. (2016). *Critical education program components for students with emotional and behavioral disorders.* Pearson. https://www.pearsoned.com/critical-education-program-components-students-ebd/

[13] National Center for Learning Disabilities (2017). *Social, Emotional and Behavior Challenges.* https://www.ncld.org/research/state-of-learning-disabilities/social-emotional-and-behavioral-challenges

- *Specifically-designed programs*: The Bridging the Gap is one of four different high school programs offered at Kingsman Academy to meet the needs of students requiring specialized behavior support services.

- *Flexible learning environment*: Learning expeditions where students complete their academic work at different locations throughout the District of Columbia.

- *Community-based instruction*: Real-world learning that helps students see the meaning of their education and the possibilities for life beyond high school.

- *School-wide Positive Behavior Interventions and Supports (PBIS)*: Proactive and effective behavioral support individualized for all students.

- *Restorative Practices*: Improves community culture, builds relationship skills, promotes accountability, evidence-based alternative to suspensions.

By implementing evidence-based strategies and a student-centered approach to interventions, Kingsman Academy has made significant progress in reducing instructional time loss due to suspensions and expulsions. In the 2016–17 school year, Kingsman Academy did not suspend or expel any students.[14] The school has also made improvements in behavior outcomes. For example, Kingsman Academy students with emotional challenges consistently show a decrease in problematic severity scores and an increase in functionality scores on the Ohio Scales for Youth, which measures behavioral outcomes for young people receiving mental health services.

Despite Kingsman Aademy's successes in reducing exclusionary discipline and improving behavior outcomes, much more is required to make progress in closing the academic achievement gap between students with disabilities and their non-disabled peers. One major step Kingsman Academy has taken in this regard is shifting from traditional instructional practices to PCBE. As summarized in Table 3, PCBE is much better designed to attend to the identified needs of students with behavioral and emotional disabilities. For example, in a traditional education system, teachers establish a set of classroom rules that students are expected to follow. In a PCBE system, students lead the process of creating the Code of Cooperation with support from the teacher and then design rubrics to monitor how they are meeting the Code.

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[14]   *See* C. Coffin & K. Zickuhr (2018). *Banning suspensions is a blunt tool to reduce exclusionary discipline [Updated]*, available at
https://www.dcpolicycenter.org/publications/banning-suspensions-blunt-tool-reduce-exclusionary-discipline/

Table 3. Summary of key differences between traditional and personalized competency-based education systems in responding to identified needs of students with behavioral and emotional disabilities.

Instructional Content		
Identified Needs of Students with Behavioral & Emotional Disabilities	Traditional Education System	Personalized Competency-Based Education System
Intensive social-emotional learning skill development	● This content includes knowledge and skills historically taught in K–12 schools content areas. ● Students may receive intensive behavior skills support through related service providers. ● Behavior goals are outlined in students' IEPs.	● Students master metacognitive skills in addition to traditional content knowledge. ● Metacognitive skills are taught across the curriculum and help students self-assess, learn executive control over our actions, perform mental and physical actions, and become more self-aware. ● Learning progressions describe steps students and teachers need to take to eventually reach a metacognitive learning target. ● Related service providers, behavior support staff and teachers work collaboratively to teach and assessment skills to improve social-emotional learning outcomes.
Instructional Delivery, Support, Environment, & Scheduling		
Identified Needs of Students with Behavioral & Emotional Disabilities	Traditional Education System	Personalized Competency-Based Education System
Behavior management	● Teachers establish a set of classroom rules that students are expected to follow.	● Students lead the process of creating the Code of Cooperation with support from the teacher and then design rubrics to monitor how they are meeting the Code. ● The code is aligned to PBIS and supports students in developing personal and social skills and work habits. ● Behavior support staff support students in achieving individual goals and assist students in developing confidence in their abilities.
Self-efficacy and student agency	● Some schools train teachers to offer social-emotional learning skills to students. ● Students with IEPs receive additional support through related service providers and prescribed support to learn strategies in self-efficacy.	● To facilitate student agency teachers create and use standard operating procedures (SOPs) and integrate student voice and choice in the teaching and learning process. ● SOPs provide students with tools to assume responsibilities traditionally handled by teachers, including daily class routines, self-monitoring, and managing emotions.
Community-based instruction (CBI)	● Field trips allow students to explore new places. ● Students can engage in learning in a new context.	● Teachers create a more flexible environment for students struggling in traditional settings. ● Instruction may take place in the community rather than in a school building. ● Students are able to apply traditional academic content, cognitive, and metacognitive skills in real life environments.

2. Description of the scope and structure of how the competency-based units will be earned: Provide a description of how students will demonstrate competency in the content. 1) Refer to state assessment reporting and accountability policy for minimum n-size to report. 2) Refer to state assessment reporting and accountability policy for minimum n-size to report. 3) Describe standards of the course.

I.   Scope and Structure of Competency-Based Courses

The scope and structure of competency-based units is the single most important factor in implementing a personalized competency-based learning system. Since 2016, Kingsman Academy, in collaboration with Marzano Research, has worked to analyze standards documents, select and organize priority standards, and ensure the school's competency-based content, units, and assessments adhere to state and district policies. While teachers have flexibility in how to teach and meet the needs of their students within the framework, the school has had direct access to national experts to adopt, identify, develop, and design tools to make sure the school is consistent in what content is taught, how competency-based units will be earned, and how students will demonstrate competency in courses.

Course Standards

Research indicates that most standards documents articulate far more content than can be taught in the time available to K–12 teachers. In response, Marzano Research identified a focused set of critical concepts for each K–12 grade level in all core content areas aligned to Common Core Standards and the Next Generation Science Standards.

To identify essential content and skills of the Kingsman Academy core curriculum, we adopted the product of Marzano Research's work: The *Critical Concepts*, a set of unpacked standards. These proprietary curriculum resources cover three general categories of knowledge as part of the content students all students must master: (1) traditional academic content; (2) cognitive skills; and (3) metacognitive skills.

Measurement Topics

Each course is aligned to a set of measurement topics. All courses have clearly defined measurement topics (*i.e.,* learning objectives or competencies) that students must master to advance to the next course. Examples of measurement topics in mathematics courses include linear equations, linear functions, and congruence. Measurement topics allow teachers to know which topics need to be covered in each subject area and across each grade level. Teachers can keep track of how students are performing topic by topic.

Proficiency Scales

In the PCBE framework, every measurement topic has an accompanying proficiency scale that identifies the progression of learning targets students must master to pass a course. The proficiency scales offer clear guidelines on what students must know and how teachers will determine mastery of the learning targets in a course. These proficiency scales ensure alignment of curriculum, instruction, assessment and feedback while serving as a framework for high-quality classroom assessment. Scales are developed with an increasing level of rigor from score 0.0 to a 4.0 with 3.0 being the required level of proficiency to progress. A generic form of a proficiency scale is displayed in the table below.

Table 4. Generic Proficiency Scale

Scale Score	Content Mastered	Description
4.0	Advanced content	• The student demonstrates an in-depth understanding of the material by completing advanced applications of material.
3.0	Target content	• The student demonstrates proficiency on complex, targeted knowledge and skills.
2.0	Foundational content	• Foundational content is simpler content necessary for proficiency. • The student understands foundational material needed for proficiency but is still working to master application of complex concepts and skills.
1.0	Pre-foundational content	• The student is unable to demonstrate an understanding of foundational material needed for proficiency without intensive support.
0.0	No content	• Even with support, the student does not show an understanding of all foundational material, or the student did not make an attempt to understand the foundational material.

When aligned to a specific measurement topic, the proficiency scale contains the foundational, target, and advanced content of the measurement topic as shown in Figure 2, a publicly available sample science proficiency scale.

Figure 2. Sample proficiency scale.

4.0	The student will: • Solve an engineering problem involving decisions about which material, based on its properties, will best satisfy a set of requirements and constraints
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	The student will: Classify materials based on their properties (magnetism, conductivity, density, solubility, boiling point, melting point)
2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0	Students will recognize and recall basic vocabulary, such as magnetism, conductivity, density, solubility, boiling point, melting point Students will perform basic processes, such as: • Making observations to identify the properties of a material • Taking measurements to identify the properties of a material
1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 content and score 3.0 content
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

In addition to the proficiency scales that teachers use to determine student proficiency, students have their own proficiency scales to measure their progress. For students, proficiency scales articulate the specific knowledge and skills they must know in order to demonstrate mastery of each measurement topic. At the beginning of each course students receive a set of proficiency scales required to earn credit for a course. Figure 3 presents a same of a student proficiency scale for a geometry measurement topic.

Figure 3. Sample student proficiency scale.

Score 4.0	I can compare the sum of the angles of a triangle to the sum of the angles of other shapes, like squares, hexagons, and octagons.	
	Score 3.5	I can make connections that weren't directly taught to me, but I'm not always right about those connections.
Score 3.0	I can explain how the interior angles of a triangle and the sum of their measures relate to each other. I can explain why two triangles are similar or not similar based on their angle measures.	
	Score 2.5	I know and can do all of the basic content and some of the target content.
Score 2.0	I know what the terms *interior angle, exterior angle, angle sum, corresponding angles, congruent,* and *similarity* mean. I know that the angles of a triangle always add up to 180°. I know that similar triangles have to have two angles with the same measure.	
	Score 1.5	I know some of the basic content, but I make some mistakes.
Score 1.0	With help, I know some of the basic content and some of the target content.	
	Score 0.5	With help, I know some of the basic content.
Score 0.0	Even with help, I don't know any of the content.	

Kingsman Academy adopted Marzano Research's proprietary tool that presents proficiency scales aligned to each measurement topic across the entire core curriculum. The tool displays learning progression and articulates levels of knowledge and skills across all grade levels and courses.

Personal Tracking Matrices

Each student has a personal tracking matrix, or learning matrix, where they keep track of their proficiency scale progress on a specific measurement topic. Through the personal tracking matrix, the student has agency in their learning and is responsible for signalling when they believe they are ready for more advanced content.

For students requiring intensive support to meet a 3.0 learning target score, teachers and special education staff collaborate to provide students with personalized learning matrices that outline individualized targets and supports aligned to individualized education plan (IEP) goals, modifications, and accommodations. This approach ensures that all students have access to the core curriculum at a pace that works for them and in a way the best supports their needs, interests and learning preferences.

Kingsman Academy
Public Charter School

Graduation Requirements

Academic Requirements

All competency-based units are equivalent to Carnegie units. A student must complete 24 Competency-based unit in the following areas to graduate and receive a high school diploma:

Subject Areas	Competency-based Unit(s)
Humanities: English	4.0
Humanities: Social Studies · *Must include World History I and II: US History; US Government and DC History*	4.0
Mathematics · *Must include Algebra I, Geometry and Algebra II*	4.0
STEM: Science · *Must include three lab sciences*	4.0
World Languages and Cultures	2.0
Integrated Arts · *Must include Art and Music*	1.0
Health and Wellness · *Must include Physical Education and Health Education*	1.5
Electives	3.5
TOTAL	24.0
At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved "College Level or Career Prep" list (AP, IP, CTE courses, and college-level courses)	

The time needed for high school students to complete their graduation requirements will be determined by the needs of each individual student.

Competency-based Unit Courses Offered

Humanities: English (4.0 credits required)	Competency-Unit	Carnegie-Unit
Foundations in Humanities I	0.5	0.5
Foundations in Humanities II	0.5	0.5
Foundations in Humanities III	0.5	0.5
Foundations in Humanities IV	0.5	0.5
Humanities: English I	1	1
Humanities: English II	1	1
Humanities: English III	1	1
Humanities: English IV	1	1
Humanities: Social Studies (4.0 credits required) ● *Must include World History 1 and 2, United States History, United States Government, and District of Columbia History*	Competency-Unit	Carnegie-Unit
Humanities: World History I	1	1
Humanities: World History II	1	1
Humanities: US History	1	1
Humanities: DC History and US Government	1	1
Mathematics (4.0 credits required) ● *Must include Algebra 1, Geometry, and Algebra II*	Competency-Unit	Carnegie Unit
Foundations in Math I	0.5	0.5
Foundations in Math II	0.5	0.5
Foundations in Math III	0.5	0.5
Foundations in Math IV	0.5	0.5
Pre- Algebra	1	1
Algebra I	1	1
Geometry	1	1
Algebra II	1	1
Consumer Math	1	1
Integrated Math	1	1
STEM: Science (4.0 credits required) ● *Must include three lab sciences*	Competency-Unit	Carnegie Unit
Foundations in STEM I	0.5	0.5
Foundations in STEM II	0.5	0.5
Foundations in STEM III	0.5	0.5
Foundations in STEM IV	0.5	0.5

	Competency-Unit	Carnegie Unit
STEM I	1	1
STEM II	1	1
STEM III	1	1
STEM IV	1	1
Integrated Arts (1.0 credits required) • *Must include Music and Art*	Competency-Unit	Carnegie Unit
Integrated Arts I	0.5	0.5
Integrated Arts II	0.5	0.5
Integrated Arts III	0.5	0.5
Integrated Arts IV	0.5	0.5
Integrated Arts V	0.5	0.5
Integrated Arts VI	0.5	0.5
Health and Wellness (1.5 credits required) • *Must include Physical Education and Health Education*	Competency-Unit	Carnegie Unit
Health and Wellness I	0.5	0.5
Health and Wellness II	0.5	0.5
Health and Wellness III	0.5	0.5
Health and Wellness IV	0.5	0.5
Health and Wellness V	0.5	0.5
Health and Wellness VI	0.5	0.5
World Language (2.0 credits required)	Competency-Unit	Carnegie Unit
World Languages and Cultures I	1	1
World Languages and Cultures II	1	1
Electives (3.5 credits required)	Competency-Unit	Carnegie Unit
Life Design I	0.5	0.5
Life Design II	0.5	0.5
Life Design III	0.5	0.5
Life Design IV	0.5	0.5
Life Design V	0.5	0.5
Life Design VI	0.5	0.5
Career Readiness I	0.5	0.5
Career Readiness II	0.5	0.5
Career Readiness III	0.5	0.5
Career Readiness IV	0.5	0.5
Career Readiness V	0.5	0.5
Career Readiness VI	0.5	0.5
College Readiness I	0.5	0.5
College Readiness II	0.5	0.5

College Readiness III	0.5	0.5
College Readiness IV	0.5	0.5
College Readiness V	0.5	0.5
College Readiness VI	0.5	0.5
Project Citizen I	0.5	0.5
Project Citizen II	0.5	0.5
Project Citizen III	0.5	0.5
Project Citizen IV	0.5	0.5
Project Citizen V	0.5	0.5
Project Citizen VI	0.5	0.5

_ii._ How grading will be structured, including conversion to the GPA scale

In a PCBE learning system, students' grades should accurately reflect achievement levels. Kingsman Academy uses a standards-referenced approach to grading. The goal of a standards-referenced approach is to clearly communicate to students and parents what is expected of the students and how to help them be successful. Grading focuses on measuring students' proficiency on a specific set of outcomes. These outcomes are shared with students at the outset of the course, along with a proficiency scale that explains what students need to know and do in order to be proficient.

Students are assessed on a 4.0 proficiency scale that sets clear expectations for student learning. To receive credit for a class, a student must show an understanding of all of the foundational skills taught in a class (*i.e.,* earn a scale score of 2.0 or higher). Students will demonstrate mastery through assessments, classwork, projects and course participation. The proficiency scale, along with its letter grade and percent scale conversions for GPA calculations, are as presented in Table 5.[15]

Once a letter grade has been determined from proficiency scores a grade point average can be calculated for honor roll, athletics eligibility, and high school transcript purposes.

Some non-negotiables for grading and reporting in a PCBE framework include the following:

- Academic grades or scores are separated from grades or scores for other areas, including cognitive skills, metacognitive skills, behavior, effort, and work habits;

- Scores must be included for each measurement topic covered in a course;

- Scores should indicate the student's initial status and current status; and

- A simple conversion chart to translate proficiency scale scores to letter grades is needed to support the school in transition from a traditional grading system to a competency-based learning model.

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[15]   Marzano, R. J. (2010). *Formative assessment & standards-based grading.* Bloomington, IN: Marzano Research Laboratory.

Table 5. Proficiency Scale and Conversions

Average Proficiency Scale Across Multiple Goals	Traditional Letter Grade Conversion	Traditional Percent Scale Conversion	Proficiency Scale Description
3.75 - 4.00	A+	97 - 100	The student demonstrates an in-depth understanding of the material by completing advanced applications of material.
3.26 - 3.74	A	93 - 96	
3.00 - 3.25	A-	90 - 92	
2.84 - 2.99	B+	87 - 89	The student demonstrates proficiency on complex, targeted knowledge and skills.
2.67 - 2.83	B	83 - 86	
2.50 -2.66	B-	80 - 82	
2.34 - 2.49	C+	77 - 79	The student understands foundational material, but is still working to master application of complex concepts and skills.
2.17 - 2.33	C	73 - 76	
2.00 - 2.16	C-	70 - 72	
1.76 - 1.99	D+	67 - 69	The student is unable to demonstrate an understanding of foundational material without intensive support.
1.26 - 1.75	D	63 - 66	
1.00 - 1.25	D-	60 - 62	
Below 1.00	F	0 - 59	Even with support, the student does not show an understanding of all foundational material, or the student did not make an attempt to understand the foundational material.

***iii.* Minimum grade/score that students must earn to earn a unit or units for the course**

Students are assessed on a 4.0 proficiency scale that sets clear expectations for student learning. To receive credit for a class, a student must show an understanding of all of the foundational skills taught in a class (*i.e.,* earn a scale score of 2.0 or higher). The proficiency scale, along with its letter grade and percent scale conversions for GPA calculations, are as presented in Table 5.

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b. **Time commitment for the course (e.g. frequency offered, when offered, and class schedules if relevant). If the course can be of varying durations, provide an explanation. Standards and instruction:**

A key characteristic that distinguishes competency-based education from traditional educational programs is that pacing through course content and measurement topics is individualized for

students. Some students can accelerate their progress as other students might take more time and practice to advance to the next topic or course. A well-designed competency-based system must find balance between supporting the needs of learners, ensuring collaborative accountability for students and teachers, and adhering to state reporting timelines.

Course Offering Schedule

In the proposed system, courses will be offered throughout the school year as they currently are in the traditional system. The primary difference is that students may move between courses and between measurement topics in courses as they demonstrate proficiency.

Upon enrollment, students will complete pre-tests to enable the school to understand their current functional levels. Students will then be assigned to courses for which proficiency scales, instruction, curricula, and assessments are personalized by a teacher and, if applicable, special education support team members. Direct instruction will be both synchronous and asynchronous. Materials will be housed in the learning management system that students have 24/7 access to.

Course Length

Course length will be of varying durations, as determined by the students' needs. For example, one student may take 2 years to complete geometry while another may take 12 weeks. Individual pacing guides and courses will be aligned to the existing 12-week trimester schedule, in which students earn 0.5 credits for a 12-week course. Teachers move students to the next levels when they have demonstrated mastery of the course content.

School Schedule

Kingsman Academy will maintain our existing trimester schedule. This schedule will allow us to regularly report student progress and demonstration of proficiency and course completion, to enforce credit-earning policies, to adhere to graduation and promotion timelines, to provide consistency in grading and reporting, and to establish time frames for formative and summative assessments. However, students may move between courses at any point in the school year, as long as they have demonstrated mastery of the course content.

Kingsman Academy will use six-week data cycles to measure student proficiency, growth, and progress on course measurement topics.

Class Scheduling

The school will continue to work with Marzano Research to implement best practices for class scheduling. As the school expands opportunities for students to engage in content and earn credits through distance learning, class scheduling will address primary goals aligned to PCBE best practices for scheduling:

1. The schedule will create an environment where any given teacher can work with students who are at or close to the same level of competence for a particular subject area.

2. The schedule will provide opportunities for students to access support from teachers and peers.

3. The schedule will ensure students have access to personalized instructional resources to address individual needs.

4. The schedule will accommodate both virtual and on-site instructional delivery options by using evidence-based strategies such as organizing students into groups based on their performance on specific measurement topics, targeted supports in reading and math, team teaching, individualized learning time, and small group instruction.

5. Students will have access to instructional resources, personalized course content, academic reports, assessments, and work submission portals anytime and anywhere through our robust learning management system aligned to the PCBE framework.

6. In addition to regular school hours, extended learning opportunities may be available on evenings and Saturdays for non-traditional students requiring a flexible scheduling option.

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i. Identify the standards the course or course series will be using (e.g. state-level content standards in English Language Arts, math, science, physical education, health, the arts, or the specific standards to be used in other subject areas)

Kingsman Academy has adopted *The Critical Concepts*, a set of standards developed by Marzano Research and aligned to Common Core Standards and Next Generation Science Standards. This set of unpacked standards provides a focused set of measurement topics for each K–12 grade level and forms the basis for measurement topics, which are a set of topics to be covered in each course. In the PCBE framework, measurement topics are aligned to learning targets called proficiency scales that articulate the specific knowledge and skills that students must know or be able to do in order to demonstrate mastery of a measurement topic.

Critical Concepts are provided for all subject areas that will be taught at Kingsman Academy, including: mathematics; science; English language arts; social studies; technology; the arts; foreign languages; cognitive analysis skills; knowledge applications skills; and metacognitive skills.

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ii. Instructional delivery method used, whether online learning or learning experiences outside of the classroom will be used, and the physical location of the students enrolled in the course (e.g. only in school, both in and outside of school)

Kingsman Academy offers multiple methods of instructional delivery to meet the demands of our learners and support the needs of our targeted population. All courses are offered on campus in small classes in a supportive therapeutic environment, online through virtual learning opportunities, through community-based instruction facilitated by school teachers and support staff, or through blended learning practices. All students are provided Chromebooks and hotspots with unlimited internet access to engage with instructional resources and learning systems.

Kingman Academy has adopted the Marzano PCBE instructional delivery best practices. Aligned to the PCBE framework, Empower Learning, our robust learning management system (LMS), enables the school to offer anytime, anywhere personalized learning. Through the LMS teachers work collaboratively to create online classrooms, develop personalized learning plans for students in the form of course playlists, group and monitor students based on need, establish learning expectations, promote peer-to-peer collaboration, manage student work, and monitor pacing.

Through Edmentum Plato Courseware, the school offers over 400 credit recovery courses and elective course options to all students. To meet the needs of our targeted population, specifically students who are overage and under-credited and students requiring specialized learning services in a flexible learning environment, Kingsman Academy has partnered with Edmentum EdOptions Academy to offer live instruction and individualized academic support. Edmentum Exact Paths helps the school deliver personalized support for students. Exact Path combines adaptive diagnostic assessments with individualized learning pathways to promote growth for K–12 grade students in math, reading, and language art. For students requiring intensive support in reading and math, the school offers intervention programs such as IXL, One World Education, and Achieve3000.

***iii.* Resources and instructional materials to be used to meet the needs of learners in the course**

Kingsman Academy has adopted PCBE best practices for identifying resources and instructional material aligned to measurement topics and proficiency scales. These best practices of selecting resources and instructional material include the following:

- External instructional resources to assist teachers in managing students working on different measurement topics simultaneously;

- Resources and instructional materials that provide a way for students to receive instruction and engage with content; and

- High quality instructional resources and material to help students practice and deepen knowledge or apply content.

In the PCBE framework, the school decides the subjects and courses to be taught, provides measurement topics and corresponding proficiency scales, and outlines the scope and sequence of instruction. Teachers function as content experts, developing instructional plans with autonomy and accountability for learning outcomes. This approach fosters creativity and flexibility to engage students in learning and helps keep resources, assessments and instructional material culturally relevant, interdisciplinary, and rigorous across the curriculum.

One goal of a PCBE classroom is to develop a virtual warehouse of resources and instructional material aligned to course measurement topics. We acknowledge that this goal takes time to achieve and will be an invaluable addition to the school's curriculum. Kingsman Academy engages with content experts to help identify and evaluate high quality resources and instructional material needed for students to master course content.

- *Mathematics* resources and instructional material include, but are not limited to the following: Illustrative Mathematics; IXL; *Grade K–12 Mathematics Critical Concepts, Measurement Topics, and Proficiency Scales;* Plato Math Courseware; Khan Academy; Edmentum Exact Paths Mathematics; STAR Mathematics Assessments; Scantron Mathematics Assessment; Empower Learning Mathematics Assessment Empower Learning Mathematics Playlist; EngageNY Mathematics Curriculum; Accuplacer Next Generation Mathematics Assessment; and General Assessment of Instructional Needs (GAIN) Mathematics Assessment.

- *Humanities* resources and instructional material include, but are not limited to the following: Achieve 3000; One World Education; *Grades K–12 ELA Critical Concepts, Measurement Topics, and Proficiency Scales*; *Grades K–12 Social Studies Critical Concepts, Measurement Topics, and Proficiency Scales*; Plato ELA Courseware; Plato Social Studies Courseware; Edmentum Exact Paths Reading; Edmentum Exact Paths Language Arts; STAR Reading Assessments; Scantron Reading Assessments; EngageNY ELA Curriculum; Accuplacer Next Generation Reading Assessment; ad General Assessment of Instructional Needs (GAIN) Reading Assessment.

- *STEM* resources and instructional material include, but are not limited to the following: *Grades K–12 Science Critical Concepts*, Measurement Topics, and Proficiency Scales; Scantron Science Assessment; Plato Science Courseware; Science project portfolios; Empower Learning Science Assessments; and Empower Learning Science Playlist.

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c. **Student participation:**
i. **Target population of the competency learning credit (e.g. all students, students who have previously took and failed the course, students who arrive at the school with the content knowledge already), and whether the competency-based learning course or course series will be replacing or complementing an existing program**

All students are eligible to earn competency-learning credits. The competency-based learning course will replace our existing traditional academic program and course series for all students in all courses.

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ii. How will the school will address the needs of students with Individualized Education Plans (IEPs), students with 504 plans, English Learners, or students with other specific needs, to support them in being successful in a competency-based learning course or course series

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A well-designed PCBE system serves all students, especially students with disabilities, English Learners,[16] and others who may need specialized support and related services to access the core curriculum. The PCBE system allows students to progress through content at their own pace with the right learning support and services. In a PCBE system:

- Special education teachers and general education teachers use multiple service delivery models, including co-teaching, co-planning, individualized supports, and blended learning supports.

- Lessons are differentiated to ensure the success of all students in the class. Teachers develop personalized playlists aligned to IEP goals, transition plans, and accommodations for students with learning disabilities.

- Data is disaggregated and monitored to ensure that all students are successful. Early warning systems are in place to track progress on IEP goals, mastery of course content, and pacing status.

- Special education teachers participate in tiered professional learning to support the development of all skills across content areas.

- The school uses a multi-tiered system of supports (MTSS) to identify the needs of all students, especially students with learning disabilities and students requiring intensive social-emotional and behavioral interventions.

- Positive Behavior Intervention Support (PBIS) promotes prosocial behavior and supports the development of social emotional learning skills.

- Students who continue to experience academic difficulty or miss assignments work collaboratively with their teaming team and support staff to develop a plan for academic success.

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[16] Truoung, N. (2018, January 15). *Personalized, competency-based education for English Language Learners*. Education Domain Blog. https://aurora-institute.org/blog/personalized-competency-based-education-for-english-language-learners/

- In addition to direct program instruction required by the Individuals with Disabilities Education Act, special education teachers, case managers, related service providers and teachers work collectively to identify and support the needs of students with disabilities

- Through the use of this flexible grouping model, teaching teams provide targeted services to any student who is in need.

Kingsman Academy will continue to partner with Marzano Research and national special education experts to implement an instructional model that ensures all students, including students with learning challenges, will have their learning needs met.

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d. Assurance that the school will collect and report on the following data annually . . . .

Kingsman Academy will collect and report the below listed data annually:

- Course details, including the official name, subject (per graduation requirements), and grade level, if applicable, the number of competency-based units and equivalent Carnegie units;

- The number of students enrolled in each course for the previous school year (SY);

- The number of students completing each for use with a passing grade for the previous SY;

- The number of students in the course who earned partial competency-based unit(s) and the number of units;

- The number of students in the course who did not earn competency-based units;

- The percentage of students determined to have mastered content based on specific assessments identified for use in demonstrating mastery (provided n-size is greater than 10);

- If applicable, number of students who were rostered to take a PARCC high school mathematics or English II assessment in the subject area of the competency-based learning course and the median PARCC score of the rostered students; and

- If applicable, the number of students who were rostered to take a required statewide assessment (e.g. science, health) and the median assessment score of the rostered students.

3. Course syllabus and scope and sequence for academic program: Provide a course syllabus/course syllabi and scope and sequence for the school's academic program that indicate(s) how the course or course series aligns with that scope and sequence course and is aligned to the standards the course or course series is using (as identified in the application). If not available at the time of application, please explain.

Guaranteed and Viable Curriculum (GVC)

A guaranteed and viable curriculum (GVC) is the foundation of earning a competency-based credit. It is "the single most important initiative a school or district can engage in to raise student achievement."[17] A GVC ensures that the scope and sequence for an academic program are designed in a way that all students have an equal opportunity to learn (OTL) and access the core curriculum regardless of their age, grade level, present levels of performance, disability status, or barriers to school engagement. Content, concepts, and skills that are essential for each course and at each performance level are horizontally and vertically aligned to ensure all students are engaged in learning for post-secondary readiness. In order for the curriculum to be viable, the scope and sequence must allow adequate time for teachers to teach and students to learn all the skills and content required with a given course.

The Marzano PCBE framework[18] outlines the process and protocols schools should follow in developing a GVC. The framework identifies best practices for selecting standards, analyzing content, and developing a scope and sequence to ensure equal OTL for all students. Kingsman Academy has adopted the following GVC leading indicators for the academic program scope and sequence development and implementation:

- The school curriculum and accompanying assessments adhere to state and district standards.

- The school curriculum is focused enough that it can be adequately addressed in the time available to teachers.

- All students have the opportunity to learn the critical content of the curriculum.

- Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level.

- Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

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[17] Marzano, R. J. (2003). *What works in schools: Translating research into action.* Alexandria, Va: Association for Supervision and Curriculum Development.

[18] Marzano, R. J., Warrick, P. B., Rains, C. L., & DuFour, R. (2018). *Leading a high reliability school.* Solution Tree.

- Appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.

Since 2017, Kingsman Academy has partnered with Marzano Research in planning for GVC and OTL across all content areas. The school adopted the Marzano *Critical Concepts, a* set of proprietary essential content and skills at each course and K–12 performance level. School leaders, national experts, and teachers have worked collaboratively to make sure each required learning standard is essential for post-secondary success and organized across the curriculum. Analysis, evaluation, and progress monitoring is ongoing to ensure the academic program scope and sequence is clear, coherent and consistent while allowing teachers flexibility in how to teach content and align relevant, engaging and applicable curriculum resources and instructional material to meet the individualized needs of all students in each course and at each performance level.

Educational Functioning Levels (EFLs)

Traditional Carnegie-based academic programs organize scope and sequence by the grade-level content a student is expected to know within a specific amount of time. The traditional sequence and organization of standards is not designed to offer students enough time to learn course material. Marzano Research analysis of standard curricular frameworks and documents concludes that it would take approximately twenty-two years for students to master all of the standards outlined in a traditional Carnegie-based academic program.[19] The Carnegie-based credit earning system creates barriers to OTL for students who enroll at Kingsman Academy multiple grade levels behind in reading and math and lack the required Carnegie Units to advance through grade-level content at the expected pace with their age- and grade-level peer groups. In a competency-based credit earning system, standards are organized to teach at students' functioning level, rather than their expected grade level. This shift from traditional academic program scope and sequence design provides flexibility for students to access essential content and skills at an appropriate pace regardless of their academic background, disability, and learning needs.

The Kingsman Academy academic program scope and sequence replaces the traditional age- and grade-level course sequence with educational functional levels (EFLs), a set of six readiness levels aligned to our mission to provide an individualized and rigorous education in a supportive environment to prepare scholars for post-secondary success and responsible citizenship. An academic program design model adopted from the National Reporting Systems (NRS) to increase accountability for schools serving students with significant gaps in age- and

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19   Scherer, M. (2001). How and why standards can improve student achievement: A conversation with Robert J. Marzano. *Making Standards Work* 59(1): 14-18. http://www.ascd.org/publications/educational-leadership/sept01/vol59/num01/How-and-Why-Standards-Can-Improve-Student-Achievement@-A-Conversation-with-Robert-J.-Marzano.aspx; Weber, C. (2018, June 4). *Un-Common sense: Teach less, learn more*. Solution Tree Blog. https://www.solutiontree.com/blog/teach-less-learn-more/

grade-level content knowledge, EFLs aligned to grade-level bands articulate a progression of essential skills and core competencies a student is expected to know and apply at each phase of post-secondary readiness.

Kingsman Academy organizes the Marzano *Critical Concepts* in all subject areas into six EFLs. Measurement topics outline the skills that can be expected from a student functioning at that level. As shown in Table 6 EFL skills cumulatively serve as a measure of a learner's post-secondary readiness level. Level descriptors are mission driven and aligned to the National Survey of American Life (NSAL), College and Career Readiness (CCR) Standards for Adult Education (CCR), and the National Assessment of Adult Literacy (NAAL) research.

Table 6. Educational functioning levels, descriptors, and grade-level equivalents.

Educational Functioning Level	Level Descriptor	Grade-Level Equivalent
Level 1	Functional Readiness	0.0 - 1.9
Level 2	Citizenship Readiness	2.0 - 3.9
Level 3	Foundational Readiness	4.0 - 5.9
Level 4	Post-secondary Readiness I	6.0 - 8.9
Level 5	Post-secondary Readiness II	9.0 - 10.9
Level 6	Post-secondary Readiness III	11.0 - 12.9

Through the GVC process, Kingsman Academy developed a horizontal sequence of what needs to be learned across EFLs and content areas as well as a vertical sequence of *Critical Concepts* required from level to level and from course to course. Organizing the scope and sequence of the academic program by EFLs allows the school to:

- Place students in courses and intervention programs based on their abilities to perform tasks in content areas;

- Focus the curriculum to adequately address content knowledge gaps at each phase of post-secondary readiness at an individualized pace;

- Create clear performance level descriptors along a more realistic and a comprehensive continuum of progress towards post-secondary readiness;

- Align our academic model to our mission and targeted population;

- Develop a menu of common assessments to diagnose and assess progress towards post-secondary readiness at each performance level;

- Identify gaps in content knowledge so that teachers can efficiently outline a personalized learning plan to support student growth;

- Select relevant and meaningful resources and develop performance tasks, projects, and activities to prepare students for post-secondary success at each functioning level; and

- Develop more practical performance indicators for alternative accountability to measure our mission.

Table 7. Educational functioning level descriptors.

Educational Functional Level Descriptor	Level Description
Functional Readiness	● Students have acquired skills and demonstrated knowledge to navigate daily life and function in society. ● Students demonstrate mastery of prose literacy defined as the ability to search, document literacy to comprehend and use continuous texts, such as newspaper articles, brochures, or instructional materials, comprehend and use non-continuous texts, such as job applications, forms, and other applications, and quantitative literacy defined as the ability to identify and perform computations within text materials, such as balancing a checkbook or interpreting the meaning of a chart in a newspaper article.
Citizenship Readiness	● Students have acquired skills and demonstrated knowledge to actively participate in society. ● Students understand, evaluate, and engage with numbers, texts, and information to problem solve, make decisions, and gain agency and independence. ● With support and accommodations students can understand health and wellness practices, seek help, learn to use tools safely, navigate systems, and use resources, mathematical reasoning and information to deal with daily life demands.
Foundational Readiness	● Students demonstrate mastery of basic workforce development skills including applied mathematics and foundational concepts in reading, language and communication skills for the workplace and secondary education level content.
Post-secondary Readiness I	● Students have acquired skills and demonstrated knowledge to successfully complete a workforce development program or access entry level college course content with support and interventions.
Post-secondary Readiness II	● Students have acquired skills and demonstrated knowledge to successfully complete an advanced career training and technical education program or access entry level college course content.
Post-secondary Readiness III	● Students have acquired skills and demonstrated knowledge to successfully access a college program without remedial coursework. ● Students are eligible for dual enrollment course opportunities to complete advanced academic content.

Academic Program Scope and Sequence

Standards

To identify essential content and skills of the Kingsman Academy academic program, we adopted the product of Marzano Research's work: The *Critical Concepts*, a set of unpacked K-12 standards and proprietary curriculum resources covering three general categories of knowledge as part of the content students all students must master: (1) traditional academic content; (2) cognitive skills; and (3) metacognitive skills.

Educational Functioning Levels (EFLs)

Kingsman Academy organizes the Marzano *Critical Concepts* across all content areas into six educational functioning levels (EFLs). EFLs aligned to grade level bands outline the skills a student is expected to know at each phase of post-secondary readiness. Measurement topics articulate a progression of essential skills and core competencies a student will learn at each EFL and in each course.

Course Sequence

Measurement topics increase in complexity across EFLs and all courses. Kingsman Academy adopted Marzano Reesearch's *proficiency scales*, a proprietary tool that displays learning progression and articulates levels of knowledge and skills across all EFLs and courses. All course content is articulated in *elements* (statements of knowledge or skill) at the target (3.0), simpler (2.0), and more complex (4.0) levels, with elements at the target level describing what students should know or be able to do in order to demonstrate mastery at within each course and at each EFL. A sample proficiency scale for the humanities measurement topic for decoding is illustrated below.

Sample proficiency scale

Measurement Topic	**Decoding (3 ELA)**	
	4.0	The student will:
4.0 element		• Compare the sounds of several words that contain the same roots or affixes (for example, identify words that use the root *meter*, such as *thermometer* and *centimeter*, and words that use the prefix *re-*, such as *reflect* and *refill*, and explain how the sounds of the affixes and roots vary).
	3.5	In addition to score 3.0 performance, partial success at score 4.0 content
	3.0	The student will:
3.0 element 1		**D1—Read multisyllabic and irregularly spelled words** (for example, read words such as *accomplishment, considerable, receive,* and *Wednesday*).
3.0 element 2		**D2—Read words with common roots and affixes** (for example, read words such as *transportation, restructure, perimeter,* and *claustrophobic*).
	2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
2.0 content (related to 3.0 element 1)	2.0	**D1—**The student will recognize or recall specific vocabulary (for example, *blend, consonant, decode, diphthong, digraph, high-frequency, irregular, long vowel, short vowel, spelling, syllable*) and perform basic processes such as: • Read high-frequency, one-syllable words fluently. • List high-frequency words with irregular spellings (such as *watch, heart, said*). • Use a high-frequency word with an irregular spelling in a sentence. • List different strategies for decoding unfamiliar words. • Identify syllables in a word. • Describe how to break words into parts using short and long vowel sounds. • Pronounce pairs of vowels (such as diphthongs) that form new sounds.
2.0 content (related to 3.0 element 2)		**D2—**The student will recognize or recall specific vocabulary (for example, *affix, decode, meaning, prefix, root, suffix*) and perform basic processes such as: • List common roots. • Give an example of a word that uses a particular root. • Explain the meaning of a common word that contains a particular root. • Identify words in a text that contain recognizable roots. • List common suffixes and prefixes. • Give an example of a word that uses a particular suffix or prefix. • Explain how a particular prefix or suffix changes the meaning of a common word. • Identify words in a text that contain recognizable suffixes and prefixes.
	1.5	Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content
	1.0	With help, partial success at score 2.0 content and score 3.0 content
	0.5	With help, partial success at score 2.0 content but not at score 3.0 content
	0.0	Even with help, no success

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The *Critical Concepts* in Humanities: English and Social Studies

Humanities Course Scope and Sequence					
EFL 1 Measurement Topics	EFL 3 Measurement Topics	EFL 3 Measurement Topics	EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
Foundations in Humanities I	**Foundations in Humanities II**	**Foundations in Humanities III**	**Foundations in Humanities IV**	**Humanities I Humanities II**	**Humanities III Humanities IV**
Phonics	Decoding	Analyzing Text Organization and Structure	Analyzing Text Organization and Structure	**Humanities I**	**Humanities III**
Decoding	Analyzing Text Organization and Structure			Analyzing Text Organization and Structure	Analyzing Text Organization and Structure
Analyzing Text Organization		Analyzing Ideas and Themes	Analyzing Ideas and Themes	Analyzing Ideas and Themes	Analyzing Ideas and Themes
Analyzing Ideas and Themes	Analyzing Ideas and Themes	Analyzing Claims, Evidence, and Reasoning	Analyzing Claims, Evidence, and Reasoning	Analyzing Claims, Evidence, and Reasoning	Analyzing Claims, Evidence, and Reasoning
Analyzing Claims	Analyzing Claims				
Analyzing Narratives	Analyzing Narratives	Analyzing Narratives	Analyzing Narratives	Analyzing Narratives	Analyzing Narratives
Analyzing Point of View and Purpose	Analyzing Point of View and Purpose	Analyzing Point of View and Purpose	Analyzing Point of View and Purpose	Analyzing Point of View and Purpose	Analyzing Point of View and Purpose
Comparing Texts	Comparing Texts	Comparing Texts	Comparing Texts	Comparing Texts	Comparing Texts
Analyzing Words	Analyzing Words	Analyzing Language	Analyzing Language	Analyzing Language	Analyzing Style
Generating Text Organization	Generating Text Organization and Structure	Generating Text Organization and Structure	Generating Text Organization and Structure	**World History I** Critical Concepts in World History I	Analyzing Language
Sentence Structure	Generating Sentence Structure				**US History**

Generating Claims Generating Narratives Using Words Punctuation, Capitalization, and Spelling Revision and Editing	Generating Claims Using Sources Generating Narratives Generating Point of View and Purpose Writing for a Specific Audience Using Words Punctuation, Capitalization, and Spelling Revision and Editing	Generating Claims, Evidence, and Reasoning Generating Narratives Considering Point of View, Purpose, and Audience Revision and Style Appropriate Verb Usage Using Appropriate Citations	Generating Claims, Evidence, and Reasoning Generating Narratives Considering Point of View, Purpose, and Audience Revision and Style Appropriate Verb Usage Using Appropriate Citations Editing	Analyzing Historical Perspectives Analyzing Historical Outcomes Geographic Representations Historical Literacy **Humanities II** Generating Text Organization and Structure Generating Claims, Evidence, and Reasoning Research Process Generating Narratives Generating Point of View and Purpose Revision and Style Editing **World History II** Critical Concepts in World History II	Critical Concepts in US History Analyzing Historical Perspectives Analyzing Historical Outcomes Geographic Representations Historical Literacy **Humanities IV** Generating Text Organization and Structure Generating Claims, Evidence, and Reasoning Research Process Generating Conclusions Generating Narratives Revision and Style Editing **DC History US Government**

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				Analyzing Historical Perspectives Analyzing Historical Outcomes Geographic Representations Historical Literacy	Critical Concepts in DC History Critical Concepts in US Government Analyzing Historical Perspectives Analyzing Historical Outcomes Geographic Representations Historical Literacy

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The Critical Concepts in Mathematics

Mathematics Course Scope and Sequence					
EFL 1 Measurement Topics	EFL 3 Measurement Topics	EFL 3 Measurement Topics	EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
Foundations in Mathematics I	**Foundations in Mathematics II**	**Foundations in Mathematics III**	**Foundations in Mathematics IV**	**Algebra I Integrated Mathematics**	**Geometry Algebra II**
Concept of Addition	Fractions	Inequalities	Proportional Relationships	**Algebra I**	**Geometry**
Process of Addition	Equivalent Fractions	Equivalent Expressions	Slope and Intercept	Critical Concepts in Algebra I	Arithmetic and Geometric Sequences
Concept of Subtraction	Properties of Multiplication	Equations with Specific Forms	Algebraic Expressions	Components of an Expression	Finite Geometric Sequences
Process of Subtraction	Word Problems Involving Addition	Conversion	Systems of Linear Equations	Context of an Expression	Exponential and Logarithmic Functions
Odd and Even	Word Problems Involving Subtraction	Evaluating Expressions	Quadratic Equations	Rational Numbers and Expressions	Parallel and Perpendicular Lines
Numbers to 1000	Word Problems Involving Multiplication	Writing Expressions	Concept of Functions	Rational Exponents and Radicals	Partitions of Line Segments
Skip Counting	Word Problem Involving Division	Division	Cubes and Squares	Adding and Subtracting Polynomial Expressions	Angles and Transversals of Parallel Lines
Number Line Diagrams	Factors and Multiples	Independent and Dependent Variables	Exponents	Multiplying and Dividing Polynomial Expressions	Basic Line Constructions
Inequalities and Comparisons	Conversions	Number Lines	Scientific Notation		
Place Value		Coordinate Planes	Rational and Irrational Numbers		
			Lines		

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Measuring Length	Comparing Numbers, Decimals, and Fractions	Distance in a Coordinate Plane	Angles	Evaluating Polynomials	Angle Constructions
Measuring Capacity		Concept of Ratios	Similarity, Congruence, and Transformation	Factoring Expressions	Non-Rigid Transformations
Measuring Time	Comparing Angles	Equivalent-Ratio Tables		Equations and Inequalities	Transformations, Similarity, and Congruence
Money	Finding and Measuring Angles	Ratio Conversion	Pythagorean Theorem	Generating Equations and Inequalities	
Data Representation	Properties of Angles	Unit Rate Problems	Properties of Shapes		Similarity in Triangles
Data Analysis	Area and Perimeter	Probability	Area and Perimeter	Linear Equations and Inequalities	Triangle Properties
Two-Dimensional Shapes	Lines, Line Segments, Rays, and Points	Positive and Negative Numbers	Volume	Systems of Equations and Inequalities	Circumscribed and Inscribed Circles of Triangles
Three-Dimensional Shapes	Order of Operations	Displaying Data	Measurement		Components of a Circle
Division	Multi-Digit Numbers	Measurement Units	Bivariate Data	Functional Relationships and Function Notation	Proportions of a Circle
Multiplication	Variables	Representing Data	Scatter Plots and Data Association	Domain and Range of Functions	Angles of a Circle
Fractions	Equivalent Measures	Distribution Shapes	Distributions		Equation of a Circle
Patterns	Measuring Temperature	Central Tendencies in Distributions	Probability	**Integrated Mathematics**	Conic Sections
Transformations, Congruency, and Symmetry	Measuring Time	Variation in Distributions		Critical Concepts in Integrated Mathematics	Circle Polygon Constructions
	Measuring Length	Decimals		Algebraic Data Representation and Interpretation	Circle Area Measurements
	Symmetry	Factors and Multiples			Properties of Parallelograms
	Flips	Fractions		Data Comparisons	
	Slides				

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				Algebra II
Turns	Area		Probability	Critical Concepts in Algebra II
Parallelograms, Rhombuses, Trapezoids, and Right Triangles	Volume		Statistical Investigation	Algebraic Data Representation and Interpretation
	Perimeter		Quadratic Equations and Functions	
Cubes and Prisms	Two-Dimensional Shapes		Graphing Functions	Matrix Determinants and Inverses
Data Representation	Three-Dimensional Shapes		Generating Functions	
Probability			Comparing Functions	Matrix Operations
	Pi			
Patterns	Functions		Inverse Functions	Vector Operations
Volume			Polynomial, Radical, and Rational Functions	Linear Transformations
	Symmetry and Congruence			Complex Numbers
Ordered Pairs			Critical Concepts in Geometry	Complex Numbers on the Plane
	Sample Spaces			
				Context of an Expression
				Rational Numbers and Expressions
				Visual Data Representation and Interpretation

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Critical Concepts in STEM

STEM Course Scope and Sequence					
EFL 1 Measurement Topics	EFL 3 Measurement Topics	EFL 3 Measurement Topics	EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
Foundations in STEM I	**Foundations in STEM II**	**Foundations in STEM III**	**Foundations in STEM IV**	**STEM I STEM II**	**STEM III STEM IV**
Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns Lead Scientific Investigations	Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns Lead Scientific Investigations Scale, Proportions and Quantity	Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns Lead Scientific Investigations Scale, Proportions and Quantity	Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns Lead Scientific Investigations Scale, Proportions and Quantity	**STEM I** Critical Concepts in Life Sciences Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns	**STEM III** Critical Concepts in Physical Sciences I Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns

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Scale, Proportions and Quantity Scientific Literacy and Communication Critical Science Concepts in EFL 1 Readiness	Scientific Literacy and Communication Critical Science Concepts in EFL 2 Readiness	Scientific Literacy and Communication Critical Science Concepts in EFL 3 Readiness	Scientific Literacy and Communication Critical Science Concepts in EFL 4 Readiness Critical Concepts in Earth and Environmental Sciences Critical Concepts in Life Sciences	Lead Scientific Investigations Scale, Proportions and Quantity Scientific Literacy and Communication **STEM II** Critical Concepts in Life Sciences II Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns Lead Scientific Investigations	Lead Scientific Investigations Scale, Proportions and Quantity Scientific Literacy and Communication **STEM IV** Critical Concepts in Physical Sciences I Analyze Stability and Change Apply Knowledge of Structure and Function Develop, Use and Analyze Systems and System Models Engineering Design and Problem Solving Evaluate Cause and Effect Identify and Analyze Patterns Lead Scientific Investigations

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				Scale, Proportions and Quantity	Scale, Proportions and Quantity
				Scientific Literacy and Communication	Scientific Literacy and Communication

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Critical Concepts in College Career and Life Readiness (CCLR)

College Career and Life Readiness (CCLR) Course Scope and Sequence					
EFL 1 Measurement Topics	EFL 3 Measurement Topics	EFL 3 Measurement Topics	EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
Life Readiness I **Career Readiness I** **College Readiness I**	**Life Readiness II** **Career Readiness II** **College Readiness II**	**Life Readiness III** **Career Readiness III** **College Readiness III**	**Life Readiness IV** **Career Readiness IV** **College Readiness IV**	**Life Readiness V** **Career Readiness V** **College Readiness V**	**Life Readiness VI** **Career Readiness VI** **College Readiness VI**
Civic Engagement	Civic Engagement	Civic Engagement	Civic Engagement	Civic Engagement	Civic Engagement
Cognitive Proficiency	Cognitive Proficiency	Cognitive Proficiency	Cognitive Proficiency	Cognitive Proficiency	Cognitive Proficiency
Community Problem Solving	Community Problem Solving	Community Problem Solving	Community Problem Solving	Community Problem Solving	Community Problem Solving
Data Literacy	Data Literacy	Data Literacy	Data Literacy	Data Literacy	Data Literacy
Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy	Digital Literacy
Effective Communication	Effective Communication	Effective Communication	Effective Communication	Effective Communication	Effective Communication
Employability	Employability	Employability	Employability	Employability	Employability
Environmental Literacy	Environmental Literacy	Environmental Literacy	Environmental Literacy	Environmental Literacy	Environmental Literacy
Financial Literacy	Financial Literacy	Financial Literacy	Financial Literacy	Financial Literacy	Financial Literacy
Metacognitive Strategies	Metacognitive Strategies	Metacognitive Strategies	Metacognitive Strategies	Metacognitive Strategies	Metacognitive Strategies

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Critical Concepts in World Languages and Cultures

World Languages and Cultures Course Scope and Sequence		
EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
World Languages and Cultures I **World Languages and Cultures II**		

World Languages and Cultures I

Analyze Practices and Perspectives

Global Interconnections

Analyze Products and Perspectives

Comparative Cultures

Comparative Languages

Engage in Conversations

World Languages and Cultures II

Engage in Conversations

Interpret Spoken Language

Interpret Written Language

Present to an Audience of Listeners and Viewers

Critical Concepts in Health and Wellness

Health and Wellness Course Scope and Sequence					
EFL 1 Measurement Topics	EFL 3 Measurement Topics	EFL 3 Measurement Topics	EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
Health and Wellness I	**Health and Wellness II**	**Health and Wellness III**	**Health and Wellness IV**	**Health and Wellness V**	**Health and Wellness VI**
Disease Prevention	Disease Prevention	Disease Prevention	Alcohol, Tobacco, and Other Drug	Disease Prevention	Disease Prevention
Fitness Knowledge	Fitness Knowledge	Fitness Knowledge	Disease Prevention	Fitness Knowledge	Fitness Knowledge
Food and Nutrition	Food and Nutrition	Food and Nutrition	Fitness Knowledge	Food and Nutrition	Food and Nutrition
Health Behaviors and Promotion	Health Behaviors and Promotion	Health Behaviors and Promotion	Food and Nutrition	Health Behaviors and Promotion	Health Behaviors and Promotion
Health Literacy	Health Literacy	Health Literacy	Health Behaviors and Promotion	Health Literacy	Health Literacy
The Human Body and Personal Health	The Human Body and Personal Health	The Human Body and Personal Health	Health Literacy	The Human Body and Personal Health	The Human Body and Personal Health
Mental and Emotional Health	Mental and Emotional Health	Mental and Emotional Health	The Human Body and Personal Health	Mental and Emotional Health	Mental and Emotional Health
Motor Skills and Movement Patterns	Motor Skills and Movement Patterns	Motor Skills and Movement Patterns	Mental and Emotional Health	Motor Skills and Movement Patterns	Motor Skills and Movement Patterns
Movement Science Principles and Knowledge	Movement Science Principles and Knowledge	Movement Science Principles and Knowledge	Motor Skills and Movement Patterns	Movement Science Principles and Knowledge	Movement Science Principles and Knowledge
			Movement Science		

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Navigating Health Systems Safety Skills Self-Care	Navigating Health Systems Safety Skills Self-Care	Navigating Health Systems Safety Skills Self-Care	Principles and Knowledge Navigating Health Systems Safety Skills Self-Care	Navigating Health Systems Safety Skills Self-Care	Navigating Health Systems Safety Skills Self-Care

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Critical Concepts in Integrated Arts

Integrated Arts Course Scope and Sequence					
EFL 1 Measurement Topics	EFL 3 Measurement Topics	EFL 3 Measurement Topics	EFL 4 Measurement Topics	EFL 5 Measurement Topics	EFL 6 Measurement Topics
Integrated Arts I	**Integrated Arts II**	**Integrated Arts III**	**Integrated Arts IV**	**Integrated Arts V**	**Integrated Arts VI**
Apply criteria to evaluate artistic work Connections, Relationships, and Applications Convey meaning through the presentation of artistic work Develop and refine artistic techniques and work for presentation Generate and conceptualize artistic ideas and work Interpret intent and meaning in artistic work	Apply criteria to evaluate artistic work Connections, Relationships, and Applications Convey meaning through the presentation of artistic work Develop and refine artistic techniques and work for presentation Generate and conceptualize artistic ideas and work Interpret intent and meaning in artistic work	Apply criteria to evaluate artistic work Connections, Relationships, and Applications Convey meaning through the presentation of artistic work Develop and refine artistic techniques and work for presentation Generate and conceptualize artistic ideas and work Interpret intent and meaning in artistic work	Apply criteria to evaluate artistic work Connections, Relationships, and Applications Convey meaning through the presentation of artistic work Develop and refine artistic techniques and work for presentation Generate and conceptualize artistic ideas and work Interpret intent and meaning in artistic work	Apply criteria to evaluate artistic work Connections, Relationships, and Applications Convey meaning through the presentation of artistic work Develop and refine artistic techniques and work for presentation Generate and conceptualize artistic ideas and work Interpret intent and meaning in artistic work	Apply criteria to evaluate artistic work Connections, Relationships, and Applications Convey meaning through the presentation of artistic work Develop and refine artistic techniques and work for presentation Generate and conceptualize artistic ideas and work Interpret intent and meaning in artistic work

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Organize and develop artistic ideas and work Perceive and analyze artistic work Refine and complete artistic work Relate artistic ideas and works with societal, cultural and historical context to deepen understanding Select, analyze and interpret artistic work for presentation Synthesize and relate knowledge and personal experiences to make art	Organize and develop artistic ideas and work Perceive and analyze artistic work Refine and complete artistic work Relate artistic ideas and works with societal, cultural and historical context to deepen understanding Select, analyze and interpret artistic work for presentation Synthesize and relate knowledge and personal experiences to make art	Organize and develop artistic ideas and work Perceive and analyze artistic work Refine and complete artistic work Relate artistic ideas and works with societal, cultural and historical context to deepen understanding Select, analyze and interpret artistic work for presentation Synthesize and relate knowledge and personal experiences to make art	Organize and develop artistic ideas and work Perceive and analyze artistic work Refine and complete artistic work Relate artistic ideas and works with societal, cultural and historical context to deepen understanding Select, analyze and interpret artistic work for presentation Synthesize and relate knowledge and personal experiences to make art	Organize and develop artistic ideas and work Perceive and analyze artistic work Refine and complete artistic work Relate artistic ideas and works with societal, cultural and historical context to deepen understanding Select, analyze and interpret artistic work for presentation Synthesize and relate knowledge and personal experiences to make art	Organize and develop artistic ideas and work Perceive and analyze artistic work Refine and complete artistic work Relate artistic ideas and works with societal, cultural and historical context to deepen understanding Select, analyze and interpret artistic work for presentation Synthesize and relate knowledge and personal experiences to make art

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> **d. Evaluation: Describe the methods the school will use annually to evaluate the overall competency-based learning process and outcomes. Your answer must include . . . .**

Kingsman Academy has adopted the Marzano High Reliability Schools™ framework.[20] This framework, based on 40 years of educational research, defines five progressive levels of performance that a school must master to become a high reliability school, which is one where all students learn the content and skills they need for success in college, careers, and beyond through competency-based education. Kingsman Academy will use the framework and its indicators to evaluate the overall competency-based learning process and impacts on student achievement.

The High Reliability Schools framework analyzes the effectiveness of implementing best practices and provides indicators to measure progress on attaining five increasing levels of reliability, as shown in Figure 4.

Figure 4. Levels of reliability in the Marzano High Reliability Schools™ framework.

In this framework, a school must be successful at each level before effectively implementing competency-based education:

- At Level 1, *Safe, Supportive, and Collaborative Culture*, schools explore specific strategies for shared decision making and develop collaborative processes that clarify

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20   Marzano, R. J. *et al.* (2018), *Leading a high reliability school*.

the work of teacher teams to help schools operate as a cohesive network of teams clearly focused on curriculum, instruction, assessment, and achievement for all students.

- At Level 2, *Effective Teaching in Every Classroom*, schools learn the concept of establishing a district- or schoolwide model of instructional practice and how it can be used to create a culture of pedagogical growth for all teachers.

- At Level 3, *Guaranteed and Viable Curriculum*, schools understand the concept of guaranteed and viable curriculum and the processes for establishing it, including establishing a district- or schoolwide comprehensive vocabulary program.

- At Level 4, *Standards-Referenced Reporting*, schools understand critical aspects and strategies for implementing a standards-referenced grading and reporting system.

- At Level 5, *Competency-Based Education*, schools learn specific aspects of competency-based education and review strategic initiatives schools should consider for implementing competency-based education.

To measure whether they are successful at each level, schools assess current status, gauge their progress, and confirm successful achievement of each level based on specific leading indicators. In the Marzano framework, leading indicators are important conditions associated with school improvement. They provide direction for school leaders in strategic planning for continuous, long-term improvement with priority areas. Table 8 provides an overview of the leading indicators for Levels 3, 4, and 5. Leading indicators are the data, artifacts, and practices that leaders should use to monitor their progress.

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a. **How educators will evaluate students' progress in learning to ensure the course is meeting student needs.**

Kingsman Academy will use student credit-earning rates and assessment results to ensure that courses are meeting student needs. School leaders will also evaluate students' progress in learning to ensure the PCBE framework, assessments, instructional practices, and courses meet the needs of all students as measured by leading indicators in levels 3, 4 and 5 of the Marzano High Reliability Schools™ framework.

Table 8. Leading indicators by level of reliability.

Level of Reliability	Leading Indicators
Level 3	<u>Guaranteed and Viable Curriculum</u> ● The school curriculum and accompanying assessments adhere to state and district standards. ● The school curriculum is focused enough that it can be adequately addressed in the time available to teachers. ● All students have the opportunity to learn the critical content of the curriculum. ● Clear and measurable goals are established and focused on critical needs regarding improving overall student achievement at the school level. ● Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals. ● Appropriate school-level and classroom-level programs and practices are in place to help students meet individual achievement goals when data indicate interventions are needed.
Level 4	<u>Standards-Referenced System of Reporting Student Progress</u> ● Clear and measurable goals are established and focused on critical needs regarding improving achievement of individual students within the school. ● Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.
Level 5	<u>A Competency-Based System That Ensures Student Mastery of Content</u> ● Students move on to the next level of the curriculum for any subject area only after they have demonstrated competence at the previous level. ● The school schedule is designed to accommodate students moving at a pace appropriate to their backgrounds and needs ● Students who have demonstrated competency levels greater than those articulated in the system are afforded immediate opportunities to begin work on advanced content and/or career paths of interest.

> **b.** What student progress in the competency-based learning course or course series will qualify as a competency-based unit. The answer must include an explanation of how students will demonstrate mastery with specific assessments (which may include portfolio or performance-based assessments), and a description of their purpose, design, format, rationale for selection, and the level of performance or achievement that will constitute mastery (e.g. thresholds).[3]

In a PCBE system, a single assessment should never be used to determine a student's performance level, promotion status, or final grade. Using a proficiency scale helps avoid problems associated with over testing and relying heavily on a single assessment to determine mastery. In order to close achievement gaps, students must know their status and growth on specific measurement topics. This information allows students to clearly know what they need to learn to improve and advance. Teachers must have the similar information to know how to personalize instruction to make sure students progress through content.

All students will take an initial EFL placement assessment to determine current level of academic functioning. A sample student-level EFL placement assessment report is included in the appendix. The school will analyze historical academic records and use a variety of tools to assess student needs including, but not limited to, learning style inventories, career inventories, IEP data, and goals. Data will be used to create personalized learning plans for students that outline progress, pacing, proficiency, and individualized growth targets.

The PCBE framework allows for a wide range of approaches and opportunities to assess mastery of content. Assessments take many forms, including presentations, portfolios, performance-based assessments, demonstrations, projects, individualized assignments, and tests, but all tasks, assignments, and instructional resources must be aligned to content outlined in a proficiency scale. The school will continue to work with national experts to align performance levels of high stakes tests, summative assessments, and formative assessments and to align assessment data to EFLs with the goal of developing valid and reliable thresholds or scale scores for each EFL.

> **c.** How students who have gained success through a competency-based learning course or course series will be tracked on their next steps.

Our learning management system (LMS) will be used to evaluate how students are progressing through competency-based learning courses and track progress in real-time. Since 2017 Kingsman Academy has used Empower Learning as our LMS. Empower Learning was developed in collaboration with Marzano Research and aligned to the PCBE framework. The system houses our gradebooks, PCBE instructional design tools, reporting, and analytics. In

2020, the system will also manage our PCBE teacher evaluation tool and classroom observation systems to enhance our instructional data collection protocols and reporting.

As a standards-referenced and competency-based LMS, Empower Learning provides a platform and solution for school leaders, instructional coaches, consultants, teachers, students, and families to transition from a traditional education system to a competency-based education system. The system serves as a virtual warehouse for all proprietary Marzano PCBE educational standards, curriculum, proficiency scales, and implementation guides and resources. The system also manages instructional delivery, scoring, assessments, and reporting.

Through Empower Learning, students and families can see progress status in real-time, communicate to teachers, and access personalized learning plans, individualized curriculum maps, and personalized course playlists.

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d. How will required annual reporting requirements be met, including how data will be collected

The school has worked to develop and customize data systems to meet annual reporting required to support the transition to a well-designed PCBE system since 2016. Systems include but are not limited to:

- *Empower Learning*: Competency-based learning management system that includes customized reporting on student academic performance, student tracking, academic ,and engagement.

- *QuickSchools:* School information system (SIS) that includes custom reporting on student information, mobility tracking, student historical data, grade conversion calculations and reporting, course enrollment, program enrollment, assessment data collection, and reports.

- *SEAtS*: Student success platform that includes early warning systems customized to support our targeted population, big data predictive analysis, case management, compliance monitoring, student engagement tracking and analysis, non-traditional attendance tracking, KPI dashboards, customized reporting on student engagement, and compliance.