Mastery-Based Education
Annual Report
October 2021

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Supporting Schools and Students to Achieve
SHERRI YBARRA, ED.S., SUPERINTENDENT OF PUBLIC INSTRUCTION
A Brief History of Mastery-Based Education in Idaho

2013 Governor’s Task Force #1 Recommendation

2016 Legislative Support Statute §33-1632; $1.4 million

2016-2020 IMEN, INCUBATION

Today: Resources and continued growth!

Future: Mastery and the Competencies to Scale
From There to Here: A Flower Analogy
IMEN Cohort Progress 2021-2022

• **Cohort 1:** Established 2016-2017, **14** Schools in 2021-2022

• **Cohort 2:** Established 2019-2020, **10** Schools in 2021-2022

• **Cohort 3:** Established 2021-2022, **18** Schools
  
  • 42 current schools participating in 2021-2022
Essential Resources

- **Idaho College and Career Readiness Competencies**

  - **Poised to Unify** ALL the Independent Programs & Perspectives
    - 2017 SBOE approved
    - 2020 SDE operationalized
    - Aligned to Higher ED and Work Force through NACE
    - Supports legislative intent
      - Ex: HB §172 Credit for extended learning opportunities

  - **Primed to Establish** “Life Ready” students

    “College and Career Readiness is the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace”.

    And “graduate(s) will need to possess (them) in order lead a successful and meaningful life”.

MBE Annual Report | 5
MBE Framework

- **Statute** based
- Guides **ALL** Mastery work including the development of all other support resources

4 Components of the Framework:

- **Students Empowered**
- **Learning Personalized**
- **Competencies Demonstrated**
- **Mastery Recognized**
Support Resources

**Staging Guide**: Organized by the Framework, over 100 accessible resources for *everyone*, in *any stage* of implementation

**Professional Development**:  
- Responsive to prioritized Framework “shifts”  
- Based in Canvas

• Revamped, Resource Rich Website  
  • Now available!
Each school reflected on each component of the Framework, identified their strengths, areas for improvement, recognized evidence, and set goals.

_We have data to show growth_
relative to their framework aligned, statute based goals.
• What evidence supports your rating?
  • “Students receive immediate feedback on assessments. They use the data to evaluate their progress toward mastering learning targets and reflect on the habits and/or strategies that helped or hindered their success. Students are asked to complete a form detailing their learning process and outcome.”

• What additional evidence do you want?
  • “Previously nothing was done with the forms the students completed. In the future, we would like to keep these forms as part of a mentor binder to be used as a point of discussion during mentor check ins.”
Take-Away’s:

1. **Legislative Statute and Investment** has allowed mastery to **grow** across the state and **create** high quality, diverse, rich, and responsive resources.

2. The **Idaho College and Career Readiness Competencies** provide an opportunity to **unite** a diverse range of perspectives and offers students a chance to develop **Life Ready** skills.
On Going Statute Efforts to “move Idaho toward MBE”

Provide ongoing outreach and communication

Facilitate and maintain the Idaho Mastery Education Network

The Network shall:

I. Advise the Superintendent
II. Develop evidence-based recommendations
III. Implement legislative and board policies
IV. Provide network resources

Create a sustainability plan for statewide scaling of mastery-based education
What can the Legislature do?

RECOGNIZE AND UTILIZE

THE IMEN

AS A RICH SOURCE OF

EXPERIENCE,

KNOWLEDGE

AND

INNOVATION.
Questions?

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