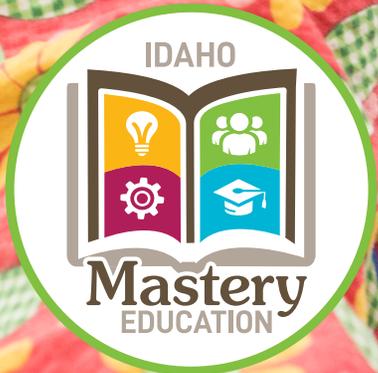


JANUARY 2019

IDAHO MASTERY EDUCATION

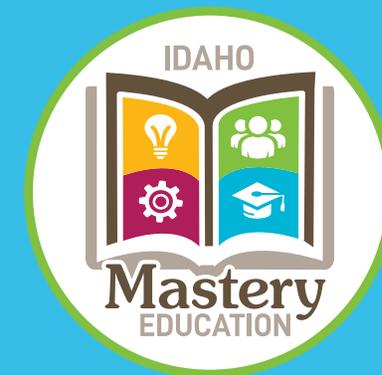
PROGRESS REPORT



PROGRESS REPORT

TABLE OF CONTENTS

03	INTRODUCTION	18	WHAT IDAHO SCHOOLS ARE SAYING ABOUT MASTERY EDUCATION	28	MEASURING SUCCESS
04	WHAT IS MASTERY EDUCATION?	20	TOTAL BUDGET ALLOCATION 2015-2016	30	STRATEGIC PLANNING
05	MASTERY EDUCATION TEAM	20	TOTAL BUDGET ALLOCATION 2016-2017	31	MAINTAINING MOMENTUM: SUSTAINING AND SCALING MASTERY EDUCATION ACROSS IDAHO
06	WHY IS MASTERY EDUCATION A PRIORITY IN IDAHO?	22	2016-2017 SPENDING BY INCUBATOR	32	CONCLUSION: A VISION FOR THE FUTURE OF MASTERY EDUCATION IN IDAHO
08	DEFINING MASTERY EDUCATION: 5 KEY TENETS	23	2016-2017 ALL SPENDING		
10	THE JOURNEY TOWARD MASTERY	24	TOTAL BUDGET ALLOCATION 2017-2018		
14	TIMELINE: MASTERY EDUCATION TAKES ROOT IN IDAHO	26	2017-2018 SPENDING BY INCUBATOR		
16	IMEN COHORT 1: PARTICIPATING SCHOOLS/ DISTRICTS	27	2017-2018 ALL SPENDING		





H0110 (2015)

The legislature finds that moving toward a mastery-based model of education where students progress as they demonstrate mastery of a subject or grade level is in the best interest of Idaho students. Moving from the current time-based system with a mastery-based model will allow for more personalized and differentiated learning; create a focus on explicit, measurable, transferable learning objectives that empower students; and emphasize competencies that include application and knowledge along with skill development.



INTRODUCTION

In a traditional classroom, teaching to the average is common practice: the average needs, pace, strengths, and challenges of their students—but in reality, the “average” student is an imaginary student. Idaho Mastery Education recognizes that each student has unique, individual needs and strengths and that no student is best served by teaching to the average.

The traditional time-based system of education, where advancement is based largely on seat time rather than the true acquisition of skills and knowledge, is not optimally configured to best serve the needs of all students, much less the needs of an ever-evolving world and rapidly changing economy. Credits, advancement, and diplomas that are based on seat time, barely passing grades, or a tenuous command of subject material create mixed messages for students and families.

WHAT IS MASTERY EDUCATION?

The definition provided in Idaho's enabling legislation is commonly accepted across the country and served as a perfect starting point. Through the past three years our participating schools have built off that foundation and developed a working definition to better communicate with stakeholders. **We define Idaho Mastery Education as a student-centered educational system that promotes relevant learning allowing flexibility in both time and teaching methods, where a student's success is the only option.**

Mastery Education challenges teachers, students, parents, and the entire school system to re-envision our approach to public education. In a Mastery Education classroom, teachers design experiences that are student centered, meaning:

- Instructional practices focus on helping students communicate effectively, work collaboratively and solve complex problems
- Students learn at their own, optimal pace
- Students will demonstrate mastery of core academic content
- Schools and teachers are given the flexibility needed to meet the needs of our diverse student population
- Diplomas will truly represent that a graduate is prepared with the knowledge and skills to succeed after graduation

Assessment remains an important part of Mastery Education. Allowing students to test when ready motivates and brings confidence to our students and their mindset about being a learner.

This progress report has been produced by the team of staff at the Idaho State Department of Education (ISDE) dedicated to helping schools and districts transition to Mastery Education and providing technical support and resources to the Idaho Mastery Education Network (IMEN), a growing cohort of educators who are embracing this new approach and driving innovation in the classroom.

The report is designed to:

- Highlight the broad principles and practices that define and characterize Mastery Education in Idaho
- Provide historical context
- Review the implementation of Mastery Education in Idaho
- Celebrate successes and highlight challenges and opportunities moving forward



MASTERY EDUCATION TEAM

Staff

Overseen by State Superintendent of Public Instruction Sherri Ybarra, veteran educators with nearly a century of combined experience in Idaho classrooms within the State Department of Education comprise the team that supports the Idaho Mastery Education Network. This team works year-round and often in the field to provide resources, develop and organize statewide trainings, share best practices from around the nation, conduct research, facilitate sharing within the Network, lead outreach efforts to educate Idahoans about Mastery Education, and provide updates to lawmakers and other stakeholders.

Partners

Unique among states implementing Mastery Education, Idaho is fortunate to have support from across the entire education eco-system, with support from parents and educators to the highest levels of state government.

Additionally, implementation of Mastery Education can serve as a common connection between the three task force committees created by former Governor Otter: Improving K-12; Higher Education; and Workforce Development. Partnerships and collaboration at both the state and local levels have been instrumental in the success of the Idaho Mastery Education Network.

Partners who have played a crucial role in transitioning to Mastery Education thus far include:

- Governor Brad Little
- Former Governor C.L. "Butch" Otter
- Idaho Legislature including House and Senate Education Committees (policy, direction)
- Governor's Task Force for Improving Education (K-12)
- Idaho State Department of Education (implementation and strategic support)
- Idaho Mastery Education Network (incubation process with local education agencies)
- Boise State University (technical assistance and research)
- reDesign (technical assistance)
- ExcelinEd (policy and articles)
- CompetencyWorks (articles)
- Getting Smart (articles)
- The Council of Chief State School Officers (Policy)

WHY IS MASTERY EDUCATION A PRIORITY IN IDAHO?

With an emphasis on equity, Mastery Education ensures all learners have access to a student-centered experience where success is the only option. Mastery Education also gives students the chance to use meaningful content in ways that encourage deeper levels of learning, so they acquire the knowledge, skills, and characteristics essential for success in a future that we can only imagine. When students demonstrate proficiency in accordance with rigorous expectations, they take greater ownership and responsibility for their learning. This helps educators and students eliminate false assumptions about learning that are based strictly on time, points, percentages, and grades.



Mastery Education schools instill and expect excellence, where students:

- Experience a flexible pace and path to achieve mastery
 - Learn how to learn, including key findings from neuroscience
 - Master core academic content
 - Think critically and solve complex problems
 - Communicate effectively
 - Work collaboratively
 - Possess an “academic mindset”
- 



DEFINING MASTERY EDUCATION:

5 KEY TENETS

Each incubator classroom, school, and district has the flexibility to design a Mastery Education tailored to its unique student population and community. Notwithstanding the ability to customize the mastery approach to community needs, the following five key tenets of Mastery Education provide working definitions that guide policy and practice, and serve as a foundation for this systematic shift in education. These are modeled after definitions that were developed during the Competency-Based Learning Summit of 2011, hosted by the Council of Chief School Officers and the International Association for K-12 Online Learning.

1

Competency Framework

Competencies include explicit, measurable, transferable learning objectives that empower students.

Competencies serve as the cornerstone of the learning system, aligning the work of all educators across the learning system (regardless of grade level or disciplinary focus) toward a shared vision for the knowledge, skills and dispositions students must acquire.

2

Performance-Based Assessment

Assessment is a meaningful and positive learning experience for students.

Competencies are demonstrated by students via rigorous, engaging, performance-based assessments. These assessments involve the practical application of knowledge and skills, helping to prepare learners for a diverse range of postsecondary paths.

3

Responsive Teaching in a Flexible Learning Environment

Students receive timely, differentiated support based on their individual needs.

Learning environments and teaching practices enable teachers to meet students where they are and are structured to support learning opportunities that prioritize active engagement, growth, and a sense of community. Students' individual needs are promptly identified and addressed by educators so that they can advance at their own optimal pace.

4

Student-Centered Culture and Learning Outcomes

Learning outcomes emphasize competencies that include the application and creation of knowledge, along with the development of important skills and dispositions.

Students are positioned as “developing experts,” as they engage in inquiry by framing, investigating, and contributing to important and interesting questions. At the same time, they build the essential skills, knowledge, and dispositions of independent learners and thinkers.

5

Performance-Based Advancement and Flexible Pacing

Students advance upon demonstrated mastery.

Learners advance at their own optimal pace as they demonstrate, and teachers capture, key evidence of learning. Mastery Education classrooms focus on growth and help students develop and demonstrate persistence and grit through challenges and obstacles. All policies, systems, and norms emphasize transparency, flexibility, peer collaboration, personal relationships with educators, and positive intellectual and emotional development.



What is a student-centered experience?

In a student-centered environment, students participate in a range of different learning techniques (teacher-facilitated, small group, individual, conferencing) and flexible groupings with other students based on individual needs.

Students are regularly engaged in crafting, leading and sharing the results of their learning. They take a leading role in discussing, reflecting, and evaluating their work status relative to their goals.

Students have a range of meaningful choices about how they will learn. This flexibility is designed to help learners take ownership of their own education and connect that learning with their lives, interests, goals, communities, and futures.

THE JOURNEY TOWARD MASTERY

“Idaho...saw what early adopters had done, grabbed the best of it, and learned from the mistakes of others to do the best they can for their students.”

- *CompetencyWorks*

Launching the Network

Creating a network of Mastery Education schools and classrooms in every region of the state has been a demanding but ultimately rewarding undertaking. With much work still to be done, it is important to document the vast scope of work we've pursued since Idaho Mastery Education was set in motion in 2015.

Rather than simply setting out with no context or guidance, we first turned our attention to other states and organizations that had already started down the path to Mastery Education. Our core team traveled to states like New Hampshire and California to visit with educators already working within a Mastery Education system. While we saw some amazing work taking place in other states, we also realized that Idaho's decision to embark on this path would require a pioneering spirit and our own brand of innovation. And indeed, in just three short years, many states are now looking to Idaho as a model for how to develop and implement Mastery Education.

Following this initial research and outreach, we formed a steering committee of 25 national and in-state education experts and practitioners who helped shape the criteria and ultimately an application for those educators and administrators wishing to take part in the

initial cohort of Mastery Education programs. Using a detailed rubric, the committee rated each applicant in terms of readiness for implementation. Ultimately, the committee elected to accept all applicants, resulting in a diverse group of 19 incubator districts and schools.

Given the rigor of the application process, that initial work served as a readiness activity and a kickstart for those schools and districts selected to participate. Applications included a proposal summary, articulation of their theory of change, college and career pathways offered by their school or system, along with ideas for curriculum, capacity building, communication plans, and extended learning opportunities.

Each year, the IMEN participants update the application, inputting any changes and supplementing the document with new information, insights, and direction. The application process serves to guide schools through strategic planning, while also documenting their journey in the transition to Mastery Education.



Guiding Questions for Incubators

What is our vision for a high school graduate?

How do we know students are making progress?

What does mastery learning look like inside and outside of the classroom?

How do we promote and credit students?

What work processes/products provide evidence of student learning?

How do we assure the learning experience is centered upon student interests, needs, and goals?



How are we planning to support, scale, and sustain Mastery Education in Idaho?

We have developed a needs-based process for support and set of resources and learning artifacts, collectively known as the Idaho Mastery Education Seven Levels of Support.

As we plan for the future of Mastery Education in Idaho, the Seven Levels of Support help each school or district pursue the process of adopting Mastery Education in a way that recognizes their unique readiness level.

State Department of Education Website

Includes an Awareness Campaign Resource Center and IMEN Highlights

IMEN School Visits

IMEN districts/schools share mastery learning in action during these hosted visits.

Inquiry Lab

An interactive day of discussions and experiences that will highlight lessons learned and bright spots from our IMEN districts/schools. Join us for an Idaho Mastery Education Inquiry Lab; this is open to any Idaho educational stakeholder.

Exploration

Participants explore instructional strategies to support mastery learning at a classroom level during quarterly in-person IMEN professional development events, and within the IMEN Virtual Community. Open to teachers, grade-level teams, school/district teams.

Planning and Design (PD)

Participants representing school or district teams will work through system shifts in practice and success indicators to support strategic implementation planning during quarterly in-person IMEN professional development events, and within the IMEN Virtual Community. Open to school or district teams.

Implementation

This level of support is designed for districts or schools that have experience in planning and designing for mastery-based education models and are ready to advance to systemic practices. Participants attend quarterly in-person IMEN PD Events and share learning within IMEN Virtual Community. Open to school or district teams.

Sustain and Scale

This level of support is provided by four IMEN teams that have participated in the planning/design and implementation professional development offerings within the Idaho Mastery Education Network. These teams support, according to needs of districts/schools, in the areas of leadership, administration, coaching, and teaching. These teams participate in Action Research and help develop resources for IMEN PD events. Open to individuals who have participated in IMEN Planning/Design and Implementation.

“Idaho created a very thorough process in defining mastery-based learning...this has paid off.”

-CompetencyWorks

Support and Collaboration

After selecting the first cohort of incubator schools, IMEN invited each incubator to utilize resources and take part in a collaborative process created to support the incubators in learning about, planning, and implementing Mastery Education. The State Department of Education held Mastery Education workshops throughout the year, during which incubators worked to finalize their plans for transitioning to Mastery Education, share learning and best practices, develop curricula, and receive support and training from the State Department of Education.

Districts will take a readiness survey to help identify which level(s) best meet their needs. We hope to attach allocated grant funds to four of the levels: IMEN School Visits, Planning and Design, Implementation, and Sustain and Scale. These plans were formed based on our experience and learnings with the first cohort of Mastery Education incubators. For example, we now see the importance of paying teachers for the additional time it takes to collaborate with their fellow teachers to plan for real change both culturally and instructionally.

Resource Development

This investment of time and effort by IMEN and the incubators yielded a set of resources and a clear process for making the transition to Mastery Education. As the inaugural cohort of incubators works to optimize implementation, the lessons learned and resources created become shareable resources that pave the way for a second cohort of local education agencies to begin implementing Mastery Education. Each successive cohort of schools adopting Mastery Education will be able to use, build on, and refine the resources and learnings of those further down the path.

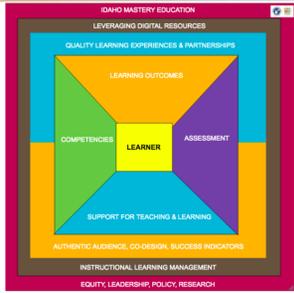
Communication Support

One of the provisions in HB110, Mastery Education’s enabling legislation, calls for the State Department of Education to “conduct a statewide awareness campaign to promote understanding and interest in mastery-based education for teachers, administrators, parents, students, business leaders, and policymakers.”

In order to comply with this directive, the State Department of Education began by researching what stakeholders and parents knew about Idaho Mastery Education, what concerns and objections they had, and what aspects they found most motivating or inspiring. The State Department of Education used these insights to develop communication and messaging resources to help explain what Idaho Mastery Education is, provide incubator schools/districts with community outreach materials, and begin a media campaign to introduce Idaho Mastery Education to the broader public.

RESOURCE EXAMPLES

Idaho Mastery Education Building Blocks



Source: IMEN Recommendation to Implementation Study 2017

Consistent Definition for Idaho Mastery Education



A student-centered educational system that promotes relevant learning while allowing flexibility in both time and teaching methods, where student success is the only option.

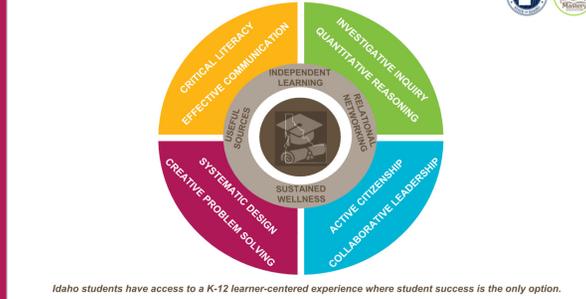
Idaho Competencies

INDEPENDENT LEARNING	RELATIONAL NETWORKING	SYSTEMATIC DESIGN	INVESTIGATIVE INQUIRY	CRITICAL LITERACY	ACTIVE CITIZENSHIP
I can apply metacognitive, behavioral, and motivational skill-sets to set goals, self-assess my progress, take strategic action, and persevere through challenges.	I can initiate relationships with diverse individuals and networks for a purpose, presenting myself with intention and authenticity, and sustaining relationships with care.	I can engage in a systematic design process, independently and with others, to engage with complex problems or challenges, generate novel and feasible solutions, and sustain relationships with care.	I can frame questions and organize an investigative process that builds on existing knowledge, tests ideas, models, or theories, and generates new and important insights for myself and others.	I can make meaning of, engage with, and critique diverse forms of media (e.g., texts, films, advertising, music) analyzing relationships between media, audience, messages, and power.	I can demonstrate citizenship to improve my community, country, and world for myself and for others.
SUSTAINED WELLNESS	USEFUL SOURCES	CREATIVE PROBLEM SOLVING	QUANTITATIVE REASONING	EFFECTIVE COMMUNICATION	COLLABORATIVE LEADERSHIP
I can support my own physical, emotional, social, and financial health in order to live a healthy and productive life in my community.	I can evaluate and engage with diverse sources of information, understanding ways to select, contextualize, and use resources responsibly, while attending to their limitations.	I can contribute toward health dynamics between individuals and among communities through empathetic listening, consensus-building, and fair judgment that considers impact on both the individual and the community.	I can think and solve problems like a mathematician, using limited information I can apply strategies to construct and defend mathematical solutions, models, and arguments.	I can think and effectively express my ideas (in written and oral form) for particular purposes and audiences, using diverse formats and settings to inform, persuade, and connect with others.	I can lead teams of diverse individuals for a range of purposes through responsiveness, careful planning, effective coordination, and influencing of others.

IDAHO LEARNING CYCLE



IDAHO PROFILE OF A K-12 GRADUATE



Idaho Mastery Education Professional Development Modules

IMEN Mastery Curriculum Adaptation
Guido: *Let's stay mastery learning & life!*

IMEN Curriculum Design Virtual Studio
Guido: *Let's stay mastery learning & life!*

Idaho Mastery Education Readiness Guide

MASTERY LEARNING STAGING GUIDE

LEARNING SYSTEM DESIGN: ACTIVITIES BY DOMAIN

COMPETENCY FRAMEWORK
Competencies serve as the backbone of the learning system, aligning the work of all indicators across the learning system (regardless of grade level or disciplinary focus) toward a shared, equity-driven vision for learner outcomes.

1.1 A set of high-quality academic and efficacy competencies articulates a distilled and unifying school/institutional vision for learner outcomes.

1.2 Each competency's continuum includes performance level descriptors at multiple performance levels that clearly articulate the path to college, career, and civic readiness in positive, developmental, student-facing language.

1.3 A clearly defined method and set of practitioner tools are in place to support aligned, coherent model for competency implementation.

STAGE 1: CREATE VISION FOR A GRADUATE
Engage community stakeholders to create a shared vision for a graduate for the local, district, regional, or state level. Formalize this vision into a shared, equity-driven vision for learner outcomes.

STAGE 2: PROTOTYPING A COMPETENCY FRAMEWORK
With ongoing stakeholder input, develop each competency framework, including content, performance levels, and continuum. Ensure competencies directly align to vision for a graduate. Design and implement a high-quality and transparent process that enables frequent student and assessment of competency development as learning progresses through the learning system.

FIELD TEST
Engage small teacher groups within the learning system to field-test prototype competency frameworks and identify regular feedback on the teacher and student experience, and efficacy of field competencies and performance level descriptors.

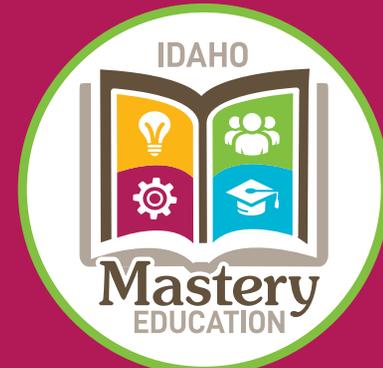
OPPORTUNITY MAPPING
Develop Opportunity Maps that clarify the commitment of the institution to provide systemic, ongoing opportunities to develop competencies longitudinally through curriculum-relevant performance indicators and path to graduation.

BEGIN CAPACITY BUILDING
Begin professional learning on mastery learning with instructional teams.

Strategic Planning Guidance

IDAHO MASTERY EDUCATION K-12 LOGIC MODEL - 2018

INTERVENTION INPUTS	ACTIVITIES SYSTEMS AND PRACTICE	OUTPUTS STUDENT EXPERIENCE	INTENDED IMPACT SHORT TERM
Leadership Learning Opportunities Develop shared leadership opportunities to support the learning system.	1. COMPETENCY FRAMEWORK Competencies serve as the backbone of the learning system, aligning the work of all indicators across the learning system (regardless of grade level or disciplinary focus) toward a shared, equity-driven vision for learner outcomes.	1. STUDENT EXPERIENCE REFLECTS MASTERY-BASED SYSTEM DESIGN BASED ON A COMPETENCY FRAMEWORK (1) Learners can describe the components of their learning system, and how they intentionally connect to their past and future.	INCREASED GROWTH, MASTERY, AND ENDURING UNDERSTANDING ON BROAD CONTENT KNOWLEDGE, KEY CONCEPTS, AND ESSENTIAL SKILLS - District-level - State-level - National-level - International-level - Global-level - Local-level - State-level - District-level - School-level - Individual-level
Community Stakeholders Develop shared leadership opportunities to support the learning system.	2. PERFORMANCE-BASED ASSESSMENT SYSTEM Competencies are assessed and measured through objective, ongoing performance level descriptors that provide clear opportunities of knowledge and skills, and progress toward the desired performance pathway.	2. STUDENT EXPERIENCE REFLECTS ASSESSMENT FOR LEARNING (1) Learners can articulate the connections between the assessment and the learning system, and how each of these relate to the work and/or specific performance pathway. (2) Learners can describe their portfolio of work, and how it relates to their learning goals and pathway.	INCREASED EVIDENCE OF ENGAGEMENT AND EMPowerMENT AS LIFELONG LEARNERS WITH AGENCY - Agency Engagement Indicators (Behavioral) - Student Engagement Indicators (Behavioral) - Student Engagement Indicators (Cognitive) - Student Engagement Indicators (Emotional) - Student Engagement Indicators (Social) - Student Engagement Indicators (Cultural) - Student Engagement Indicators (Spiritual)
Instructional Learning Management Develop shared leadership opportunities to support the learning system.	3. EQUITY LEADERSHIP POLICY RESEARCH Equity leadership policy research is used to inform the learning system, and to ensure that all learners have the opportunity to succeed.	3. EQUITY LEADERSHIP POLICY RESEARCH (1) Learners can describe the connections between the assessment and the learning system, and how each of these relate to the work and/or specific performance pathway. (2) Learners can describe their portfolio of work, and how it relates to their learning goals and pathway.	INCREASED EVIDENCE OF ENGAGEMENT AND EMPowerMENT AS LIFELONG LEARNERS WITH AGENCY - Agency Engagement Indicators (Behavioral) - Student Engagement Indicators (Behavioral) - Student Engagement Indicators (Cognitive) - Student Engagement Indicators (Emotional) - Student Engagement Indicators (Social) - Student Engagement Indicators (Cultural) - Student Engagement Indicators (Spiritual)



TIMELINE: MASTERY EDUCATION TAKES ROOT IN IDAHO

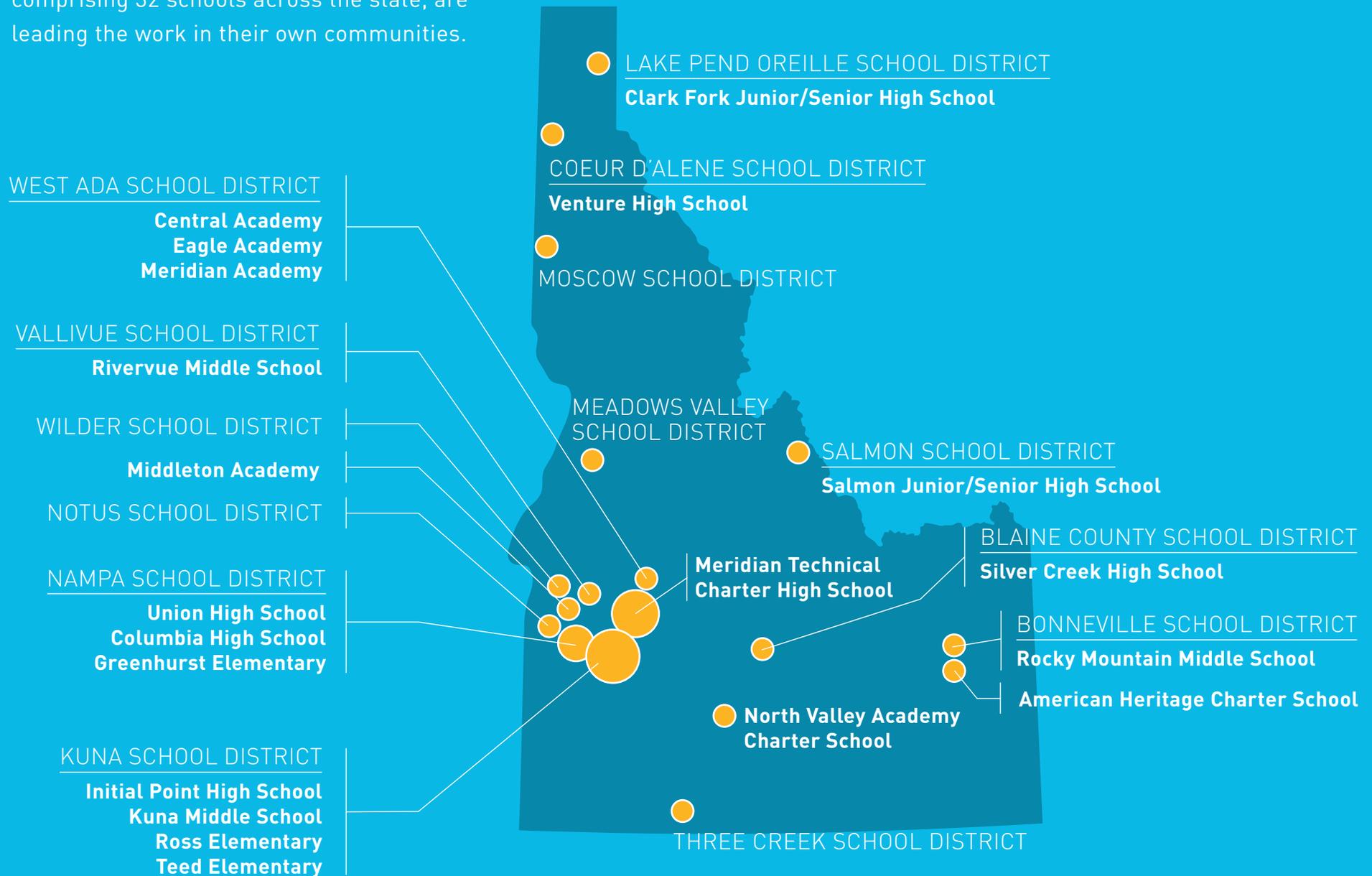
The following timeline shows the major milestones of the Idaho Mastery Education Network and the critical work that lies ahead.

<p>December 2012</p> <p>Idaho Task Force for Improving Education formed by Governor Otter</p>	<p>June 2016</p> <p>Kickoff meeting with Idaho State Department of Education (ISDE) and incubators</p>	<p>Fall 2017</p> <p>IMEN Research Partnership conducts qualitative study: From Recommendation to Implementation</p> <p>Focus groups with students, parents, teachers and school leaders</p>	<p>January 2019</p> <p>IMEN launches awareness campaign for parents & stakeholders via new Mastery website and digital advertising</p>
<p>September 2013</p> <p>Task Force recommends transitioning state's public education system to Mastery Education</p>	<p>Summer 2016</p> <p>60 educators participate in the Competency Design Studio conference</p>	<p>September 2018</p> <p>Second year of implementation begins</p>	<p>Winter 2019</p> <p>Legislative and funding request for IMEN Cohort 2</p>
<p>April-October 2014</p> <p>Implementation Committee develops recommendations</p>	<p>September-December 2016</p> <p>Six regional public awareness meetings held</p>	<p>Spring 2018</p> <p>Awareness campaign outreach for districts and schools</p>	<p>June 2019</p> <p>Idaho Mastery Education Conference & Idaho Student Media Festival: IMEN Cohort 1 will facilitate learning for new IMEN Cohort 2</p>
<p>March 2015</p> <p>Idaho Legislature passes enabling legislation and authorizes funding for Mastery Education</p>	<p>May 2017</p> <p>Planning year ends and incubators conduct a "year-in" review</p>	<p>Fall 2018</p> <p>IMEN conducts quantitative study: IMEN Success After Year One of Implementation</p>	<p>September 2019</p> <p>IMEN third year of implementation begins</p>
<p>February 2016</p> <p>Idaho Mastery Education Network (IMEN) application is released to schools and districts</p> <p>April 2016</p> <p>First cohort of IMEN incubators is selected</p>	<p>August 2017</p> <p>First year of implementation begins</p> <p>September 2017</p> <p>ISDE conducts site visits to incubators</p>	<p>December 2018</p> <p>IMEN presents Cohort 1 Progress Report</p>	<p>IMEN Cohort 1 works to sustain and plans to scale</p> <p>IMEN Cohort 2 begins planning and design</p>



IMEN COHORT 1: PARTICIPATING SCHOOLS/ DISTRICTS

Our founding cohort of 19 incubator teams, comprising 32 schools across the state, are leading the work in their own communities.



School Demographic Information

	Incubator	White	Black	Hispanic	Asian	Native American	More Than 1 Race	Free and Reduced Lunch Eligible	English Language Learner	Students with IEPs
American Heritage Charter	96%	0%	3%	0%	0%	0%	1%	29%	x	5%
Clark Fork Jr/Sr High School	86%	1%	5%	1%	1%	1%	3%	30%	x	x
Kuna School District	85%	1.0%	11%	1%	0%	2%	40%	2%	11%	
Meadows Valley School District	89%	0%	8%	1%	1%	1%	52%	5%	16%	
Meridian Technical Charter	89%	1%	6%	2%	1%	2%	23%	x	x	
Middleton Academy (The Atlas School)	73%	1%	22%	0%	0%	3%	76%	x	x	
Moscow School District	85%	2%	5%	3%	2%	3%	31%	2%	10%	
Nampa School District	62%	1%	34%	1%	0%	2%	62%	7%	10%	
North Valley Academy Charter	70%	0%	27%	1%	0%	0%	62%	8%	8%	
Notus Elementary	69%	1%	22%	2%	2%	3%	70%	x	x	
Riverview Middle School	50%	0%	42%	2%	3%	3%	81%	x	x	
Rocky Mountain Middle School	78%	1%	19%	0%	1%	2%	51%	x	x	
Salmon Jr/Sr High School	92%	1%	4%	0%	1%	1%	48%	x	x	
Silver Creek High School	63%	0%	33%	4%	0%	0%	55%	x	x	
Three Creek School District	82%	0%	18%	0%	0%	0%	*	x	*	
Venture High School	81%	1%	11%	0%	2%	4%	67%	x	x	
Eagle Academy	83%	2%	9%	0%	3%	3%	51%	x	x	
Meridian Academy	89%	1%	5%	1%	0%	4%	40%	x	x	
Central Academy	80%	4%	13%	1%	0%	3%	43%	x	x	
Wilder School District	28%	0%	70%	0%	0%	0%	*	9%	16%	

* Redacted due to privacy rules

Source: US Department of Education, 2017-2018 school year, percentages rounded

WHAT IDAHO SCHOOLS ARE SAYING ABOUT MASTERY EDUCATION

“In a community where options are limited, we need to teach our students to become entrepreneurs. With the Mastery program, we allow our students ownership of their education, thus creating students who are independent, engaged, and motivated to achieve.”

-Three Creek School District (Rogerson)

The Idaho Mastery Education Network reports on the following successes that have come from the vast scope of work that has been pursued since Mastery Education was set into motion in 2015.

Idaho Mastery Education Network schools and districts are reporting successes that coalesce around the following themes:

- Test scores are improving
- Students persist in their learning
- Students take ownership in their learning
- Students are advancing upon mastery
- Students are learning for today and the future

The following quotes from IMEN schools and districts provide evidence and add detail around these successes.

Find these quotes and more information from each IMEN school/district at the Idaho Mastery Education Network Website:

<http://www.sde.idaho.gov/mastery-ed/imen.html>



“Students are taking ownership of their learning, which has fundamentally changed the discussions we are having with students.”

-Meridian Academy

Why Mastery?

"We chose to pursue mastery-based learning because the traditional approach to education lacked relevance both for staff and students, and failed to teach the skills needed to succeed in the world."

-Venture High School (Coeur d'Alene)

"In a community where options are limited, we need to teach our students to become entrepreneurs. With the Mastery program, we allow our students ownership of their education, thus creating students who are independent, engaged and motivated to achieve."

-Three Creek School District (Rogerson)

"[Mastery] allows us the flexibility to create a school focusing on individualized student learning and creating graduates better prepared to be successful in life."

-Middleton Academy

"We are now focused on quality of work and thinking over quantity of work and mindless worksheets."

-Salmon Junior/Senior High School

"We believe strongly the student learning experience is enhanced by putting them in the driver's seat, supporting their abilities to personalize, and expecting/ensuring competency."

-Columbia High School (Nampa)

What bright spots are you seeing? What are you proud of?

"We are very encouraged to see ISAT scores improving, but the increase in SAT scores is an even better indicator of the success of the mastery approach. The average SAT score at Venture grew from 734 in 2015 to 843 in 2017...It was accompanied by an increase in students' interest in college."

-Venture High School (Coeur d'Alene)

"Principal Christie McMillen said mastery transforms students who buy in. Now, it's no longer acceptable to do the minimum, skip the vast majority of tests or assignments and coast through with a D... Instead, students persist until they achieve B or A level work."

-From Idaho Ed News, re: Middleton Academy

"We are proud that teachers are enthusiastic about Mastery Education."

-Greenhurst Elementary (Nampa)

"Some students went on to earn high school credit for core classes while they were still in middle school."

-Rocky Mountain Middle School (Idaho Falls)

"Students are showing a higher level of motivation, and are actively engaged in pursuing more from their school experience. We are seeing students moving from one course to the next without teacher prompting. Students are taking the lead in some areas and making decisions about their education to further their chances of a more prosperous future."

-Three Creek School District (Rogerson)

What challenges are you facing?

"Students are taking ownership of their learning, which has fundamentally changed the discussions we are having with students."

-Meridian Academy

"The biggest challenge we face is helping students and their families think differently about their learning...The other challenge we are working with is to shift our bookkeeping and reporting systems to meet our new way of thinking."

-Venture High School (Coeur d'Alene)

"Creating effective and efficient communication with families and community."

-Meadows Valley School (New Meadows)

"Teacher time for professional development and unit planning. Personalizing with large classes."

-Kuna School District

"Taking students who have historically been very passive in their education and training them to take a more active role in their learning."

-Middleton Academy

"Our biggest challenge is having enough funds to hire staff that will allow us to give students the best opportunity to learn. We cannot offer the flexible schedule that will provide students with the most opportunities to learn and master material without more staff."

-North Valley Academy Charter High School (Gooding)

2015-2016

Total Budget Allocation

\$400,000

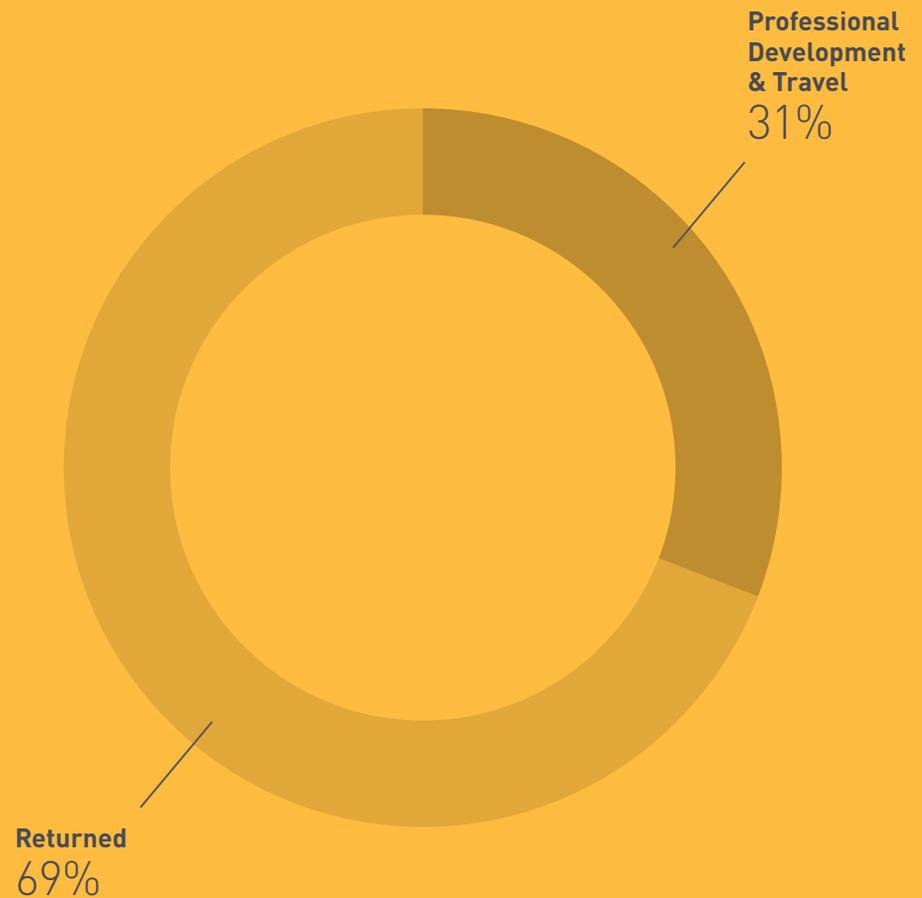
Professional Development & Travel

\$124,889

Returned to State

\$275,111

The first year of Mastery Education funding provided budget to hire a Director of Mastery Education to research Mastery Education, develop a plan of action for Idaho, and design, deploy, and score an application for interested schools/districts. Funds were also used to cover the costs of travel to and execution of a week long professional development event in which staff from each incubator worked to design competencies for their schools. The majority of funds were returned to the State. With limited time to prepare and plan for the first incubator cohort, along with a steep learning curve and limited staff, there was not enough time to utilize all the funds allocated.



2016-2017

Total Budget Allocation

\$1,400,000

Mastery Education

\$50,000

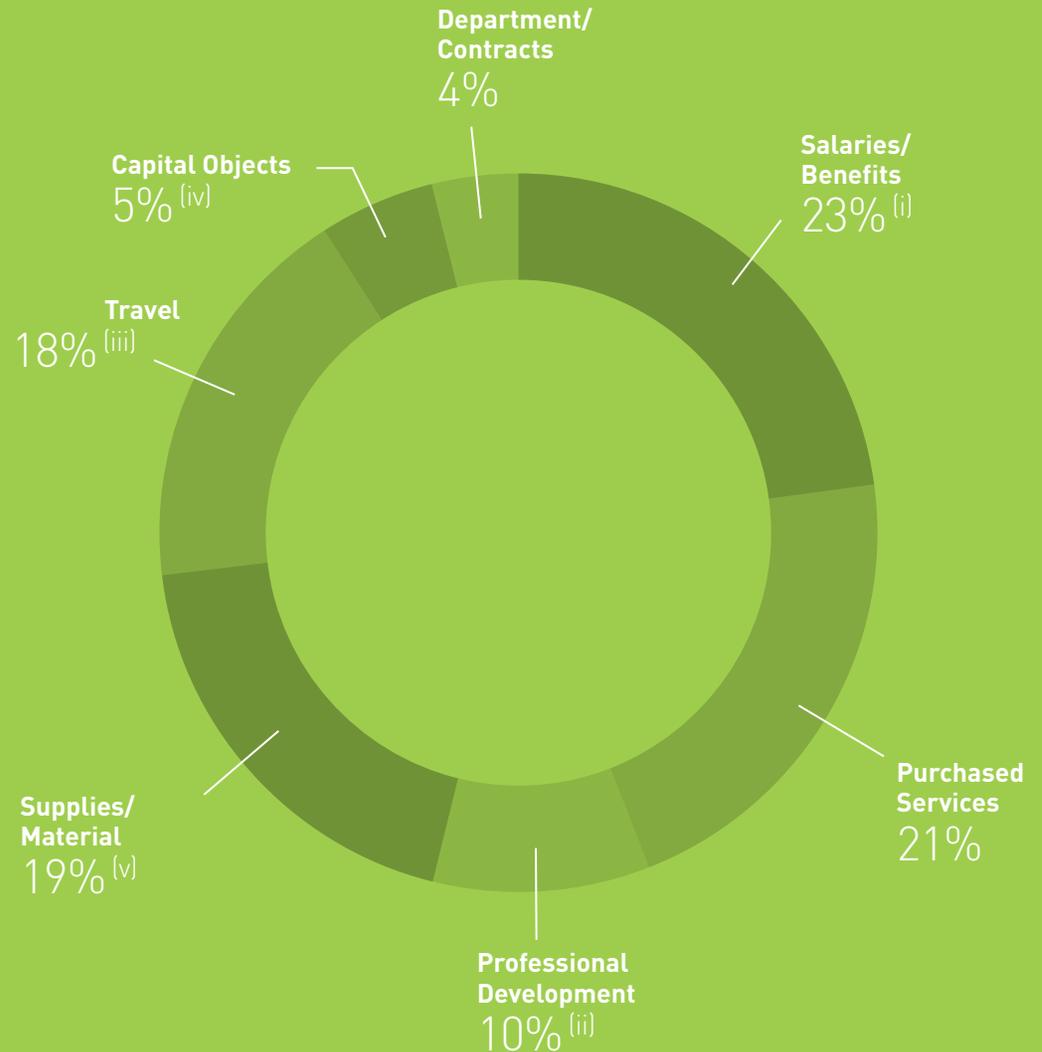
i Funds allocated to Salaries and Benefits were used by schools to compensate educators who attended professional development events over the summer or who spent time planning or otherwise working on Mastery Education implementation beyond their teaching contracts. Some schools also used funds to hire a staff member dedicated to planning and rolling out Mastery Education. Schools also sometimes used these funds to pay substitutes while teachers attended Idaho Mastery Education Network training sessions.

ii Schools used Professional Development funds to pay for training not provided by the Idaho State Department of Education due to limited capacity of the Department or specialized needs of the incubators.

iii Travel funds were used to allow incubators to attend Professional Learning Community Training and to visit other schools to see Mastery Education in action.

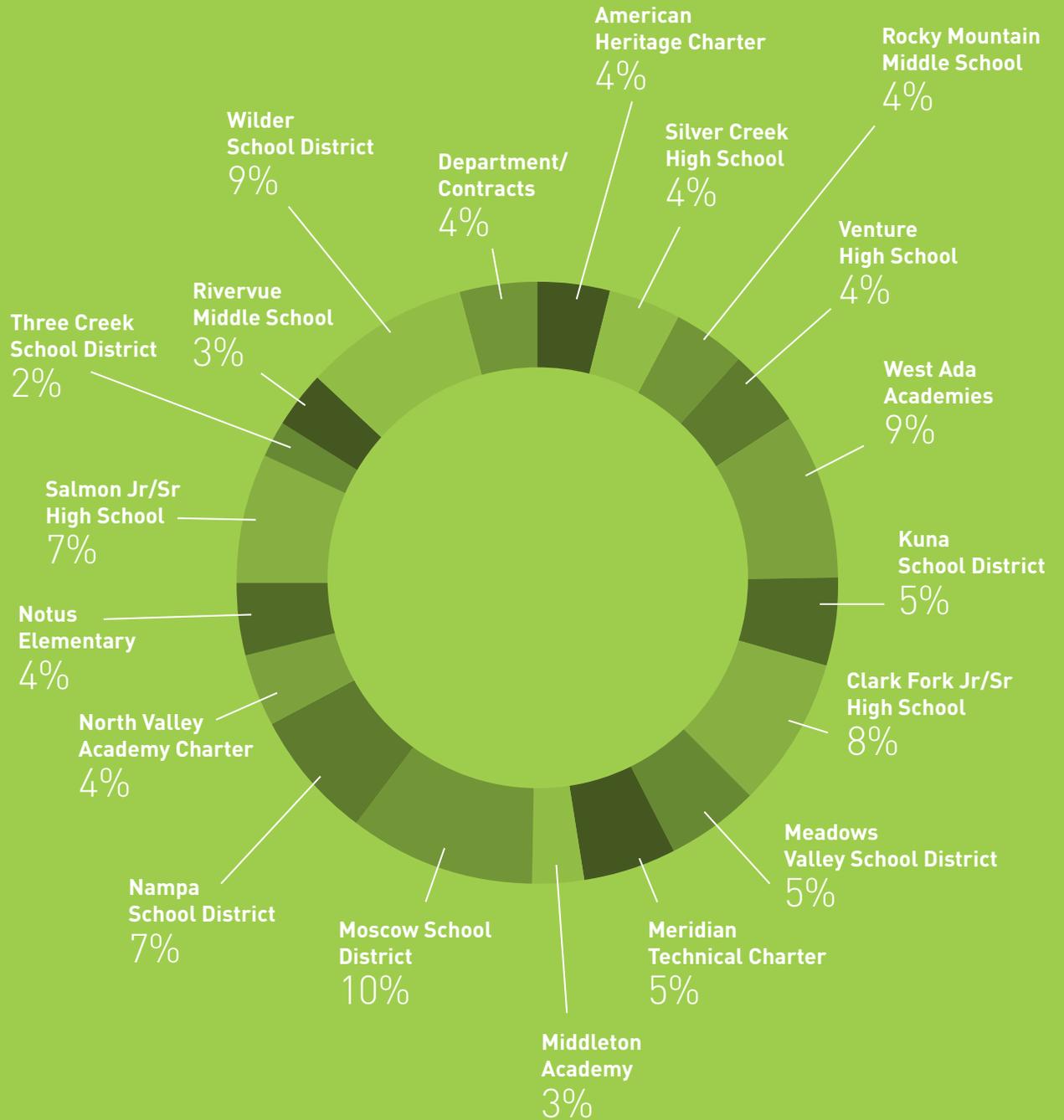
iv Some schools used Capital Objects funds to purchase furniture and equipment to support flexible learning spaces.

v Supplies and materials funds were used by some schools to provide digital resources, technology devices, and hands-on instructional resources for students to use.



2016-2017

Spending By Incubator



Schools/Districts	Salaries/ Benefits	Purchased Services	Professional Development	Supplies/ Materials	Travel	Capital Objects	Department/ Contracts	Total
American Heritage Charter	28,225.83	10,500.00	0.00	12,062.21	4,711.96	0.00	0.00	55,500.00
Silver Creek High School	9,631.08	23,213.16	258.58	6,911.05	10,486.13	0.00	0.00	50,500.00
Rocky Mountain Middle School	18,000.04	0.00	17,625.17	20,213.56	6,496.23	0.00	0.00	62,335.00
Venture High School	0.00	9,902.14	23,314.89	6,583.03	0.00	12,399.94	0.00	52,200.00
West Ada Academies	37,147.75	48,969.71	14,874.42	2,471.75	24,705.17	2,881.20	0.00	131,050.00
Kuna School District	19,027.78	23,000.00	5,000.00	10,500.00	12,472.22	0.00	0.00	70,000.00
Clark Fork Jr/Sr High School	15,565.08	4,000.00	0.00	41,022.27	54,012.65	0.00	0.00	114,600.00
Meadows Valley School District	13,670.05	19,300.00	9,377.73	1,833.95	7,078.58	16,739.69	0.00	68,000.00
Meridian Technical Charter	6,369.43	19,772.95	0.00	24,057.89	1,814.16	14,000.00	185.57	66,200.00
Middleton Academy	8,000.00	9,000.00	2,932.00	14,022.54	4,545.46	0.00	0.00	38,500.00
Moscow School District	47,521.99	15,480.00	30,292.34	8,745.00	37,960.67	0.00	0.00	140,000.00
Nampa School District	33,312.65	30,164.30	9,591.60	712.16	20,219.29	0.00	0.00	94,000.00
North Valley Academy Charter	38,817.71	14,280.00	1,792.67	0.00	609.62	0.00	0.00	55,500.00
Notus Elementary	8,520.76	23,936.00	0.00	2,371.20	19,655.84	5,686.20	0.00	60,170.00
Salmon Jr/Sr High School	22,724.20	20,454.00	1,000.00	9,473.97	38,847.83	0.00	0.00	92,500.00
Three Creek School District	0.00	13,042.19	7,000.00	4,812.78	1,961.50	1,528.53	0.00	28,345.00
Rivervue Middle School	0.00	0.00	0.00	28,445.20	0.00	18,054.80	0.00	46,500.00
Wilder School District	10,000.00	10,000.00	15,560.00	78,540.00	10,000.00	0.00	0.00	124,100.00
Mastery Education	0.00	0.00	0.00	0.00	0.00	0.00	50,000.00	50,000.00
Total	316,534.35	295,014.45	138,619.40	272,778.56	255,577.31	71,290.36	50,185.57	1,400,000.00

2017-2018

Total Budget Allocation

\$1,400,000

Mastery Education

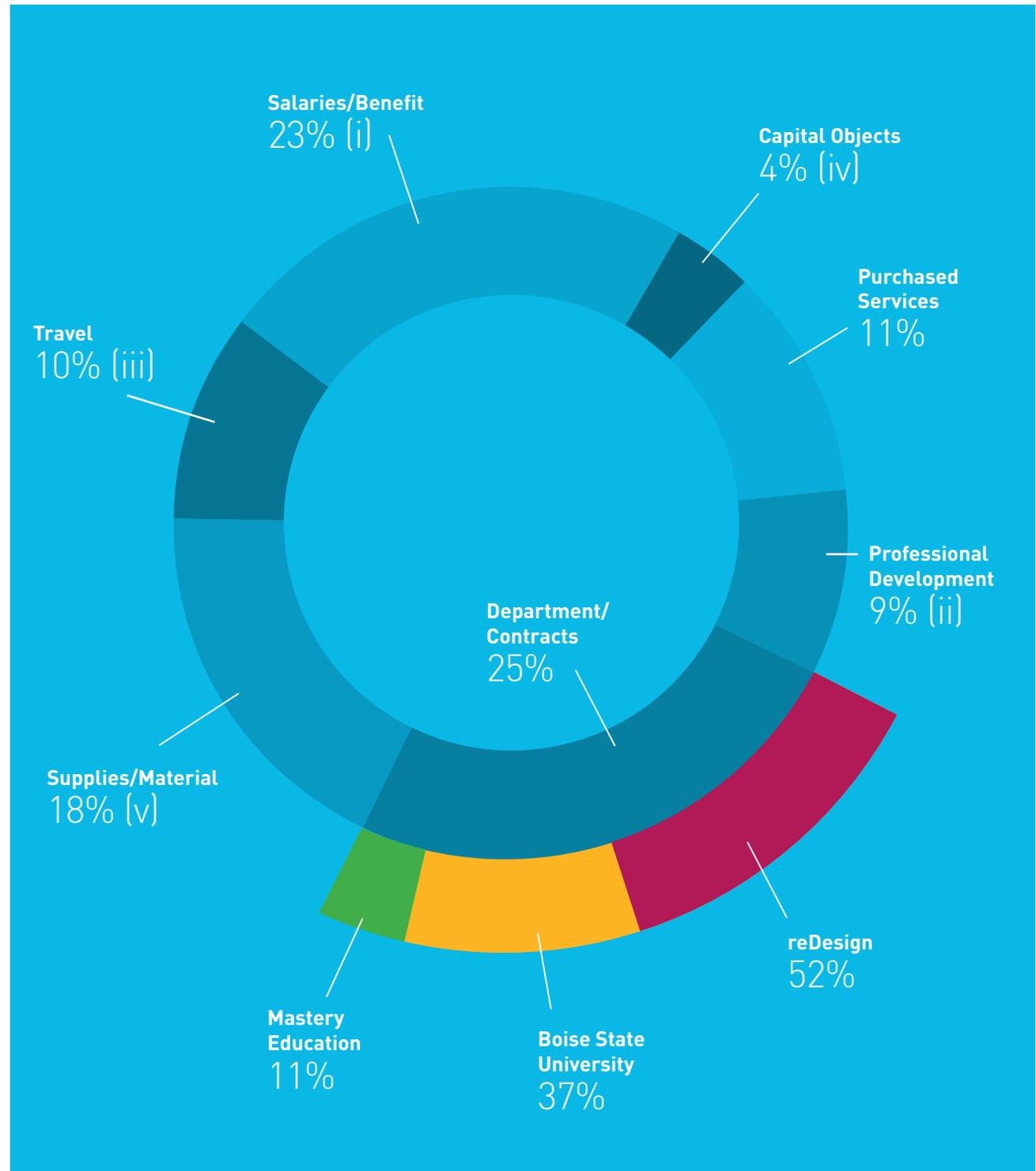
\$39,242

Boise State University

\$130,000

reDesign

\$180,758



i Funds allocated to Salaries and Benefits were used by schools to compensate educators who attended professional development events over the summer or who spent time planning or otherwise working on Mastery Education implementation beyond their teaching contracts. Some schools also used funds to hire a staff member dedicated to planning and rolling out Mastery Education. Schools also sometimes used these funds to pay substitutes while teachers attended Idaho Mastery Education Network training sessions.

ii Schools used Professional Development funds to pay for training not provided by the Idaho State Department of Education due to limited capacity of the Department or specialized needs of the incubators.

iii Travel funds were used to allow incubators to attend Professional Learning Community Training and to visit other schools to see Mastery Education in action.

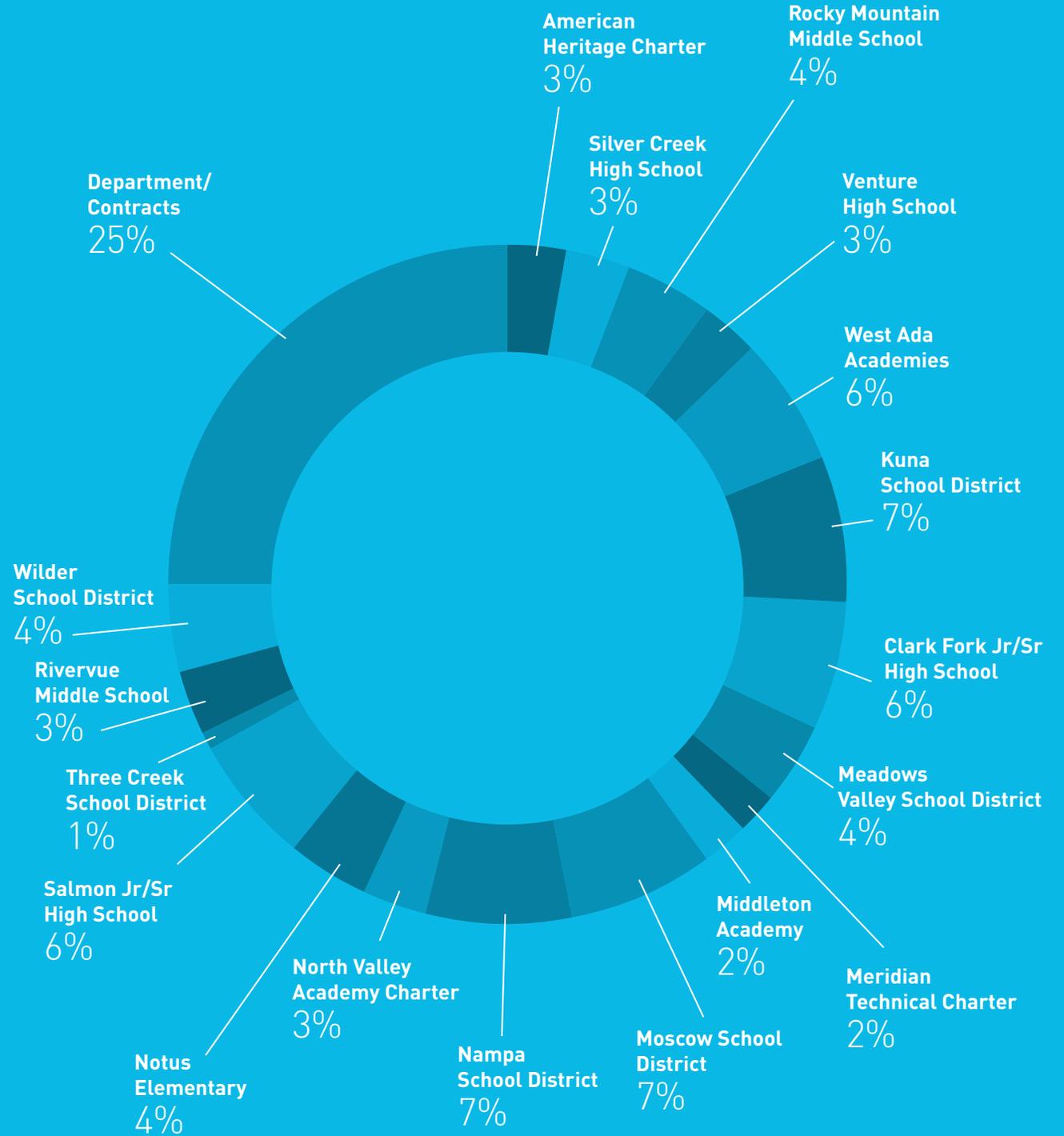
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v Supplies and materials funds were used by some schools to provide digital resources, technology devices, and hands-on instructional resources for students to use.



2017-2018

Spending By Incubator



Schools/Districts	Salaries/ Benefits	Purchased Services	Professional Development	Supplies/ Materials	Travel	Capital Objects	Department/ Contract	Total
American Heritage Charter	18,605.96	0.00	1,723.07	17,008.15	7,662.82	0.00	0.00	45,000.00
Silver Creek High School	0.00	22,686.67	180.00	9,044.14	5,952.99	2,136.20	0.00	40,000.00
Rocky Mountain Middle School	0.00	0.00	8,669.70	41,330.30	0.00	0.00	0.00	50,000.00
Venture High School	0.00	0.00	22,217.89	22,782.11	0.00	0.00	0.00	45,000.00
West Ada Academies	57,257.69	20,340.00	12.00	164.45	2,225.86	0.00	0.00	80,000.00
Kuna School District	29,982.23	0.00	12,673.76	40,886.96	16,457.05	0.00	0.00	100,000.00
Clark Fork Jr/Sr High School	32,669.84	0.00	5,266.68	26,773.31	7,151.54	18,138.63	0.00	90,000.00
Meadows Valley School District	11,387.51	9,810.00	180.00	33,818.20	4,804.29	0.00	0.00	60,000.00
Meridian Technical Charter	7,720.58	10,622.25	0.00	171.37	188.71	11,297.09	0.00	30,000.00
Middleton Academy	1,734.11	0.00	1,500.00	19,770.19	6,995.70	0.00	0.00	30,000.00
Moscow School District	8,646.94	2,025.21	38,096.45	7,679.71	44,551.69	0.00	0.00	101,000.00
Nampa School District	47,083.61	6,500.00	20,418.77	9,849.72	16,147.90	0.00	0.00	100,000.00
North Valley Academy Charter	41,196.52	0.00	3,000.00	803.48	0.00	0.00	0.00	45,000.00
Notus Elementary	12,331.00	30,470.00	0.00	500.00	5,129.00	570.00	0.00	49,000.00
Salmon Jr/Sr High School	47,546.28	173.48	0.00	663.92	16,413.52	15,202.80	0.00	80,000.00
Three Creek School District	0.00	10,120.44	296.90	8,102.42	1,480.24	0.00	0.00	20,000.00
Rivervue Middle School	9,971.00	0.00	9,818.00	7,121.00	0.00	8,090.00	0.00	35,000.00
Wilder School District	0.00	39,668.00	0.00	10,289.88	42.12	0.00	0.00	50,000.00
Mastery Education	0.00	0.00	0.00	0.00	0.00	0.00	39,242.00	39,242.00
Boise State University	0.00	0.00	0.00	0.00	0.00	0.00	130,000.00	130,000.00
reDesign	0.00	0.00	0.00	0.00	0.00	0.00	180,758.00	180,758.00
Total	326,133.27	152,416.05	124,053.22	256,759.31	135,203.43	55,434.72	350,000.00	1,400,000.00

MEASURING SUCCESS

Evidence Reported by Schools

Idaho is only in its second year of Mastery Education implementation, but already schools are seeing some quantitative indicators of success. While these individual data points don't provide a complete picture of the effectiveness of Mastery Education, they are the best indicators we have in these early stages of implementation. Additionally, individual schools have incorporated Mastery Education practices for different reasons and to differing degrees based on resources and other unique factors. Some of the incubators are already high-performing schools and districts, and chose to adopt Mastery Education to take student learning to the next level. Due to the diversity of schools, approaches, and student populations, we believe that at this point it is more illuminating to reference the success metrics cited by schools themselves than to attempt to draw broad conclusions from a narrow range of standardized testing data sets, which are unlikely to fully reflect the effects of a mastery-based system at this early stage.

More details on each incubator's approach, challenges, and successes can be found at:

<http://www.sde.idaho.gov/mastery-ed/imen.html>

Notus Elementary is a Title I school that has seen increased student achievement scores (including ISAT, MAP, and IRI), as well as decreased behavioral incidents (documented in Silverback Learning) and overall greater student engagement (as observed by teachers), since implementing Mastery Education. Notus teachers foster reflective learners and thinkers by requiring students to maintain Evidence Binders and Effort Meters, where students reflect on their learning and effort daily. The school's shift to Standards Based Grading offers clear, transparent communication regarding student growth and achievement to both students and parents.

West Ada School District's Mastery Education model, implemented with 500 students at three academies, has resulted in a noticeable shift in student culture and fundamentally different conversations with students. In this system, the barriers of time and inflexible schedules are replaced by personalized, on-demand instruction and mentoring by "generalist" or "specialist" teachers. Using the Likert Scale Engagement Survey, WASD determined that after just one year of Mastery Education, students were reporting significantly higher levels of motivation, transactional engagement, and institutional support. In addition, behavior incidents decreased significantly.

"Students report higher levels of motivation, engagement, and support."

Venture High School in Coeur d'Alene serves at-risk students who enter the school having been on a trajectory for academic failure and/or dropping out. Among other promising results, in its first year of Mastery Education, Venture saw average SAT scores grow from 734 to 843, with an accompanying increase in students' interest in college or other post-secondary education options.

At Rocky Mountain Middle School in Idaho Falls, every student in the "Fusion Classroom" program—which families opted into—mastered all power focus areas in all four content areas, during the first year of Mastery Education. In the Fusion Classrooms, collaborative tables replace desks to facilitate project-based and collaborative learning. In year one, many students went on to earn high school credit for core classes while they were still in middle school. The school saw improvement in ISAT and MAP scores and attendance at parent-teacher conferences was significantly higher for the Mastery Education cohort.

"In year one, many students went on to earn high school credit for core classes while they were still in middle school."

Three Creek School in Rogerson serves seven students and chose to become a Mastery Education incubator in order to address the unique challenges of preparing students to succeed in a community with an economy based on personal entrepreneurship. In their words, “We allow students ownership of their education, thus creating students that are independent, engaged, and motivated to achieve.” The school reports that since implementing Mastery Education, students are more engaged in and excited about their work, are progressing faster than before, and are moving from subject to subject without prompting.

North Valley Academy Charter School in Gooding focuses on creating a learning environment based on choice, respect, and strong character. The school reports that Mastery Education has helped foster a greater sense of ownership and more creative thinking among students, while flexible pacing allows students to master more content than they would under traditional, uniformly-paced learning.

Moscow School District is working to provide a systematic shift that includes determining content, updating the learning environment, supporting instruction for learning, measuring student growth and proficiency, maximizing time for staff and students, and aligning the reporting process to support student learning. A systemic approach that ensures all students progress successfully through identified learning progressions, leaving no gaps. Assessment is used to inform staff, students and parents about progress toward clearly identified learning targets on their path to proficiency. This information also supports a personalized approach for instruction and learning for each individual student.

Qualitative Measures of Success

Through a service grant and partnership between the Idaho State Department of Education and Boise State University, focus groups were conducted during the 2017-2018 school year with students, parents, teachers, and school leaders at each of the 32 IMEN incubator schools. The purpose of the research was to examine the partnerships, processes, and challenges that emerged as Idaho’s Mastery Education moved from conception to implementation. The findings will help inform future professional development and strategic planning.

The study found five key benefits:

- **Student-Centered learning:** Students reported being able to work at a flexible pace, and connected the opportunity to have “choice and voice in their learning” with feelings of confidence and preparedness for assessments.
- **Flexibility:** Both parents and educators highlighted the ability to utilize innovative teaching strategies, flexible learning spaces, and increased collaboration among educators.
- **Transparency:** Students, parents, and teachers are all able to work together to set goals, monitor progress, and provide students with differentiated support based on each child’s individual needs.
- **Desire to learn:** Students understand and know how to work through the process of learning, which includes investigation, creation, communication, and synthesizing information.
- **Self-efficacy:** The study found changes in student attitudes toward ownership of their own learning. Similarly, parents and students reported changed attitudes toward success and failure; success is no longer measured by seat time and failure is no longer an acceptable ultimate outcome.

The study also highlighted four challenges:

- **Capacity-building support:** This fundamental shift in education requires training and infrastructure so that educators and administrative staff can continue to improve teaching strategies in the classroom, collaboration among educators and staff, and training for leadership and school boards to ensure that policies developed in the future help support and guide the transition to Mastery Education.
- **Dual system of education:** Another function of such a fundamental shift is the need to align Mastery Education competencies with traditional grading and reporting systems, high school graduation requirements, NCAA requirements, and scholarship requirements.
- **Communication support:** Incubator district and schools, students, families, and other stakeholders need clear communication about a range of issues that may be affected by the transition to a Mastery Education system, from credits and waivers to assessments to misconceptions about the very nature of Mastery Education.
- **Unique needs of incubators:** Current and future incubator districts and schools have implemented Mastery Education to varying degrees based on their unique resources and situations. The Idaho Mastery Education Network should keep in mind that there is no one-size-fits-all solution for schools, and must provide support and planning for the varying needs of each incubator as the State works toward full implementation of Mastery Education.

STRATEGIC PLANNING

Considerations for Improvement

Based on the findings from the IMEN focus groups and qualitative study, we provide recommendations around policy, funding, and research.

Reporting, Credits, and Graduation Requirements

Currently, IMEN schools are working within dual systems for assessment and reporting. This takes valuable time and resources, and system support is needed in the long-term.

Locally, schools/districts are able to assess students according to where they are currently learning, regardless of age or grade, while state tests require that students are given grade-level tests each year. Under these dual systems, if a student who would be in fourth grade based on her age reads at a sixth grade level, but performs math at a third grade level, which standardized assessments should she take? Further, should the school report on that student as a fourth grader, or as something else? Allowing students to take state tests upon readiness, or provide performance-level checkpoints, would provide the long-term flexibility that is needed.

Further, current graduation requirements are based on credits, and credits are measured in seat time, with one credit awarded for each 60 hours of instruction and a passing grade. However, a fundamental component of Mastery Education is the fact that seat time does not guarantee proficiency in a subject. This dissonance has implications both for awarding

credits and transcript reporting. Policies that continue to allow students to earn credit based on demonstration of mastery, rather than completion of time-based courses, will provide schools/districts the needed flexibility. Locally, school boards are able to determine how students may earn credit through Advanced Opportunities policy.

Although these issues are currently being addressed with temporary measures, over the long term Idaho should review its graduation and reporting requirements and how those requirements can be achieved in a Mastery Education system. In order to establish this as a long-term solution, support for awareness of this policy and implementation recommendations should be shared with Local Educational Authorities (LEAs). Addressing these issues will also require professional development and resources for schools.

Portions of the above were excerpted directly from “Idaho Mastery Education Network (IMEN): From Policy, Planning and Design to Successful Implementation.”

Funding

Currently, IMEN schools are using a seat-time waiver to provide students with the ability to earn credits inside and outside of the classroom. Seat-time waivers need to be available to all schools/districts pursuing Mastery Education. The move to Mastery Education in Idaho will continue to benefit from support-based funding made available for districts considering implementation of Mastery Education. The Idaho State Department of Education has indicated that Mastery Education

will be considered as a school improvement strategy in the revised Every Student Succeeds Act (ESSA) plan, to support the lowest performing schools, allowing schools to utilize School Improvement Grant (SIG) funds and Title funding to support their efforts in transitioning to a Mastery Education system.

Excerpted directly from “Idaho Mastery Education Network (IMEN): From Policy, Planning and Design to Successful Implementation.”

Teacher Certification

With the benefit of flexibility comes a new challenge: ensuring that educators are equipped to meet students’ needs in the Mastery Education environment. The underlying challenge here is in recognizing and certifying educators based on mastery of content rather than seat time—in other words, applying the same ethos to the way we assess teacher qualifications as Idaho is now using to measure students’ learning.

Future Research

As the IMEN incubator schools complete the first year of implementation, further research could support the development of metrics to assess learning outcomes, systematic implementation and sustainability processes, and balancing measures that help define and communicate the impact of the IMEN work. Continued research that involves stakeholders will provide ongoing considerations for solutions to challenges that emerge during the implementation process.

Excerpted directly from “Idaho Mastery Education Network (IMEN): From Policy, Planning and Design to Successful Implementation.”

MAINTAINING MOMENTUM: SUSTAINING AND SCALING MASTERY EDUCATION ACROSS IDAHO

Anecdotal evidence already suggests that support for and implementation of Mastery Education is gaining traction across Idaho. For example, 100% of education leaders who have left Mastery Education incubators for other schools or districts report that they have taken the principles and tenets of Mastery Education with them to their new roles and schools.

The following districts/schools have already indicated interest in learning more about Idaho Mastery Education. Planning and design for an Idaho Mastery Education Network Cohort 2 will begin September 2019 (pending authorization and funding approval by the Idaho Legislature):

<i>Hagerman School District</i>	<i>Basin School District (Idaho City Middle/High School)</i>	<i>Twin Falls School District</i>	<i>Cole Valley Christian School</i>	<i>Anser Charter School</i>	<i>Cassia School District</i>
<i>Filer School District</i>	<i>Pocatello Community Charter School</i>	<i>Plummer Worley School District</i>	<i>Idaho Department of Juvenile Corrections</i>	<i>Shelley School District</i>	<i>Glenns Ferry School District</i>
<i>Bear Lake School District</i>	<i>Vallivue School District (expanding)</i>	<i>Ririe School District Office</i>	<i>Project Impact STEM Academy</i>	<i>Coeur d'Alene School District (expanding)</i>	<i>Elevate Charter School</i>
<i>Marsh Valley Joint School District</i>	<i>Lake Pend Oreille Alternative High School</i>	<i>Council School District</i>	<i>Jerome School District</i>	<i>Salmon River School District</i>	<i>Middleton School District (expanding)</i>
<i>Cottonwood Joint School District</i>	<i>Kootenai Junior/Senior High School</i>	<i>Hope Elementary School</i>	<i>Preston School District</i>	<i>Troy School District</i>	<i>Minidoka School District (West Minico Middle School)</i>
<i>Challis School District</i>	<i>Marsing School District (Marsing Elementary School)</i>	<i>Northside Elementary School</i>	<i>Boise School District (Frank Church High School)</i>	<i>Swan Valley School District</i>	<i>Idaho Digital Learning (IDLA)</i>
<i>West Side School District (expanding)</i>	<i>Mountain Home School District (Bennett Mountain High School)</i>	<i>Lakeland School District</i>	<i>Buhl School District</i>	<i>Bonneville School District (expanding)</i>	<i>Rolling Hills Charter School</i>
<i>North Gem School District</i>		<i>Nampa School District (expanding)</i>	<i>McCall Community School</i>	<i>Clark County School District</i>	<i>Shelley School District</i>
<i>Orofino Joint School District</i>		<i>Various Catholic Schools</i>	<i>White Pine Charter School</i>	<i>Blaine County School District (expanding)</i>	
				<i>Camas County School District</i>	

The compilation of this list began during the summer of 2016, with a process of adding districts and schools as they have expressed interest in learning more about Idaho Mastery Education; to this point, knowing there is turnover in districts and schools, we haven't gone back and re-queried them to ascertain their intentions. Districts and schools were added to this list at the request of trustees, superintendents, principals and in a few cases teachers.

As the first cohort works to optimize implementation and drive deeper and more durable student learning, the lessons learned and artifacts created by those incubators will become shareable resources that pave the way for a second cohort of local education agencies to begin implementing Mastery Education.

Along the way, the second cohort will benefit from and build on the resources and knowledge developed by the inaugural cohort of the Idaho Mastery Education Network.

This list represents an informal queue because the ability of the department to expand the Idaho Mastery Education Network rests on legislative action and district and charter leaders have to authorize participation. We expect many of the districts to have multiple schools enrolled if authorization is given to expand, going well beyond the depth of this list.

CONCLUSION: A VISION FOR THE FUTURE OF MASTERY EDUCATION IN IDAHO

Idaho needs an education system that prepares students to be successful in careers, college, and life. Mastery Education aims to ensure that learning how to learn and possessing a diversity of skills are keystone components of every child's education in our state.

Mastery education gives students the chance to use meaningful content in ways that encourage deeper levels of learning through mastery of concepts and skills. In the Idaho Mastery Education Network, we have a shared vision that content and skills are equally vital for the success of our students today.

Mastery Education challenges and changes the way things are done in our schools. Although the shift to Mastery Education in Idaho may create organizational challenges at the state and local levels, the work is in service of fulfilling the needs of every student, providing a clear definition of success, and offering students every opportunity to access an education that empowers them to tackle the challenges and opportunities of today and tomorrow.

Idaho Mastery Education is cultivating a culture of learning by rethinking the places and ways in which students learn, and through fostering connections among educators and with local communities. This systemic transformation is focused on offering students authentic and lasting learning experiences that focus on the timeless human components that inform each student's individual experience.

This rethinking of the places and ways in which students learn is represented through a pyramid model, with the learner at the center and peak, resting upon a foundation of competencies, assessment, support, and clearly defined outcomes. Those factors are the fruit of quality, authentic learning experiences and a robust community of support, which in turn are supported by digital resources and learning management systems. The base of the system, upon which all other components sit, is composed of the principles and policies of Mastery Education. The components function together as a system that relies on the presence and coordination of each and every part.

Perhaps the biggest takeaway of the Idaho Mastery Education Network to this point is the discovery that the linchpin in a successful implementation is culture—the culture of the schools, their communities, and our state at large.

Effecting real, material change through Mastery Education will require that schools and communities remake their cultures according to their unique dynamics and needs but united in an earnest and universally held belief that every student can and must learn at a high level. We owe our children nothing less.



“The beauty of a mastery-based education system is that it is rooted in local control and is truly from the ground up. Local communities, schools, and districts will determine through this effort what is best to meet the needs of their students.”

- Superintendent Sherri Ybarra