**What is Competency Based Learning (CBL)?**

- CBL measures outcomes (mastery of standards) instead of inputs (seat time requirements) for credit advancement, pacing students based on individual need, and enabling broader use of resources to accelerate growth.
- CBL is a learning structure where students are promoted by demonstrating the knowledge and skills they have mastered without the restrictions of time requirements and traditional course sequences. Mastery can be demonstrated through written assessments, portfolios, work samples, presentations and projects.

**Why is a shift from the current system necessary and timely?**

- Our city’s system that awards credit based on hours spent in school tells us little about whether students have mastered standards. The current Carnegie unit system creates a time barrier for many of our students with challenging life circumstances who fall behind in academic progress. For all of our city’s students to stay in school and experience long term success, we must provide multiple pathways to graduation without lowering expectations, so that this achievement signals genuine readiness to enter college and the workforce.
- The increasing quality and selection of online learning programs facilitates individualized education using virtual, blended and traditional face-to-face instruction. Teachers can personalize learning plans with the assistance of technology, expanding how and when a student can achieve mastery. This flexibility allows students to catch up and advance at their own pace.

**How is E.L. Haynes well-positioned to lead this shift?**

- E.L. Haynes uses standards-based instruction and grading across all grade levels. We are one of the only public schools in Washington, DC to use standards-based grading at the high school level. Our commitment to grading this way allows students to demonstrate mastery at the specific, standards level. For example, instead of receiving an 85% on a Unit 3 Math Test, a student will know that they mastered “finding equivalent fractions,” but still need to work on “comparing and ordering fractions.”
- The Meyer Foundation awarded E.L. Haynes a grant to plan and lead a pilot of competency-based pathways to high school graduation. E.L. Haynes will convene and coordinate a small group of LEAs, including DCPS, to determine what the specifics of competency-based pathways to graduation look like, how to implement them successfully, and how they can be replicated city-wide.