

INVITATION TO APPLY FOR MASTERY-BASED LEARNING COLLABORATIVE (MBLC) GRANT

Overview of Mastery-based Learning (MBL) Grant Opportunity

The Washington State Mastery-based Learning Collaborative (MBL) will identify best practices for implementing Mastery-based Learning (MBL), identify sample tools for educators using a MBL approach, and offer professional learning to in-service educators, including teachers, principals, and counselors. The project's overarching goal is to inform future policy by helping decision makers better understand what quality MBL looks like, how long it takes to implement, and what resources are necessary.

At the local level, this project would help participating schools not only respond to the current pandemic but also jump start a longer-term shift to MBL to transform education into a more relevant and equitable learning experience for each and every student.

Please review the full grant invitation document with additional pertinent details on our MBL Collaborative web page before responding to the school invitation through [Alchemer](#). The web page is also where you should go to look for any updates, revisions, and responses to questions and answers we receive about the process that we will post publicly.

Schools applying for membership in the Mastery-based Learning Collaborative (MBLC) program:

Hello! We're happy that you're considering applying to join the MBLC community we are building. Like you, we're hoping for a less disrupted school year—and we are excited about the transformative work this community will engage in together. Please read this full overview. Then follow the process below to apply by **Monday, November 1.**

Process for Applying Schools:

1. Review this solicitation and form a team to develop a responsive application. Inform the application with input from **key members of your school community**, including students and families, administration (including district board of directors), and teachers. Your application should be a true collaboration from a diverse team that represents your school community.
2. Complete the notice of intent. Schools intending to submit a proposal must provide a notice of Intent to apply no later than 5:00 PDT on September 28, 2021. The notice must be submitted via email to the Director of the Mastery-based Learning Collaborative (alissa.muller@k12.wa.us). The notice may be an email or attachment indicating:
 - a. School name
 - b. District school is located in
 - c. Statement of intent to apply to be part of the Mastery-Based Learning Collaborative
 - d. Contact person name, title, email address, and phone number

There is no specified format for the notice, as long as it contains the information listed above. For example, an email with the subject line "Notice of intent to apply for Mastery-Based-Learning Collaborative" containing the following information would suffice: "[Insert school name], located in [insert school district name] school district, intends to apply to be part of the Mastery-Based Learning

Collaborative. Our contact person is [insert name], who may be reached by email at [insert email address] or by phone at [insert phone number].”

3. As a team, please draft preliminary OUTCOMES for your school as a result of participating in the MBL Collaborative. You can adapt these outcomes between the planning year and year 2, but we want to get a sense of why you want to participate and your initial goals.

Outcome 1: Mastery-based Learning, including Culturally Responsive-Sustaining Education (CRSE) work; **Outcome 2:** Coronavirus recovery; **Outcome 3:** Schoolwide Professional Learning; **Outcome 4:** Decision-making informed by youth input. *See page 6 for more on school outcomes.*

4. Complete the application. **In an effort to recognize that mastery-based learning enables students to demonstrate their learning in various ways, schools could choose to submit a video rather than a written application.** If you choose this option, please submit your school name in the survey form, along with your video attachment or video link.

Note: as part of the application, please submit either:

- a. evidence, such as a resolution or statement of support, demonstrating that the school district’s board of directors is committed to supporting this work; or
- b. evidence, such as letters of support, demonstrating that community-based organizations recognized and valued by underserved communities are committed to supporting this work.

5. We may ask to schedule a 15- or 30-minute online meeting in connection with your application.

If you apply by the deadline, you can expect to hear from the MBLC program team in December. Here is the estimated schedule for processing applications:

Estimated MBLC Application Schedule

Item	Action	Date
1.	Invitation issued	9/1/21
2.	Question and answer period	9/1/21-10/20/21
3.	Online informational meeting	9/21/21
4.	Notice of intent due (Required)	9/28/21
5.	Last date for invitation addenda	10/25/21
6.	School application due	11/1/21
7.	Evaluation of applications	11/2/21-11/30/21
8.	Evaluation results announced (decisions on whether or not to fund are final)	12/1/21
9.	Application revision negotiations	12/1/21-12/31/21 (allowing for school holidays)
10.	Awardees begin work	1/4/21

Administrative Notes:

- a. Any questions or communications concerning this invitation must be directed only to the Director of the Mastery-based Learning Collaborative, Alissa Muller via email to Alissa.Muller@k12.wa.us.

Applicants may rely only on written answers issued by the Director. Communications directed to other parties will be considered unofficial and non-binding. A compilation of generalized questions and answers will be posted on the State Board of Education (SBE) [website](#).

- b. If it becomes necessary to revise any part of this invitation, an addendum or an amendment will be published on the SBE website. For this purpose, the published questions and answers shall be considered an addendum to the invitation. It is the responsibility of interested applicants to check the website periodically for addenda and amendments to the invitation.
- c. SBE reserves the right at its sole discretion to waive minor administrative irregularities.
- d. SBE complies with the Americans with Disabilities Act (ADA). Applicants may contact the Director of the Mastery-based Learning Collaborative, Alissa Muller (Alissa.Muller@k12.wa.us) to receive application materials in an alternative format.

This application information packet contains the following sections:

[Definitions](#)

[Background and Purpose of the Mastery-based Learning Collaborative](#)

[Program Summary and Framework](#)

[Membership Support](#)

[Membership Expectations](#)

[Application: School and District Information](#)

[Program Inspiration and Sample Resources from the New York City Mastery Collaborative](#)

Definitions:

Several terms are used in this document or the application rubric that we want to define for Washington's context.

- Anti-racist: A person who identifies and challenges the values, structures and behaviors that perpetuate systemic racism.¹
- Culturally Responsive-Sustaining Education (CRSE): Culturally responsive-sustaining education is grounded in a cultural view of learning and human development in which multiple expressions of diversity (e.g., race, social class, gender, language, sexual orientation, nationality, religion, ability) are recognized and regarded as assets for teaching and learning. CRSE explores the relationship between historical and contemporary conditions of inequality and ideas that shape access, participation, and outcomes for learners.²
- Liberatory Education: Positioning students to be the leaders of their own learning by helping them increase their ability to actively improve their cognition.³
- Mastery-based Learning: The state defined mastery-based learning (MBL) in 2019 E2SHB 1599:
 - Students advance upon demonstrated mastery of content;
 - Competencies include explicit, measurable, transferable learning objectives that empower students;

¹ From the University of Washington Glossary:

https://epi.washington.edu/sites/default/files/website_documents/DEI%20Glossary_Formatted_20190711.pdf

² NYS Framework for Culturally Responsive-Sustaining Education <https://drive.google.com/file/d/1TzrmKWAsgoKm4wbMZrnAKNYM4LafxToK/view>

³ Zaretta Hammond's definition, per her article retrieved from: <https://www.aft.org/ae/summer2021/hammond>

- Assessments are meaningful and a positive learning experience for students;
- Students receive rapid, differentiated support based on their individual learning needs; and
- Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Background and Purpose of the Mastery-based Learning Collaborative

The Washington State Mastery-based Learning Collaborative was created as a result of the [Mastery-based Learning Work Group](#) recommendations, particularly around the need to develop supports for mastery-based learning implementation.

“Washington State faces both an opportunity and a moral imperative to respond to the dual pandemic of COVID-19 and social, economic, and institutional racism that has been ignored for too long in our education system. Our collective “why” calls for a transformation of our education system to close both the opportunity gap and resulting achievement gap. When we recognize that a student’s learning happens differently for each subject and that learning does not just happen in a classroom, then the focus shifts to meeting the needs of each individual student. Through a mastery-based learning (MBL) approach, the education system values the knowledge and skills students already have and engages students through their diverse cultures and communities; students are also supported through authentic relationships with educators to experience rigorous and personally relevant coursework.” ~ [Mastery-based Learning Work Group 2020 Report](#)

Washington’s 2023 biennial budget for the State Board of Education (SBE) includes funding for “implementation of mastery-based learning (MBL) in school district demonstration sites for the purpose of addressing learning recovery and other educational issues related to Covid-19.” This work will involve developing state and regional support structures for Mastery-based Learning (MBL).

Under the leadership of the Washington State Board of Education, and with executive sponsorship from Office of Superintendent of Public Instruction (OSPI) and the Professional Educator Standards Board (PESB), the MBL Collaborative will involve a statewide effort, including personnel at state agencies, educational service districts, community-based partners, educator preparation programs, and participating districts and schools. Project objectives include:

- Establish a statewide infrastructure to provide needed professional development, policy, and communications support to enable schools to implement MBL.
- Demonstrate that schools can successfully implement MBL with student learning and assessment that are more authentic, engaging, and culturally connected and sustaining.
- Document the key steps that states, districts, and schools must take to transition to MBL successfully.
- Positively impact student engagement and progress toward learning goals.

We are looking for a wide range of school types: small and large schools, from small and large districts, rural and urban, etc. We are relying on our participating schools to help us build a MBL Collaborative support structure to help you serve students in your unique local context. We are looking forward to learning together as we work to advance mastery-based learning in Washington!

Questions? Please reach out to Alissa.Muller@k12.wa.us as needed. We are here to support you.

Program Summary and Framework

SBE will administer a statewide MBL demonstration project, to identify best practices for implementing MBL, identify sample tools for educators using a MBL approach, and offer professional learning to in-service educators, including teachers, principals, and counselors. The project's overarching goal is to inform future policy by helping decision makers better understand what quality MBL looks like, how long it takes to implement, and what resources are necessary.

Fiscal year 2022 (7/1/21-6/30/22) will be a planning year and fiscal year 2023 will be the first professional learning year. We intend to supplement state funding with private grant funding, including funding to support and possibly scale up project implementation during subsequent years.

At the local level, this project would help participating school districts address learning recovery and other educational issues related to COVID-19. This work will not return education to business as usual. Instead, it has the capacity to transform the Washington K-12 educational system. The project will engage a coalition of the willing, whose work will not only respond to the current pandemic but also jump start a longer-term shift to MBL to transform education into a more relevant and equitable learning experience for each and every student. The project will result in the creation of numerous tools such as professional learning modules, identification of policy supports necessary to implement MBL, and other work products necessary to help promote this transformation.

At the state level, this project will inform policy-related work that supports schools and districts transitioning towards MBL. SBE proposed the project in order to help determine what policy supports would facilitate such a shift. Some of this policy-related work falls within SBE's scope, and some falls within the scope of other agencies, such as the Professional Educator Standards Board (PESB) and Office of Superintendent of Public Instruction (OSPI). To maximize the project's potential, SBE is working in consultation with other agencies and stakeholders such as school districts, educational service districts, educator preparation programs, and community-based organizations.

Membership Supports

Member schools receive support that may include: a Professional Learning Community (PLC) designed to build capacity with implementing Culturally-Responsive Sustaining Education (CRSE), mastery, and youth-centered practices; access to a range of professional learning and knowledge-sharing opportunities including virtual site visits; community gatherings; youth summits; opt-in online sessions; summer institutes; and eventually a digital library of shared community resources.

The core professional learning will be provided by the state, and exact funding for participating schools will depend on the number of schools accepted into the MBLC, the nature of the work to be done, and availability of funding. For planning purposes, we estimate that a participating school would receive:

- Up to \$40,000 for 2021-2022 planning year⁴
- Up to \$125,000 per year for 2022-2023 and 2023-2024
- All funding is subject to availability
- We are seeking private funding to possibly scale up project implementation during subsequent years
- To continue funding for 2022-23, schools will submit plans for SBE approval
- To continue funding for subsequent years, schools will submit continuation documents, which may include revised plans and budgets, for SBE approval.

Allowable uses of funds include:

- Expenditures for activities or materials necessary for mastery based-learning development and implementation, such as technology solutions to track student mastery
- Expenditures for professional learning activities and materials, such as staff compensation for meetings or other work done outside of regular work hours, instructional supports related to professional learning, supplies, and interpreter services.
- Other expenditures to be mutually agreed on in advance by the school and SBE.

Note: The Professional Educator Standards Board (PESB) is currently developing [Cultural Competency, Diversity, Equity, and Inclusion \(CCDEI\)](#) standards under [Senate Bill 5044](#). Adoption is anticipated in spring 2022, and public input opportunities will be available this fall. These standards will be used for professional learning in Washington state. As much of this Mastery-based Learning initiative involves professional learning, it will be important for grantees to be aware and open to these standards as they are rolled out.

Membership Expectations: within Your School and with the MBLC Community

Program membership involves work **within your school** and participation **in the wider MBLC community**.

Within your school: Each school's MBLC team leads work in their school in these ways:

- ❑ **Convene a MBLC school team of staff with multiple perspectives and backgrounds that includes 3-6 teachers, and 1 or more school leaders* who:**
 - * *MBLC teams may also include MBLC Youth Advisors focused on giving input into the team's work.*
 - meet monthly or more frequently to lead work on planning and implementing your school's MBLC outcomes
 - participate actively as a team in a PLC to build capacity for implementation
 - communicate promptly and consistently, as needed, with MBLC stakeholders
 - appoint one person on the team to be the MBLC communications point person, who will oversee two-way communication between the school and various MBLC stakeholders, such as MBLC member schools, MBLC personnel, students, families, and the community
 - appoint one person on the team to be the youth input ally

⁴ Fiscal year is July 1 – June 30.

- cooperate with the independent evaluator (determining project evaluation and data collection methods, allowing observation visits, participating in pre and post assessments, etc.) hired by the MBLC

Project Plans: By 6/23/22, participating schools will need to submit a plan that describes:

1. Commitment to MBL
2. Commitment to working with SBE and its contractors to provide and implement professional learning and evaluate the project
3. Capacity to implement MBL (staff effort, staff expertise, community involvement)
4. Desired outcomes within categories 1-4 below
5. Approach for achieving desired outcomes with the assistance of state-provided professional learning support
6. Budget for fiscal years 2022-23 and 2023-24 (and subsequent years if SBE provides notice of additional funding availability).
7. Approach for sustainability after grant funding ends.

Schools' plans need to be detailed enough to give a reader generally familiar with MBL but not familiar with the school a good picture of the school's commitment and capacity and how it intends to use these strengths, coupled with professional learning, to implement MBL during and after the grant period. We think this could be accomplished in about 6 pages. SBE may request clarifications or modifications as a condition of funding all or part of the plan.

- **Design, implement, and share 4 outcomes for innovative improvements to aspects of your school's culturally responsive-sustaining education (CRSE) and mastery-based learning practices.**

All outcomes should:

- build on existing strengths and address existing challenges in your school;
- have a specific focus on improving youth-centered culture and practice at your school;
- be substantial yet achievable; and
- generate shareable evidence

There will be a collaborative outcomes feedback process for accepted schools.

See the [Resources](#) section for supporting resources to develop your outcomes.

- **Outcome 1: Mastery-based Learning.** Develop outcomes around when you would like to have mastery-based learning fully implemented in your school, including any interim steps leading up to full implementation (e.g., local community and family engagement process). See #8 in the school and district information below for more specific prompts around mastery-based learning implementation.
 - **As a component of your MBL work, please describe how your participation in the MBLC would improve Cultural Competence and/or Critical Consciousness.** This outcome should name race and culture. What training and work have you done or are you currently doing around race and culture? How would you expand on that work in the context of MBL (e.g., what training would your educators like to attend)? If your school is involved in other CRSE work, please describe that other work and how

participation in the MBLC enhances it.

- **Outcome 2: Coronavirus recovery.** Per the legislative proviso, this funding must be used for implementation of mastery-based learning in school district demonstration sites for the purpose of addressing learning recovery and other educational issues related to COVID-19. How would participating in this program help with your coronavirus recovery efforts?
- **Outcome 3: Schoolwide professional learning plan** that gets the full school community involved in work led by your MBLC team. (*MBLC program team will support this goal as needed.*) This plan must incorporate professional learning opportunities provided by the state, supplemented by local activities, such as a 2-3 session professional learning series, intervisitations, youth panels, or other ways to get everyone in the school involved in the conversation about this work.
- **Outcome 4: Meaningful ongoing youth input** that informs your MBLC team's work on CRSE/SEL. Youth input can mean: Adding Youth Advisors to your MBLC team, panels/focus groups, surveys and/or other forms of input.

- ❑ **Oversee reporting and data collection as requested by SBE.**

With the MBLC Community: Each member school participates in the MBLC community in these ways:

- ❑ Participating consistently (4-6 sessions per year) as a MBLC team in a PLC to build capacity and share out to others in the community. PLCs are leveled to be useful to your school.
- ❑ Attending 3 full-community Quarterly meetings per year as a MBLC team. (**Attending these full community events is an important membership expectation.**) There will be different expectations for year 1 (likely 1 or 2 spring events) than subsequent years (we anticipate 1 event each in fall, winter, spring, and possibly summer).
- ❑ Attending one or more MBLC virtual school visit(s).
- ❑ Sharing resources with others in the MBLC community via our digital resource sharing system.
- ❑ Opt-in PL sessions (beyond the scope of your PLC) on aspects of the MBLC's work.

Membership Levels & Supports

There are **2 levels of membership** and an opt-in **Friends of MBLC** interest group (which is not a membership level).

MBLC Incubators are schools that wish to focus intensively on building/improving mastery and CRSE practices. Incubator schools agree to meet all the expectations for MBLC member schools described in the Membership Expectations section above. In addition, Incubator schools engage in an intensive school change process, with guidance, coaching, and support from MBLC program team to support development of youth-centered, culturally responsive-sustaining mastery shifts.

In addition to the support described above, MBLC Incubator schools get personalized support from your MBLC program point person (e.g., State Board of Education staff or contractors) as follows:

- Monthly or bimonthly check ins (5-8 per year) to support implementation of your 4 outcomes

MBLC Living Lab Schools* is for a small number of schools that are successfully implementing a schoolwide youth-centered, culturally responsive-sustaining mastery system and are working to improve effective schoolwide practice and systems.

In addition to the support described above, Living Lab schools get personalized support from your MBLC program point person (e.g., State Board of Education staff or contractors) as needed, as you implement your 4 outcomes, and as you plan and host a virtual visit to your school for the MBLC community.

Living Lab schools agree to:

- serve as models for the MBLC community and beyond, take on an active and open-door role, sharing ideas, models, practices, processes, and resources as follows:
 - Host an annual virtual visit for participants from within/outside the MBLC.
 - Share resources including your school’s grading policy and full set of outcomes/learning targets. Resources from Living Lab Schools will be available to our full community and beyond, except by individual agreement about specific resources.
 - Collaborate with the MBLC program team to design and facilitate PL for the community and beyond.
 - Model active participation in MBLC events, often in a leadership/presenting role.

Friends of MBLC Interest Group

Friends of Mastery Collaborative are not members, and have a 100% opt-in connection to the MBLC community.

Friends of MBLC is a low-stakes way to stay connected and have access to MBLC offerings. This may be a good fit for schools that want to explore mastery and CRSE shifts informally or exploratorily. [Join our interest group.](#)

Friends of MBLC stay connected with the MBLC community in these ways:

- Receive the MBLC newsletter 1-2 times a month
- Opt in for PL opportunities such as visits to schools, online sessions, MBLC Summer Institute

Friends of MBLC do not attend Quarterly Meetings (gatherings of practitioners in member schools), and receive no grant funding from the MBLC Program.

Application: School and District Information

1. District Name

2. School Name (each school applies separately, whether only one or several schools from a district are participating):
(Note: The MBL Collaborative would prefer full school buildings to commit to participating in the Collaborative and transitioning to MBL as a school. However, if several departments/programs of the school will work together through an interdisciplinary approach to implement MBL at a programmatic level, the Collaborative is willing to consider this for well-thought proposals, as a first step toward transitioning the full school building.)
 - a. If not the full building, what grade levels will participate?
 - b. If not the full building, what departments will participate?
 - c. If not the full building, what assurances can you provide that the building leadership is supportive and a leadership change won't impede progress?
3. Are you planning to partner with any other organizations (other schools, community-based-organizations, higher education institutions, educational service districts, etc.) for this project?
4. Name(s)/role(s) of the person(s) completing this application.
5. Amount of money requested for the planning year:
6. Why do you want to make the shift to or enhance MBL in your school or district? (8 points)
7. Why do you want to participate in the MBL Collaborative? (4 points)
8. Has your district adopted a mastery-based crediting policy? Yes/No/I don't know
9. What evidence can you provide demonstrating that your district leadership is supportive? (4 points)
 - a. What evidence can you provide demonstrating that your superintendent and local board of directors are committed to supporting this work, or how will your participation in the Collaborative help move your local board of directors to be supportive? How will you communicate with your local board of directors throughout this process?
10. The state defined mastery-based learning (MBL) in E2SHB 1599 Sec. 301:
 - a. Students advance upon demonstrated mastery of content;
 - b. Competencies include explicit, measurable, transferable learning objectives that empower students;
 - c. Assessments are meaningful and a positive learning experience for students;
 - d. Students receive rapid, differentiated support based on their individual learning needs; and
 - e. Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Please assess how far along your school is in implementing each component of the definition. (See the [2021 MBL One Pager](#) and [2020 MBL Work Group Report](#) for further details regarding what makes mastery-based learning different from a more traditional education approach.) Note: The expectation is not that you would have implemented the components of MBL, as this is what the Collaborative is designed to assist schools in transitioning toward. Rather, this is intended as a self-reflection tool for your team as you begin the process to understanding the shifts you will make as you move toward MBL implementation.

11. MBL Implementation Targets: Please assess where you'd like to be in each component of the definition by establishing some goals and outcomes to work toward over the course of the project. (E.g. All educators in our district will understand what mastery-based learning means and looks like in practice.) Note: As part of your continued participation in the MBL Collaborative, SBE would expect a revised plan and budget annually. (12 points)
 - a. By the end of the planning year (2021-2022)?
 - b. By the start of the 2022-2023 school year?
 - c. By the start of the 2023-2024 school year?
 - d. By when would you expect to have MBL implemented in all classrooms in your school?
 - e. How many students would be served once MBL is implemented?
12. At this time, what support could you foresee needing to get you from your answer regarding where you currently are to where you would like to be in the components of MBL defined above (e.g. how do you plan to incorporate state professional learning)? (4 points)
13. Please share your preliminary desired outcomes in the four categories described in Membership Expectations section and reproduced below. (12 points)
 - a. Mastery-based Learning. As a component of your MBL work, please describe how your participation in the MBLC would improve Cultural Competence and/or Critical Consciousness.
 - b. Coronavirus recovery. Per the legislative proviso, this funding must be used for implementation of mastery-based learning in school district demonstration sites for the purpose of addressing learning recovery and other educational issues related to COVID-19. How would participating in this program help with your coronavirus recovery efforts?
 - c. Schoolwide professional learning plan
 - d. Meaningful ongoing youth input
14. Please describe any local resources you will contribute toward this effort (encouraged but not required).

15. For how long has your school been actively involved in shifting to and using CRSE?
 - a. 5+ years
 - b. 3-4 years
 - c. 1-2 years
 - d. We are new to this work.
16. What are your current strengths/challenges with implementing CRSE? (8 points)
17. How did you include community voices in developing this grant application? (8 points)
18. How will you use mastery-based learning to advance equity? (12 points)
19. Please provide your initial thinking regarding how you would equitably implement MBL in your school, in an inclusive manner that allows for authentic community and family engagement. While we understand that your thinking and subsequent plans may naturally evolve if you are invited to participate in the MBL Collaborative, we would like to hear your current thinking regarding how you would approach implementation in subsequent years. (12 points)
20. What relationships do you have as a school with community-based organizations (CBOs)? (e.g., cultural centers, education-related organizations, etc.) Do the CBOs you have relationships with mirror your student demographics? Are the CBOs recognized by underserved communities? Please provide a name and contact information for each CBO you describe. (8 points)
21. To what extent do you disaggregate demographic student data and how do you use this disaggregated data to inform decision-making? (If different than what you currently collect) what future plans do you have for additional disaggregation? (8 points)
22. Are you applying as an Incubator (schools new to MBL) or Living Lab (schools already implementing MBL) school?

For schools that are already implementing MBL, additional questions are asked to help us understand your unique setting:

How will you contribute to Washington's effort to increase capacity for MBL (for example, what resources or expertise would you share)?

How developed is your school's mastery system? *

Not yet/ Pilot phase

Approaching / Ramp up phase

Meeting / Functioning school-wide system

Exceeding / Exemplary school-wide system

Other:

Please share brief context about why you chose that level to describe your school's mastery system. *

In the 2019-20 school year, approximately what percentage of classes in your school were mastery-based? *

0- 25%

~25% OR: one grade team or department

~50%

~75%

100% (school-wide mastery-based learning)

Terminology: Learning objectives in our system are called: *

Outcomes

Learning targets

Competencies

Standards

Mastery skills

N/A

Other:

How are your school's learning outcomes/targets structured? *

School-wide outcomes

Departmental outcomes

Mixed: some school-wide and some departmental outcomes

Varies by individual class

Other:

How did mastery practices begin at your school? *

We are not yet using mastery practices, but plan to next year.

As a pilot in a one or two classes

As a pilot in one grade band

As a pilot in one department

As a full school

Other:

For how long has your school been actively involved in shifting to and using mastery-based practices? *

5+ years

3-4 years

1-2 years

We are new to this work.

In what school year did your school shift to mastery in at least one grade or department? *

If not yet, please let us know that!

In what school year did your school shift to mastery for your entire school? *

If not yet, please write N/A or projected year of school-wide shift.

What terminology does your school use for cross-cutting work habits/skills/behaviors/mindsets that support academic success?

21st Century Skills

Habits of Learning

Habits of Success

Work Habits

Character outcomes

College Readiness Skills

N/A

Other:

How are cross-cutting work habits/skills/behaviors/mindsets that support academic success treated in your grading system? *

These include measures such as work habits, Habits of Mind, 21st Century Skills, etc.

Taught and tracked, but not integrated into final academic grades

Taught, tracked, and integrated into a percentage of final academic grades

Varied practice with teaching/tracking, then integrated into a percentage of final academic grades

Not explicitly taught or tracked, and not integrated into a percentage of final academic grades

Mastery-based grading policy

Does your school have a written mastery-based grading policy that explains your system to teachers, students, and families?

Yes

Actively working on this

Not yet—needed area of focus

Communicating your mastery system

Does your school have a written mastery handbook or other substantive resource that explains your system to teachers, students, and families?

Yes

Actively working on this

Not yet—needed area of focus

School profile for colleges

Does your school profile for colleges include an explanation of your mastery system?

Yes

Actively working on this

Not yet

What grading scale do you use to communicate progress to students and families? *

(This asks about day-to-day scale used in your school, NOT conversion of mastery scale grades to 0-100 for final reporting. Other than the scales marked as traditional, the other options align with a standards-based grading approach that places the emphasis on skills, not scores.)

0-100 (Traditional)

F-A (Traditional)

1-3

1-4

1-5

Not Yet - Meets - Exceeds

Not Yet - Approaching - Meets - Exceeds

Other:

Grading Tracker/Platforms *

Our school uses _____ to track grades:

JumpRope

Skedula/Datacation

Jupitergrades

Haiku/Activegrade

MasteryConnect

Engrade

Powerschool

Canvas

Slate

Other:

How is student performance communicated on progress reports? (Select all that apply) *

Our progress reports for students and families use:

Number Grades

Standard Comment Selection

Custom Comment/Feedback

Mastery Grades

Rubrics

Other:

How is ongoing progress communicated to students and families? (Select all that apply) *

Information provided in a student progress report includes:

24/7 access to online grading platform

Grading platform print-outs sent home

Direct, sustained outreach by advisor or other (emails, calls, etc.)

Student-led conferences

Traditional parent/teacher conferences (not student-led)

Focused events for families (mastery meet/greet, curriculum night focused on mastery, etc.)

Other:

Program Inspiration and Sample Resources New York City Mastery Collaborative

The [New York City Mastery Collaborative](#) (among other state and local MBL efforts) has informed our thinking about Washington's MBL Collaborative (MBLC). The NYC Mastery Collaborative has a number of materials that you might find helpful for your own self-reflection and learning as you consider applying to participating in Washington's new MBL Collaborative (e.g., NYC MC [brief program overview](#), the [Mastery Collaborative Implementation Framework](#), [MC Outcomes Examples](#), [MC Growth Plan](#), and [application rubric](#) for new member schools that looks at capacity, purpose, and prioritization of this work.) The primary reason that NYC Mastery Collaborative is serving as our model is that their "why" for

doing this work is specifically to advance equity in the education system. (For greater detail on NYC's culturally responsive-sustaining education efforts, please see their [NYS Culturally Responsive-Sustaining Education Framework](#).)