

Link to Bill	Problem	Solution
Competency-Based Education H.644	<p>Schools teach the same average, grade-level content to all children of the same age, preventing many from reaching their full potential:</p> <ul style="list-style-type: none"> ➤ Below grade-level achievers aren't taught what they need to learn ➤ Above grade-level achievers aren't taught what they need to learn ➤ Average achievers also don't reach their potential because of all the different learning needs teachers need to meet in every classroom 	<p>A Competency Based Education (CBE) system can address COVID Gaps, Excellence Gaps, and other opportunity gaps suffered by disadvantaged students. CBE achieves <i>educational equity</i> through teaching each student, at their indicated level, what they need to learn and grow. It challenges them with what they're ready to learn – not above or below.</p>
Computer-Adaptive MCAS H.645	<p>Until a Competency Based Education system is created, the existing MCAS test doesn't provide a low-enough floor or high-enough ceiling to identify students' actual <i>achievement or growth</i>. It doesn't document what they're ready to learn next along the curriculum sequence, leaving many students vulnerable to obstacles of implicit and explicit bias.</p>	<p>A Computer-Adaptive MCAS will identify each student's level of <i>achievement and growth</i>, irrespective of their school environment. All stakeholders will identify the optimal content level a student needs. It would create a fair and equitable measure of school quality, indicating the extent to which schools are developing each of their students. No longer will schools be ranked by demographics and zip code.</p>
Acceleration Policy H.641	<p>Without a Competency-Based Education system or Computer-Adaptive MCAS, schools aren't engaging or challenging their advanced students, especially those from disadvantaged populations, with content beyond the level of the age-based grade that they're ready to learn.</p>	<p>An Acceleration Policy would provide, statewide, for students in all districts, equal access to instructional levels that best match their needs. It would let them access curriculum standards usually reserved for older students in higher grades, or in more-privileged communities. It would require schools to respond to evidence of their readiness.</p>
Age Discrimination H.1706	<p>Without the benefits of CBE, an adaptive MCAS, or a state Acceleration policy, schools will continue to deny advanced students, solely because of their age, the advanced learning levels at which they're ready to engage.</p>	<p>The Age Discrimination bill would prohibit discrimination against students, on account of their age, in obtaining the advantages, privileges, and courses of study which schools routinely provide to older children possessing the same level of achievement and readiness. This would align state law with the federal Age Act.</p>
Educator Training H.642	<p>Educators in Massachusetts are not aware of the needs of gifted and beyond-grade-level students because they have never been instructed in them. Within an accountability system focused on the average, grade-level proficiency, educators have unintentionally been trained to overlook and ignore the needs of all advanced learners, but especially those from disadvantaged populations who lack out-of-school support.</p>	<p>The Educator Training bill will ensure:</p> <ul style="list-style-type: none"> ➤ Pre-service training for new educators ➤ Professional development for the existing educator workforce - teachers and administrators, alike ➤ Reduced bias against children from disadvantaged populations
Many-Things Gifted H.646	<p>Existing statutes disregard gifted and beyond grade-level learners. They don't provide them equal protection to reach their full potential, as they do for other children. When advanced students are ignored, ones with other structural disadvantages or in lower-performing schools, are most likely to be left behind.</p>	<p>The Many-Things Gifted bill inserts various protections into the education law to ensure the advanced learning needs of gifted and beyond grade-level students, from every demographic, are respected on a par with those of all other students.</p>