FRANKLIN COMMUNITY SCHOOLS

Mastery-Based Education Pilot



A more accurate picture of what students know, understand, and can do.

School Board of Trustees | November 2026

Collaboration and Continued Commitment

Two collaborations are better than one.

Statewide collaboration $10,000

7 DISTRICTS ACROSS THE STATE

Similar research based interest in promoting Mastery Based Education

ONGOING COLLABORATION

Collaborative sessions to create alignment statewide, giving FCS a voice in future expectations.

RESOURCES AND SUPPORTS

All materials will be made available to FCS and support will be provided for implementation and growth.

Continued Commitment to Growth $75,000

FRANKLIN COMMUNITY SCHOOLS

Implementation of Mastery Based Education practices at FCS as outlined in the MBE Pilot Application.

FUNDING FOR IMPLEMENTATION

Planning, Professional Development, Outside consultation, and resources.

THREE YEAR PLAN

Year 1: Plan and Design
Year 2: Implement and Refine
Year 3: Evaluate and Plan for Expansion

A deliberate three-year pilot ($75,000)

Design carefully. Implement intentionally. Evaluate honestly.

2026–27

PLAN & DESIGN

Clarify competencies, rigor, and assessments, build rubrics, plan for clear communication, and train pilot teams.

2027–28

IMPLEMENT & REFINE

Launch the full pilot, support students, calibrate evidence, gather feedback, and recruit participants.

2028–29

EVALUATE & PLAN

Study results, refine the model, and determine what to sustain or expand, increase participation

Primary resource need: dedicated time for teacher collaboration, mastery alignment, assessment design, and calibration.

We are not starting from scratch.

It Expands practices already taking shape across FCHS.

01 THINKING-CENTERED INSTRUCTION

Building Thinking Classrooms practices are increasing student reasoning, collaboration, and ownership.

02 COLLABORATIVE PLC WORK

Course teams are identifying priority standards and analyzing common assessments for alignment and rigor.

03 COMMUNICATION OF MASTERY

Navigation Tools for clear communication of Mastery and tracking of progress are already proving to make individual learning visible.

Built by teachers, strengthened through collaboration, and centered on student learning.

THE PURPOSE

A grade should communicate learning.

An average can sometimes tell us less than we need to know.

LIMITATIONS WE WANT TO ADDRESS	THE PILOT WILL TEST OUR ABILITY TO:
EARLY STRUGGLES An early low score can continue to depress a grade—even after a student learns the content	**Accurately recognize and communicate mastery based on what a student demonstrates by the end of the course.**
COMPLIANCE VS. LEARNING Compliance can inflate averaged grades. Incomplete work can deflate them. Neither tells the full story of learning.	**Separate compliance from academic evidence in order to give a more accurate measure of mastery.**
ONE PACE FOR EVERYONE Some students need targeted time; others are ready for deeper challenge.	**Increase individualized student growth through continuous tracking and communication of student progress on a well defined learning path.**

What students will experience

Consistent learning expectations. Flexible paths to reach them.

01
KNOW THE TARGET

Priority standards and clear mastery criteria are shared before instruction.

02
THINK & PRACTICE

Students reason, collaborate, apply ideas, and receive feedback.

03
SHOW MASTERY

Students are able to demonstrate mastery at their own pace and level of rigor.

04
TAKE THE NEXT STEP

Targeted support available when needed; deeper challenges readily available.

Navigation of Mastery

BASIC → INTERMEDIATE → ADVANCED

How we will define success

We will look beyond course averages to evidence of learning.

1 MASTERY

More students demonstrate priority standards, with durable understanding, increasing the passing and credit rates.

2 RIGOR

Students reach higher levels of reasoning, application, and retention of learning in preparation for increased levels of success.

3 RESPONSE

Support is more targeted, early failure is leveraged for learning and unfinished learning is evident and addressed sooner.

4 OWNERSHIP

Students and families can describe mastery, student progress, and needs in the learning continuum in order to foster student agency and ownership of learning.

Same high expectations. Clearer evidence. Better next steps for every learner.