

ESSA and Student-Centered Learning

NCSL Student-Centered Learning Commission Meeting
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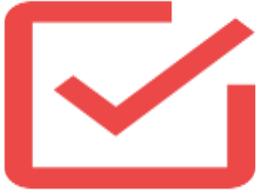
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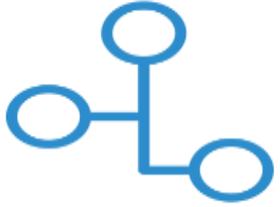
**New Opportunities to Advance Personalized Learning
in the Every Student Succeeds Act (ESSA)**

<http://www.knowledgeworks.org/sites/default/files/ESSA-Opportunities-Advance-Personalized-Learning.pdf>



1. Next Generation Assessments

- Summative assessments can be administered through multiple statewide interim assessments that, when combined, produce an annual summative score.
- Assessments may measure individual student growth.
- Assessments may be partially delivered through portfolios, projects, or extended performance tasks.
- States may use computer-adaptive assessments to measure a student's academic proficiency above or below grade level to determine a student's actual performance level.
- Innovative Assessment Pilot - Up to 7 states initially may apply to design, build, and implement innovative, competency-based systems of assessments.



2. Multiple Measure Accountability Systems

ESSA provides states with **significant flexibility** to design multiple measure accountability systems so long as they incorporate the following information. States also have flexibility in how they weigh these indicators.

Long Term Goals

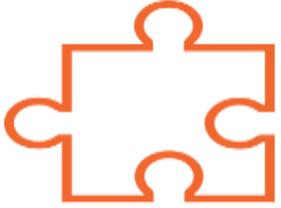
- Academic achievement on state assessments
- Graduation rates
- Progress in achieving English language proficiency for English learners (ELs)

Academic Indicators

- Academic achievement on the state assessments
- Student growth or other academic indicator for elementary and middle schools
- Graduation rates
- Progress in achieving English proficiency for ELs

Measures of School Quality & Student Success

- At least one measure of school quality or student success such as: student engagement, completion of advanced coursework, and school climate.



3. Locally-Driven School Improvement Strategies

- The two required categories for intervention are:
 - Comprehensive support and improvement schools – 5% of lowest performing schools, high schools that graduate less than 2/3rds students, and schools where a subgroup is in the bottom 5%
 - Targeted support and improvement schools – consistently underperforming subgroups of students
- Districts have the flexibility to identify their own evidence-based turnaround strategy
- States have the flexibility to create their own turnaround model and to establish exit criteria for identified schools.



4. Next Generation Educator Workforce

- The law replaces the “highly qualified teacher” requirements with a requirement that states ensure teachers meet the applicable state certification and licensure requirements.
- This provides states with an opportunity to design a new strategy for educator quality that aligns to a vision for student-centered learning.
- Specifically, states could align their certification and licensing requirements to reflect new teaching roles and competencies for instruction in personalized learning environments.
- States can reserve up to 3% of Title II to provide targeted supports for leaders.



5. Supporting all Students

- States may reserve up to 3% of Title I through the Direct Student Services provision to expand learning opportunities to students in identified schools
- ESSA consolidates a number of existing federal grant programs into a new \$1.6 billion Title IV state block grant that may fund district activities to:
 - provide all students with access to a well-rounded education
 - improve school conditions for student learning
 - improve the use of technology to improve academic achievement and digital literacy
- Congress only funded Title IV at \$400 million for FY17. States **may** distribute funds as a competitive grant, so long as:
 - 20% funds well-rounded education
 - 20% funds school conditions for student learning
 - A district cannot spend more than 25% of its funds on technology infrastructure

A New Vision Under ESSA

ACCOUNTABILITY

Emphasis on continuous improvement of all students. Balance of growth and proficiency.

Inclusion of personalized learning indicators.

SCHOOL IMPROVEMENT

All schools receive customized and real-time support.

States provide guidance on school improvement strategies for personalized settings.

EXCELLENT EDUCATORS

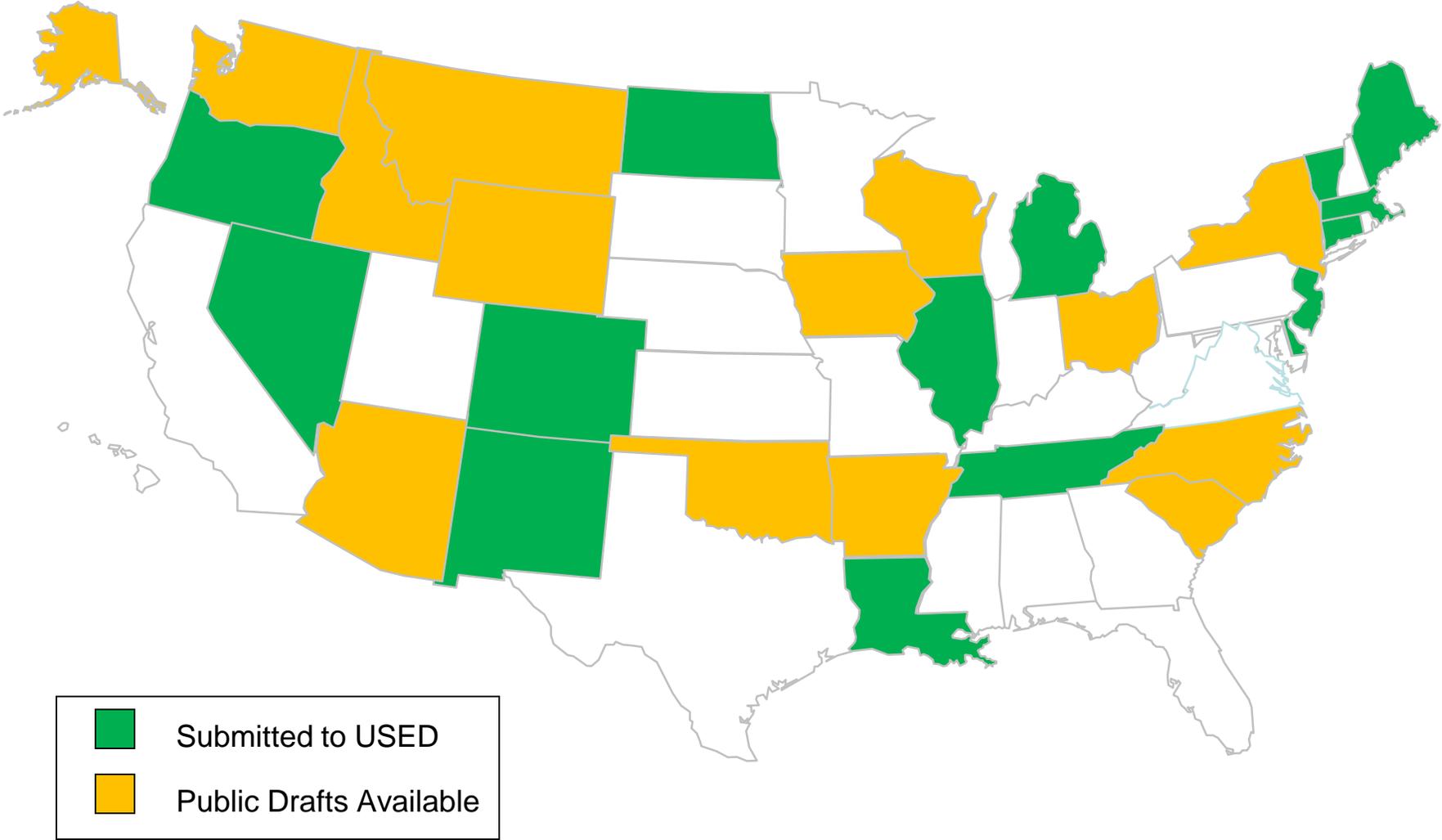
Preparing educators for new teaching roles in personalized settings.

Personalized professional development available anytime and at own pace.

SUPPORTING ALL STUDENTS

Increase student access to personalized models, pathways, or experiences.

Current Status of ESSA State Plans



Accountability Trends

- Balance between growth and proficiency
 - Additional emphasis on growth of the lowest performing students
- Emphasis on extended-year graduation rates
- Inclusion of multiple pathway options for college and career readiness
- Increased interest in dashboard models to visually depict a wide range of data indicators (accountability and reporting)

Accountability: State Example

South Carolina: Four performance categories with partial and extra credit for above and below proficient. In addition to required indicators:

1. A soft skills inventory aligned to the Profile of the SC Graduate.
2. College and career readiness –
 - Grade 11 ACT benchmarks (18) English and (22) Mathematics
 - Credit-bearing cut score in Reading/Mathematics on SAT, ACT, or Accuplacer
 - A 3 or higher for AP course; 4 or higher for IB course; An 80 or higher in a dual credit program
 - Scoring a Silver or higher” on WorkKeys or a 31 on the ASVAB
 - Completing an approved Youth Apprenticeship program
 - Completing a state-recognized CATE, JROTC, or Arts program; and earning a state approved industry certification or arts credential



Profile of the South Carolina Graduate



World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

Life and Career Characteristics

- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

School Improvement Trends

- Greater emphasis on diagnostics and customized TA aligned to district needs.
- State guidance on evidence-based best practices in areas like social and emotional learning, school climate, wrap-around services.
- Emphasis on continuous improvement plans, real-time data, and shifting of resources to support emerging needs.
- Strategies to support high-quality turnaround leaders.

School Improvement: State Example



Vermont: All schools will develop continuous improvement plans. These will incorporate a dashboard across five areas:

- 1) Academic proficiency
- 2) Personalization
- 3) Safe, healthy schools
- 4) High quality staffing
- 5) Financial efficiencies

They will also participate in an integrated Field Review process to monitor instruction and strategies to support personalized learning such as availability of personalized learning plans and flexible pathways.

Excellent Educators Trends

- Continuum of customized learning supports for educators
 - Micro-credentialing pilots
 - Personalized learning plans
- Modernizing state certification policies to align with next generation teaching roles
- Involvement of IHE partners to align teacher preparation

Excellent Educators: State Example

Maryland: The state will use Title IIA funds to support districts in the development of personalized growth plans for educators.

As part of this effort, the state will investigate tools, surveys, rubrics, continuums or frameworks that educators can use to anonymously self-assess their abilities and identify their needs.



Supporting all Students Trends

- Leveraging the Direct Student Services provision to expand dual credit and course choice opportunities.
- Emphasis on well-rounded education (arts, history, PE, STEM)
- Personalized and competency-based learning pilots
- Leveraging technology to personalize instruction

Supporting All Students: State Example



Tennessee: The state will launch a pilot of competency-based education schools. The state has three primary goals for this pilot:

- 1) Develop educator and school leader knowledge and skills to implement competency based education in the classroom.
- 2) Develop state knowledge and capacity to provide the supports necessary for strong implementation, including professional development, technology, systems, and policies.
- 3) Establish Tennessee proof points and lessons learned to drive state and local initiatives and policies.