

The Forum for America's Ideas

ESSA AND PERSONALIZED LEARNING: A NATIONWIDE LOOK

WEDNESDAY, AUGUST 16, 2017
**3:00 PM ET/ 2:00 PM CT/ 1:00 PM MT/
NOON PT**



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NCSL Student-Centered Learning Commission

About the Commission

- The NCSL Student-Centered Learning Commission is a bipartisan group of state legislators studying legislative policy options, obstacles and recommendations to help state legislators move forward with systems that support student-centered learning opportunities.

Examples of Student-Centered Learning Principles

- Learning is personalized
- Learning is competency-based
- Learning takes place anytime, anywhere
- Students have ownership over their learning



Today's Presenter



Lillian Pace

KnowledgeWorks Senior
Director of National Policy

@lillianpace



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KnowledgeWorks' ESSA Resources



**New Opportunities to Advance Personalized Learning
in the Every Student Succeeds Act (ESSA)**

<http://www.knowledgeworks.org/policy/essa>

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UNCOVERING THE OPPORTUNITY



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A Student-Centered Vision Under ESSA

Accountability:

Multiple measures.
Emphasis on
improvement of all
students.

School Improvement:

Continuous improvement
of all schools. Local
ownership of school
reform.

Assessment:

Balanced systems of
assessment of AND for
learning. Pilot innovative
assessment models.

Excellent Educators:

Preparing educators for
personalized settings.
Personalized PD anytime
and anyplace.

Supporting Students:

Increased access to
personalized models,
pathways, and
experiences.



EMERGING ESSA TRENDS



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ESSA Trends: Accountability



- ❑ Academic Proficiency Indices
- ❑ Extended-Year Graduation Rates
- ❑ Multiple Pathway Indicators
- ❑ Student Voice Surveys
- ❑ Social and Emotional Learning Indicators



ESSA Trends: School Improvement



- ❑ Using real-time data to support continuous improvement and address emerging needs
- ❑ Engaging families and communities to create the right kinds of support
- ❑ Opportunity for school-level flexibility and innovation
- ❑ Guidance for social and emotional learning, climate, and wrap-around services



ESSA Trends: Professional Capacity



- ❑ Personalized Professional Development (PD) for Teachers and Leaders
- ❑ Self-Paced, Online PD Opportunities
- ❑ Training for 21st Century Teaching & Learning
- ❑ Aligned Educator Preparation Programs
- ❑ Multiple Pathways to Certification



ESSA Trends: Supporting All Students



- ❑ Leveraging the Direct Student Services provision to expand dual credit and course choice opportunities
- ❑ Emphasis on well-rounded education (arts, history, PE, STEM)
- ❑ Creation and implementation of SEL standards/competencies
- ❑ Leveraging technology to personalize instruction



ESSA STATE BRIGHT SPOTS



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TENNESSEE:

District and School Accountability



Theory of Action: State monitors districts, districts monitor schools

- Awards partial credit for improving but not meeting targets
- Recognizes high-achieving districts and schools
- Includes multiple pathways for performance on each indicator

Pathway Options:

- 1) Absolute performance (% of students on track or mastered)
- 2) AMO targets (takes into account the increase in the percent of students necessary to remain on track to meet AMO targets)
- 3) Value-added (year to year growth)

Districts chose the better of the first two pathways. The better score accounts for 50% and the value-added score for 50%.

Schools have the option of meeting either the first or the second pathway.



TENNESSEE: Transparency and Reporting



Report Card Metrics

- Postsecondary Matriculation
- Postsecondary Completion
- Equitable Access to Highly Effective Teachers
- Teacher Retention
- Types of Early Postsecondary Opportunities (EPSOs)
- Students Earning EPSO Credit
- Students Completing 2+ EPSO and Industry Credential
- Students Completing 4+ EPSO
- Students Earning Industry Credential
- Extended Cohort Graduation Rate
- Exclusionary Discipline Practices
- Students Identified as Long-term English Learners

Future Consideration

- Teacher Chronic Absences
- Educator Effectiveness
- Work Based Learning Participation
- Capstone Completion
- Student Mobility
- Extracurricular Activities



RHODE ISLAND: Shared Responsibility for School Reform



Principles for school improvement:

- Learning must be **personalized** to meet the needs of all students, and that a broad variety of pathways to college and career readiness must be made available.
- School improvement requires **innovation**, and that innovation cannot be achieved through coercion, but rather through **empowerment** of those closest to the students, namely families and educators.
- This empowerment must come through the form of greater **flexibility and autonomy** at the school level.
- School improvement is the work of all members of the state community, meaning Rhode Island must emphasize **shared responsibility** for improving opportunities and outcomes for every Rhode Island student.
- School improvement is not possible without **authentically engaged communities and families**.



RHODE ISLAND: Shared Responsibility for School Reform



School Redesign Process

All LEAs with schools identified as in need of comprehensive support and improvement (CSI) will assemble a Community Advisory Board (CAB) to fundamentally redesign and relaunch the school.

Through the CAB, community stakeholders will possess a dedicated advisory “seat at the table” to provide feedback and support on the initial development and ongoing progress of the school improvement plan. LEA’s may leverage the CAB to help identify direct roles that community stakeholders can play within the school improvement process.



NEW HAMPSHIRE, HAWAII, NEW YORK: Innovative Assessment Pilot



Early Interest: States indicating their intention to apply once USED opens the application (Spring 2018?)



ARKANSAS: Competency-Based Professional Development



Theory of Action - Transforming to a system of competency-based, personalized mentoring and professional learning for teachers.

- Data-driven professional growth plans for every educator
- Face-to-face and virtual PD accessed anytime and anywhere
- Microcredentials awarded for demonstrating competencies
- Credentialing/Licensure renewal will align to the microcredentialing process
- Expanded mentoring program provides ongoing, personalized learning opportunities for teachers and access to competency-based, personalized learning tools



NATIONWIDE: Expanding Student Opportunity



- ❑ Encouraging CBE models, learning experiences (CT, ND, TN)
- ❑ Establishing SEL Competencies (OH, NJ, WI)
- ❑ Building a Well-Rounded Education Opportunities Dashboard (NV)
 - Are districts providing students access to rigorous academics, CTE programs, health and wellness programs, advanced and accelerated learning options like AP and gifted programs, IB, dual credit, music and arts programs, culturally relevant experiences, athletics, and educational technology?

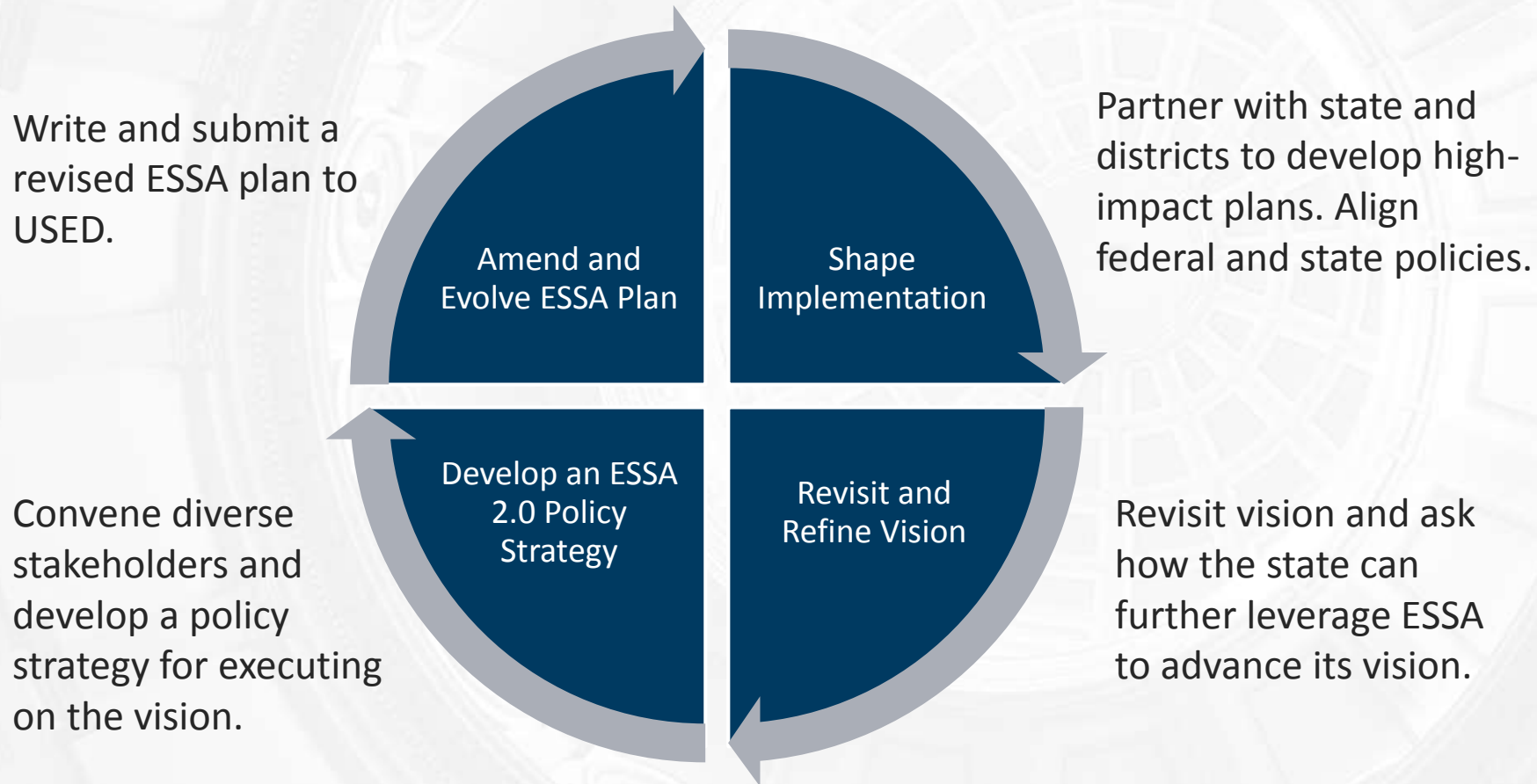


CALL TO ACTION



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How do We Win the Long Game?



Stay Connected

- An archived version will be available shortly, please visit:

<http://www.ncsl.org/research/education/essa-and-personalized-learning-a-nationwide-look-at-state-strategies-to-advance-personalized-learning.aspx>

- Learn more about NCSL's Student-Centered Learning Commission:

<http://www.ncsl.org/research/education/ncsl-student-centered-learning-commission.aspx>

- Connect with NCSL Staff:

Sunny Deye, Program Principal, Education Program
sunny.deye@ncsl.org / 303-856-1469

