Next Steps Under the Every Student Succeeds Act (ESSA)

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What’s in ESSA?

What are the opportunities for personalized learning in ESSA?

How can innovative K-12 educators seize these opportunities?
Competency-Based Education & Mastery

Principles from 5-part working definition:
1. Students advance upon demonstrated mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.

- CompetencyWorks.org
Personalized learning is tailoring learning for each student’s strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.

— Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)
Next Gen Models: Learning Trajectories

Trajectory for Algebraic Knowledge and Skill

- Designed on keystone standards and BIG IDEAS of the discipline
- Pedagogical Driver: expertise development within situated environments
- Learning node = a confined space of activity such as a classroom or an application
- = nodes or apps
- Nodes and apps facilitate:
  1. practice opportunities
  2. real-world skill and knowledge application opportunities
  3. peer-peer social opportunities
  4. mentor-student opportunities
  5. expert-student opportunities
  6. assessment and feedback opportunities

Ecologies of nodes and apps within a trajectory domain must contain:
- 1. social activity (e.g., discussion, feedback)
- 2. specific kinds of skills participants have to use and practice
- 3. learning tools (e.g., smart tools, tools to think with)
- 4. a specialist language/technical terms endemic to that domain
- 5. distinct physical and virtual spaces
- 6. norms defined early on by participants
- 7. ways of being (e.g., taking on varied identities, such as designer, scientist, historian)
- 8. specified time allocations for each node
- 9. a relationship to multiple nodes in the domain's ecology
- 10. the material production of various artifacts endemic to a domain
- 11. at least one node contains a formal "professionalized" space for sharing and posting work
Policies enabling the shift to personalized learning:

• Aligning accountability and assessment systems
• Opening up flexibility for innovative districts and schools
• Equitable access to multiple pathways to college and career readiness
K-12 Competency Education Policy 2012

- **Advanced States**
  Those states with clear policies that are moving towards proficiency-based more than just an option.

- **Developing States**
  States with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

- **Emerging States**
  States with waivers, task forces.

- **A/N States**
  Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state’s responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

- **No Policies**
  States with seat-time and no competency education policies.

[Map of the United States showing states colored according to the above categories.]
Competency Education Policy 2016

- **Advanced States**: Those states with comprehensive policy alignment and an active state role to build capacity in local school systems for competency education.
- **Developing States**: Those states with open state policy flexibility for local school systems to transition to competency education.
- **Emerging States**: Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.
- **No Policies in Competency Education**: States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.
- **ILN States**: The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.
ESSA Adoption Facts

• Passed by a huge bipartisan margin after 8 years of debate
  ➢ 359 to 64 in the U.S. House of Representatives
  ➢ 85 to 12 in the U.S. Senate

• Dismantles NCLB and ESEA waivers

• Will be fully in place by the 2017-2018 school year

• The U.S. Department of Education has one year from enactment to issue regulations.
ESSA Meta Themes

- High Expectations and Transparency
- Required Action for Underperformance
- State Autonomy
- Local Control
- Program Consolidation
- Room for Innovation
What Remains the Same

States still have to........

- Adopt challenging state academic standards
- Test students annually in math and reading in grades three through eight and once in high school; and science in grade span
- Publicly report scores based on race, income, ethnicity, disability and English learners
- Identify schools for improvement including the bottom performing 5%
- Distribute Title I, Title II, Title III formula grants
Implementation Timeline

- **January**: Request for Information on Title I
- **February**: Nominations for a Negotiated Rulemaking Panel
- **March/April**: Negotiated Rulemaking Panel Convenes
- **Summer - Fall**: Public Comment on Regulations and Non-Regulatory Guidance
- **Fall-Winter**: Final Regulations & Guidance Issued
10 Opportunities in ESSA for Personalized Learning

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Visit KnowledgeWorks ESSA Side-by-Side for Personalized Learning at:
http://www.knowledgeworks.org/advance-personalized-learning
1. Next Generation Assessments

States can now design student-centered assessment systems that include:

- 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.
2. Innovative Assessment Pilot

- Up to 7 states initially may apply to design, build, and implement innovative, competency-based systems of assessments.

- Approved states may use these assessments to meet federal accountability requirements.

- A state may pilot its new assessment system in a group of districts but must take the system statewide by the end of the demonstration period.

- Assessments must demonstrate high technical quality including comparability to the Title I required statewide assessments.
3. Selection of Accountability Indicators

- States may integrate personalized learning indicators into their accountability system and assign them substantial weight.

- States may emphasize growth to proficiency to incentivize success for every student – not just those most likely to perform at grade level.

<table>
<thead>
<tr>
<th>Examples of Personalized Academic Indicators</th>
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<tbody>
<tr>
<td>■ Rate of growth to proficiency on state assessments for all core subjects</td>
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<tr>
<td>■ Mastery of deeper levels of academic competencies</td>
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<table>
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<tr>
<th>Examples of Personalized Measures of School Quality or Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>■ College credit earned in high school</td>
</tr>
<tr>
<td>■ Mastery of social and emotional competencies</td>
</tr>
<tr>
<td>■ Access to multiple, personalized pathways for mastery of competencies</td>
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4. Identification of School Improvement Strategies

- States can establish their own framework for supporting identified schools that incorporates personalized learning 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.

- States have the flexibility to establish exit criteria for identified schools.
5. New Direct Student Services Provision

- States may reserve up to 3% of their Title I, Part A grant to provide grants to school districts for direct student services.

- States must prioritize districts serving the highest percentage of schools identified for comprehensive and targeted support and improvement.

- Activities must include:
  - Enrollment in courses not available at a student’s school
  - Credit recovery and acceleration courses
  - Activities that assist students in completing postsecondary credit
  - Components of a personalized learning approach
  - Transportation for students attending comprehensive support and improvement schools who wish to switch schools
6. Elimination of Highly Qualified Teacher

- 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 personalized learning.

- Specifically, states could align their certification and licensing requirements to reflect new teaching roles and competencies for instruction in personalized learning environments.
7. Title II Reservation for School Leaders

- States may reserve up to 3% of their Title II, Part A funds to build a workforce of leaders with the skills to help schools transition to personalized learning environments.

- Priority funding should go to support leaders serving in schools identified for comprehensive support and improvement.

- Professional development programs should be customized, embedded, and align to statewide professional competencies so leaders can advance along individualized career pathways.
ESSA consolidates a number of existing federal grant programs into a new 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

States could use this block grant to create an innovation fund for districts interested in scaling personalized learning strategies.
9. Modernized 21st Century Community Learning Centers Grant

- The 21st Century Community Learning Centers grant program supports academic enrichment activities in afterschool or extended day settings.

- States should give priority to applicants that will provide high-quality credit bearing opportunities outside of the traditional classroom environment.

- Priority should also go to applicants that will serve students attending schools identified for comprehensive and targeted support and improvement.
10. New Community Support for School Success Grants

- ESSA establishes a new grant program that will enable community partners to play an important role in personalized learning environments.

- The program supports the following goals:
  - **Promise Neighborhoods** - significantly improve the academic and developmental outcomes of children living in the most distressed communities of the United States by providing access to a community-based continuum of high-quality services.
  - **Full-Service Community Schools** - provide support for schools that improve the coordination and integration, accessibility, and effectiveness of services for children and families, particularly for children attending high-poverty schools.
Seizing ESSA’s Opportunities
Transformed Learner Experiences & Outcomes

- Federal Policy
- State Policy
- Local Implementation
- Educator Capacity
Enabling the Transformation

1. Build competency-based systems to ensure mastery
2. Redesign assessment around student-centered learning
3. Rethink accountability for continuous improvement of next generation learning models
4. Create innovation zones and pilots to clear the path for personalized, competency-based learning
5. Ensure quality through standards & outcomes-based performance metrics
6. Create course access programs to ensure equitable access to college- and career-ready coursework

7. Modernize educator & leadership development & licensure

8. Promote fair & adequate funding for new learning models

9. Support the development & use of open educational resources (OER)

10. Provide robust technology infrastructure & improve broadband access

11. Protect student data privacy & security
Innovations in Accountability: Need Stage 3-4 Models

Stage 1: NCLB/Waivers (Content standards)

Stage 2: CA CORE Model (Multiple measures)

Stage 3: New Hampshire Model (Multiple measures, performance-based, building systems capacity)

Stage 4: Alberta, Canada Model to support personalized learning and CBE (Content standards, performance assessment standards, international benchmarking, continuous improvement of systems and quality, building capacity)
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Q&A

Ask your questions in the chat box
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