Success-Ready Students Network
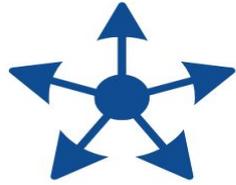
LEADING CHANGE: THE POWER OF STUDENT AGENCY AND TEACHER EFFICACY

March 20, 2024

SRSN Website
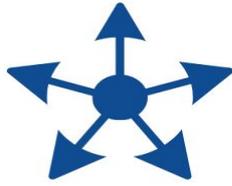**SRSN SDZ Demonstration Project with Waiver Request**

SRSN Presentation Team

Dr. Mike Fulton, SRSN Lead Facilitator
Dr. Pam Hedgpeth, SRSN Facilitator
Dr. Charles Pearson, SRSN Facilitator
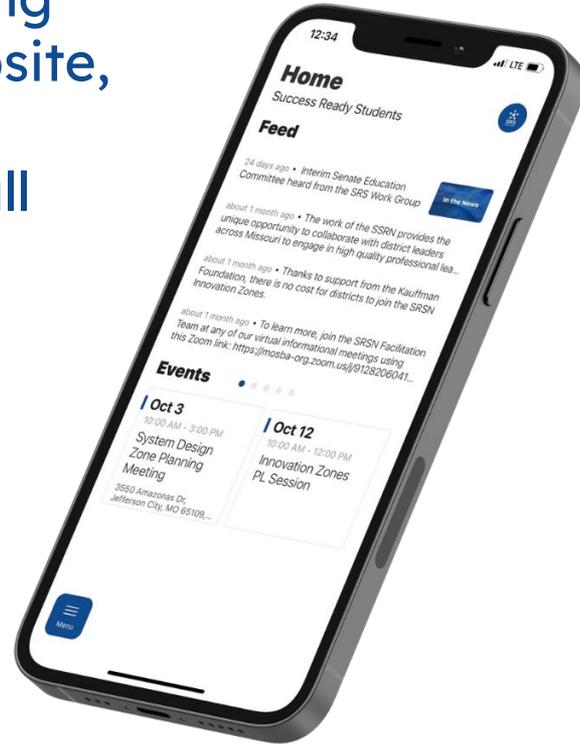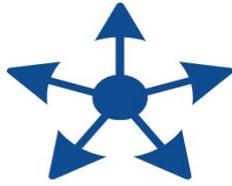Dr. Jeremy Tucker, SRSN Facilitator

What do you know about the SRSN?

Has everything from the website, including a calendar of all events

**Search
Success Ready
in the app store.**

Download on the **App Store**

GET IT ON **Google Play**

Success-Ready Students Network

Learning Targets

1. Understand how to engage in system design that supports every student in being high school, college, career, and workplace ready.
2. Understand how a personalized competency-based mindset promotes student agency and educator efficacy.
3. Understand how the SRSN's reimagined assessment and accountability system supports educators in effective instructional design.

The SRSN engages **stakeholders** in using a CBL mindset to **design** a system that **supports students** in developing the knowledge, skills and dispositions they need to be high school, college, career and workplace ready.

GIVE ME A LEVER LONG ENOUGH...AND SINGLE-HANDED I CAN MOVE THE WORLD
Peter Senge, The Fifth Discipline

Learning is the constant!

Time, structures and processes are the variables!!

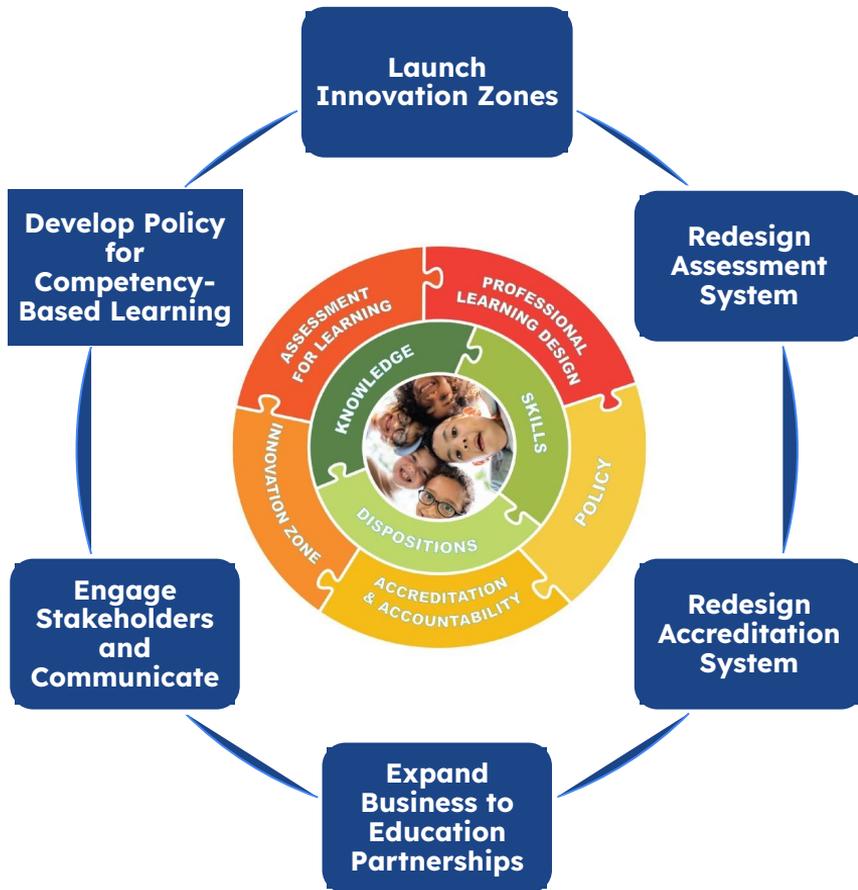What IS and what IS NOT personalized competency-based learning?

1. **Students are empowered daily** to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. **Assessment is a meaningful**, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. **Students receive timely, differentiated support** based on their individual learning needs.
4. **Students progress based on evidence of mastery**, not seat time.
5. **Students learn actively using different pathways and varied pacing**.
6. **Strategies to ensure equity for all students are embedded** in the culture, structure, and pedagogy of schools and education systems.
7. **Rigorous, common expectations for learning** (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.
8. **Students engage in Real World Learning experiences** that support high school, college, career and workplace readiness.*

A competency-based school should implement all seven elements of the definition. Strong implementation also requires policies, pedagogy, structures, and culture that support every student.
* Real World Learning as an eighth element is a Missouri addition to the definition of CBL.

Source: https://aurora-institute.org/our-work/competencyworks/competency-based-education/

DESE SRSWG Recommendations

July 2022 Success-Ready Students Network created to operationalize recommendations

Launch Innovation Zones

Develop Policy for Competency-Based Learning

Redesign Assessment System

Engage Stakeholders and Communicate

Redesign Accreditation System

Expand Business to Education Partnerships

Missouri DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION™

SRSN collaborates with DESE on next generation assessment and accreditation

SRSN Overarching Goals

The assessments and accountability indicators with metrics should:

1 Be **meaningful** for **students**

2 Provide a meaningful, transparent and **accurate reflection** of **student learning**

3 Be **actionable** for **teachers**

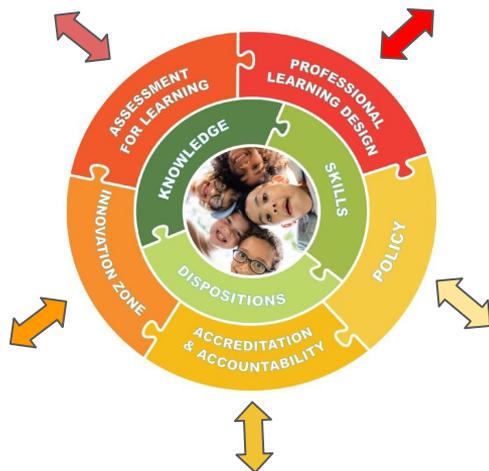**4** Provide teachers with what they need to effectively **inform instruction**

5 Be **personalized** for **each child**

6 Be **meaningful** for **parents**

Growth-to-Readiness (mastery)
- formative and summative
- instructionally connected validation of learning measures (ESSA)

Personalized competency-based mindset
- Foundational Learning
- Real World Learning
- Curriculum and Instruction
- Assessment
- Leadership

Test beds for designing, building, testing and scaling the four areas of system support

**State and local policy** that supports the four other areas of system design and implementation

Theory of actions for assessment and accountability that **empower students and educators** to fully focus on securing the knowledge, skills and dispositions students need to be high school, college, career and workplace ready
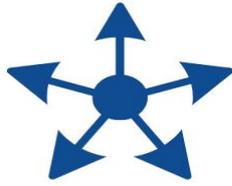
How do you see the SRSN Goals and Mindset Supporting Deeper Learning in Classrooms?
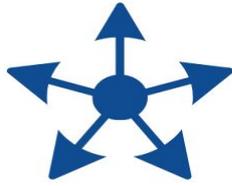
The Competency-Based Learning Mindset, Learner Agency, and Teacher Efficacy

Personalized Competency-Based Learning Mindset

1. **Students are empowered daily** to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.

2. **Assessment is a meaningful**, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.

3. **Students receive timely, differentiated support** based on their individual learning needs.

4. **Students progress based on evidence of mastery**, not seat time.

5. **Students learn actively using different pathways and varied pacing**.

6. **Strategies to ensure equity for all students are embedded** in the culture, structure, and pedagogy of schools and education systems.

7. **Rigorous, common expectations for learning** (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.

8. **Students engage in Real World Learning experiences** that support high school, college, career and workplace readiness.*

A competency-based school should implement all seven elements of the definition. Strong implementation also requires policies, pedagogy, structures, and culture that support every student.
* Real World Learning as an eighth element is a Missouri addition to the definition of CBL.

Where am I now?

Where am I going?

How do I get there?

Am I secure in my understanding and ready to move on to the next level of learning?

In personalized competency-based approaches assessment is explicitly woven into the learning process, providing **students with agency** to:

- **engage in a meaningful, positive, and empowering learning** experiences that yield timely, relevant, and actionable evidence;
- **receive timely, differentiated support** based on their individual learning needs;
- **make important decisions about their learning experiences**, how they will create and apply knowledge, and how they will demonstrate their learning.
- **learn actively** using different pathways and varied pacing.
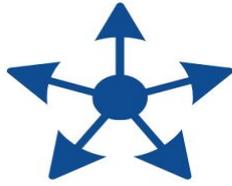
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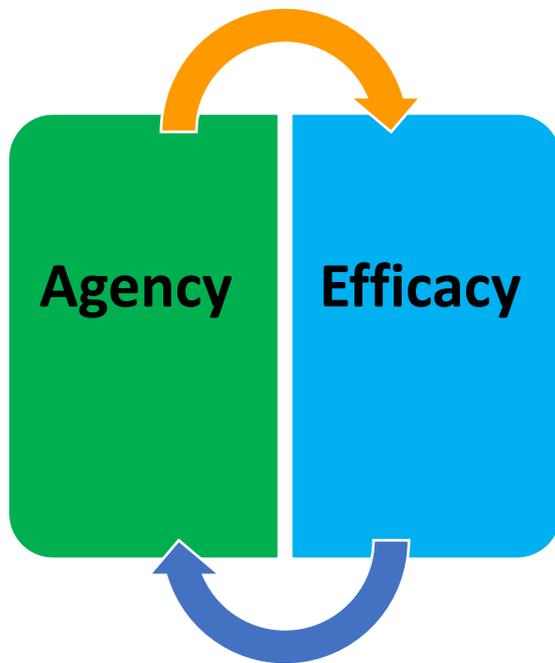
Teachers are treated as professionals, focused on continuous improvement:

- Work in **collaboration** with other teachers
- Support each other in **determining needs** of all students, collectively **design learning process**
- Use **multiple sources** of data to make instructional decisions
- Serve as **facilitators** of learning
- Provide timely, **focused feedback** to students

Students

Agency **Efficacy**

I have the authority to decide if, when and how to perform a task.
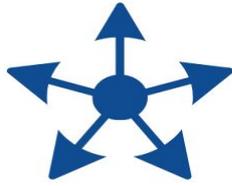
I have the ability to perform a task.

Teachers
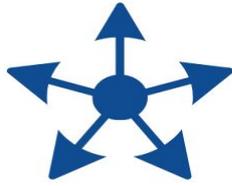
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Reflection...

Why is learner agency so essential?

What are some examples of "learner agency" currently occurring in your schools?

What is the SRSN Demonstration Project and Waiver?

Reimagined Assessment and Accountability System

Items Requested to be Waived in the SRSN Innovation Waiver Plan	Recommendation
(1) Replace the existing Missouri School Improvement Program (MSIP) 6 Annual Performance Report (APR) with an alternative APR.	Recommended[1]
(2) Develop alternative measures of literacy and numeracy for students in grades 3-8.	Recommended[1]
(3) Develop alternative measures of literacy and numeracy for students in high school.	Recommended[1]
(4) Demonstrate student employability and postsecondary readiness through Market Value Assets.	Recommended[1]
(5) Implement Market Value Assets leading students to attain career readiness credentials.	Recommended[1]
(6) Use SRSN-designated assessments in state accountability systems instead of the MAP Grade-Level and End-of- Course assessments.	Recommended[2]
(7) Hold classification status constant for member LEAs.	Recommended[3]
(8) Waive school calendar requirements for member LEAs.	Not Recommended

[1]Does not waive other accountability or reporting requirements, including those required by the federal government.
[2]Does not waive the federal requirement for administering Missouri Assessment Program (MAP) assessments, reporting MAP results, or other required accountability uses for MAP. Assessments must demonstrate alignment to the Missouri Learning Standards.
[3]Classification designations may be revisited based on items other than the MSIP6 APR.

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Mindset Shift

FROM tools designed to

provide feedback at the **system level** (**M**issouri **A**ssessment **P**rogram)

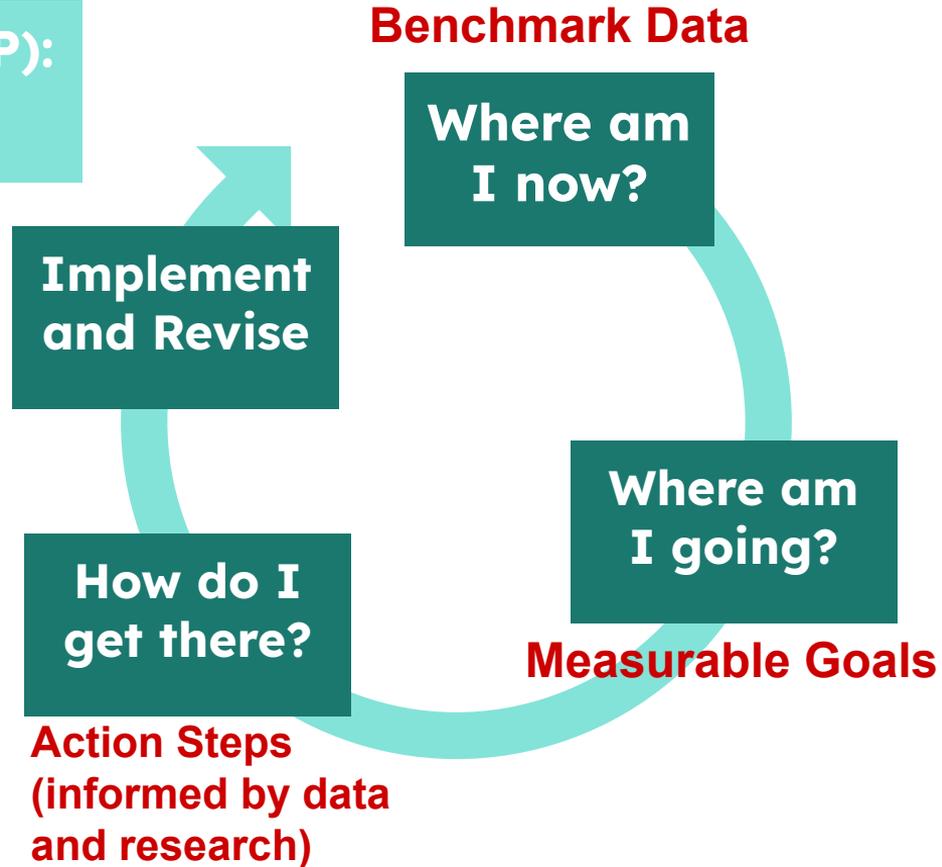measure system performance using lagging indicators (MSIP)

TO tools that

provide continuous feedback to students, teachers and parents on individual learner growth to high school, college, career and workplace readiness

support systems design thinking using leading indicators to inform strategic planning and continuous improvement

Continuous Improvement Plan (CIP): Cycle of Inquiry

Building and District Continuous Improvement Plans support **every student** in having the **knowledge, skills and dispositions** they need to be high school, **college, career and workplace ready**.

Benchmark Data

Where am I now?

Implement and Revise

Where am I going?

Measurable Goals

How do I get there?

Action Steps (informed by data and research)

CONTINUOUS IMPROVEMENT PLAN   **(e.g. Strategic Plan, CSIP Template, etc see p. 44 of CG MSIP 6)**
Leadership descriptors: school board leadership, ethics, continuous school improvement, operations and resource management, school board policy, superintendent rules, responsibilities and evaluation, personnel and program evaluation, communication, personnel and school safety.
Effective Teaching and Learning (TL 1 C, G H J)descriptors: success-ready students, high-quality early learning, high-quality career education, intra- and interpersonal skills, teacher/leader standards, effective instructional practices, multi-tiered system of support, professional learning, use of technology to improve instruction, comprehensive school counseling, library media services, and class size and assigned enrollments.
Collaborative Climate and Culture indicators: safe and caring environment, culture of high academic achievement and behavioral expectations, collaborative partnerships, and parent/guardian involvement.
Data-Based Decision-Making descriptors: data submission, continuous and innovative improvement, climate and culture data, and collaborative teams.
Alignment of Standards, Curriculum and Assessment descriptors: viable curriculum aligned to the Missouri Learning Standards and assessment aligned to the Missouri Learning Standards.(AS 2)
Equity and Access (EA1-A-C)Educational equity exists when there is an intentional focus on learning outcomes and the allocation of resources ensures that each student is purposefully engaged and is provided rigorous instruction, meaningful supports, and relevant educational experiences. *Equity and access are comprised of the following descriptors: academic achievement, graduation rate, follow-up rate of graduates, and equity of educational experiences.*

Effective Teaching and Learning TL1–C.G.H.J. (currently PR)

Current language–Students and identified groups demonstrate on-track performance on multiple measures of success by meeting or exceeding state standard and/or demonstrating significant measurable improvement

Current System	Transformational	Progressing/Performing	Emerging

TL1:Students and identified student groups demonstrate on-track performance on multiple measures of success meeting or exceeding the state standard and/or demonstrating significant measurable improvement.
    C. Beginning in Elementary School–On-track performance for literacy and numeracy Incorporated
AS2: The school system implements a comprehensive assessment system including state required and locally selected assessment
    A-H
	Growth-to-Readiness captures student growth in learning on grade level (priority) standards
	
	FOUND ON DASHBOARD
	
	System-wide assessment practices which utilize a through-year assessment and supporting formative assessments for literacy, numeracy, and critical thinking for reflection and goal-setting at all levels (district, school buildings, classrooms, students) to improve individual student success and promote student agency.
		The system develops assessment practices and utilizes a through-year assessment and supporting formative assessments for literacy and numeracy to inform goal-setting at some levels (district, school buildings, classrooms) to improve district outcomes.	The system audits current assessment practices and utilizes formative assessments for literacy and numeracy to monitor student outcomes at the district and building levels.

DRAFT Framework: College/Career/Workforce Readiness (CCWR)

| Individual Career and Academic Plan (ICAP) |
|---|
| **Learning Outgrowths (inspired by K-12 Real World Learning Opportunities)**
● DESE recognized career and technical education (CTE) certificate
● Market Value Assets: Work experience (client connected projects), Entrepreneurial Experiences, Regionally Vetted Industry Credentials, College Credit

Support Tools for Learning Outgrowths
● End-of-Course Exams (redesigned using a growth-to-mastery approach allowing flexible validation such as badging of foundational understandings)
● Qualifying assessment(s) (align with and support ICAP goals)

Graduation Indicators
● Graduation Rate
● Graduation Follow-Up Survey |

DRAFT Framework: High School Readiness

	Evaluate	iReady	NWEA	Star
Growth-to-Readiness (standard) captures student growth in learning on grade level standards **Growth-within-year:** student demonstrates growth in learning on grade level standards from their starting point and capture their growth (<, =, > one year). **Growth-across-years:** student demonstrates growth in learning on the grade level standards from one year to the next.	**Academic Readiness** ● Beginning ● On Track ● Consistently Demonstrating ● Secure **On-Track Performance** ● percentage of students within proficiency levels ● time point to time point ● effect size	**Academic Readiness** ● On or above grade level ● 1 grade level below ● 2 or more grade levels below **On-Track Performance** ● Percent of students achieving typical growth	**Academic Readiness** ● Low ● Lo Average ● Average ● High Average ● High **On-Track Performance** ● Growth quintiles and descriptors from NWEA between each window (focus on fall to spring growth)	**Academic Readiness** ● Urgent Intervention ● Intervention ● On-Watch ● At/Above Benchmark **On-Track Performance** ● Student Growth Percentile (Low, Typical, High)

DRAFT Framework: High School Readiness

Current Capabilities	Future Design Qualities	
Growth-to-Readiness (standard) captures student growth in learning on grade level standards **Growth-within-year:** student demonstrates growth in learning on grade level standards from their starting point and capture their growth (<, =, > one year). **Growth-across-years:** student demonstrates growth in learning on the grade level standards from one year to the next.	***Secure in Understanding Priority Standards (mastery):*** the student has demonstrated sufficient mastery of the priority standards and is ready to move on to the next set of grade level expectations.	**Growth-to-Readiness (mastery)** reflects the change in priority standards mastered **Growth-within-year:** the student is demonstrating growth in mastery of priority standards from their starting point and are making one or more years of growth. **Growth-across-years:** the student is demonstrating growth in mastery of priority standards from one year to the next and is projected to be on track for high school readiness as determined by their goal(s).

Classifying the Location of Growth and Status
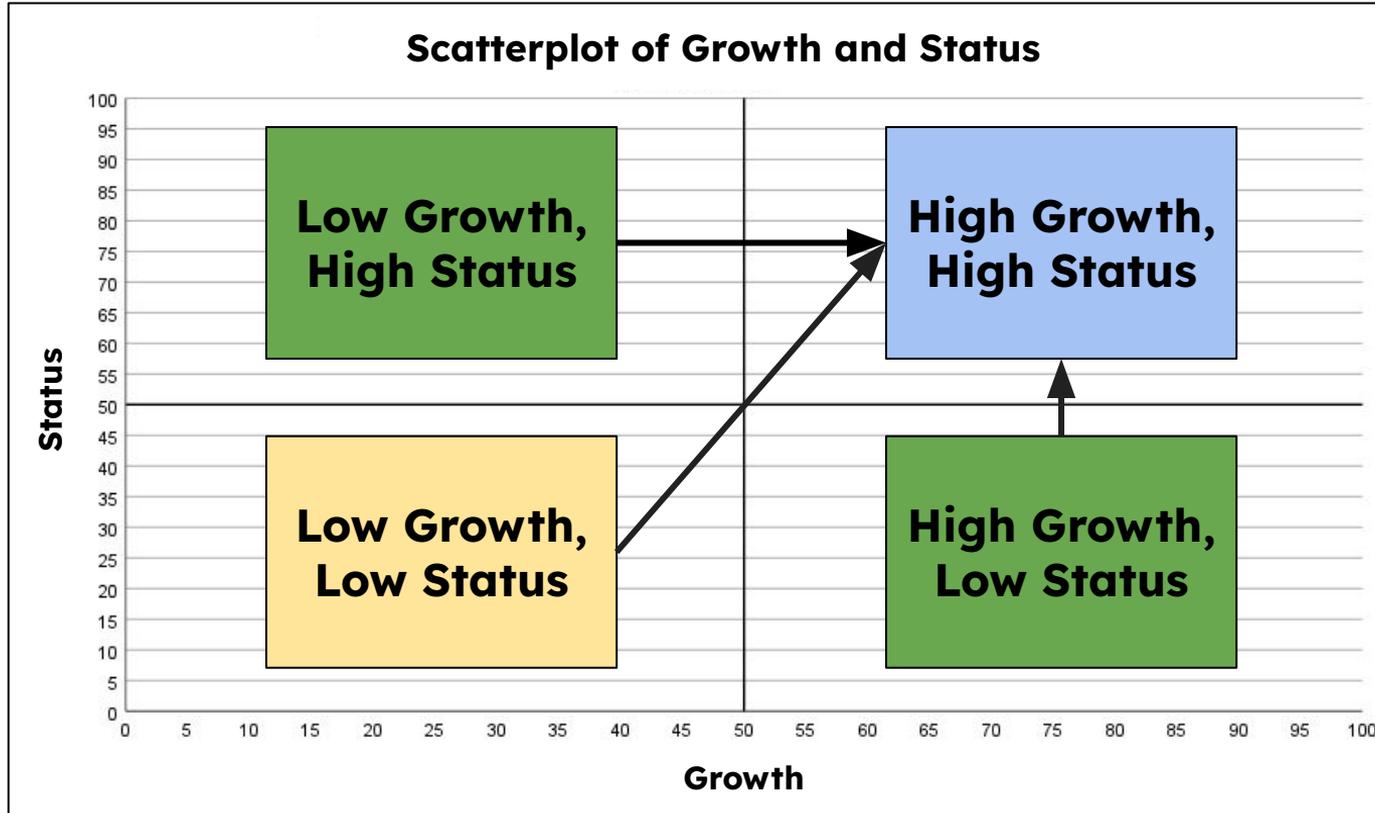
How do we move students from these three quadrants to the High Growth, High Status quadrant?

Scatterplot of Growth and Status

Status (y-axis): 0 to 100

Growth (x-axis): 0 to 100

Low Growth, High Status

High Growth, High Status

Low Growth, Low Status

High Growth, Low Status

Assessment Design

DESIGN MINDSET

- **Empowered daily**
- **Assessment is meaningful**
- **Timely, differentiated support**
- **Progress based on evidence of mastery**
- **Learn actively using different pathways and varied pacing**
- **Ensure equity**
- **Rigorous, common expectations**
- **Real World Learning**

VISION: The learner seamlessly engages with an assessment system that connects mastery expectations across formative, interim and ESSA measurement tools aligned with ESSA's purpose.

Phase 1: Interim assessment replaces MAP to support the transition from growth-to-readiness (standards) to a growth-to-readiness **(mastery)** assessment and accountability system.

Phase 2: Growth-to- readiness **(mastery)** assessment system that provides timely feedback to students, teachers and parents, etc. on a students academic readiness and on-track trajectory to high school, college, career and workplace readiness within and across years.

Design, Build, Test and Scale

Questions?