# Success-Ready Students Network

# Midwest Suburban Superintendents Association
## Jan. 14, 2023

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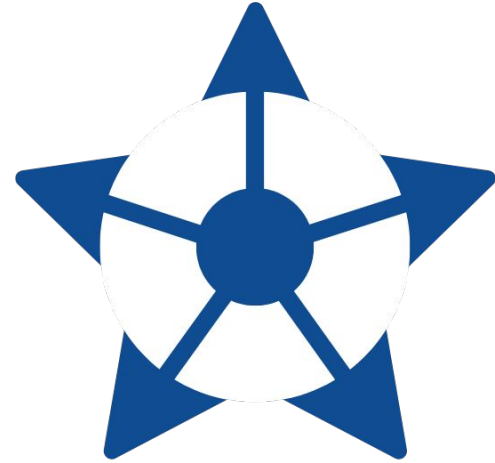
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Jim Wipke, Ed.D

# GOALS for the Session

**Participants will explore**

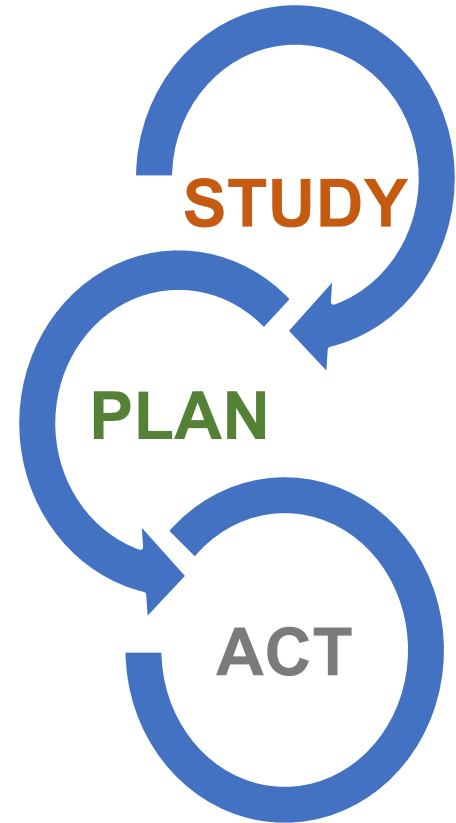1. **using a personalized, competency-based learning (CBL) with Real World Learning (RWL) MINDSET to design up local practice and state policy; and**

2. **reflect on leadership behaviors that support student-centered learning design and policy.**
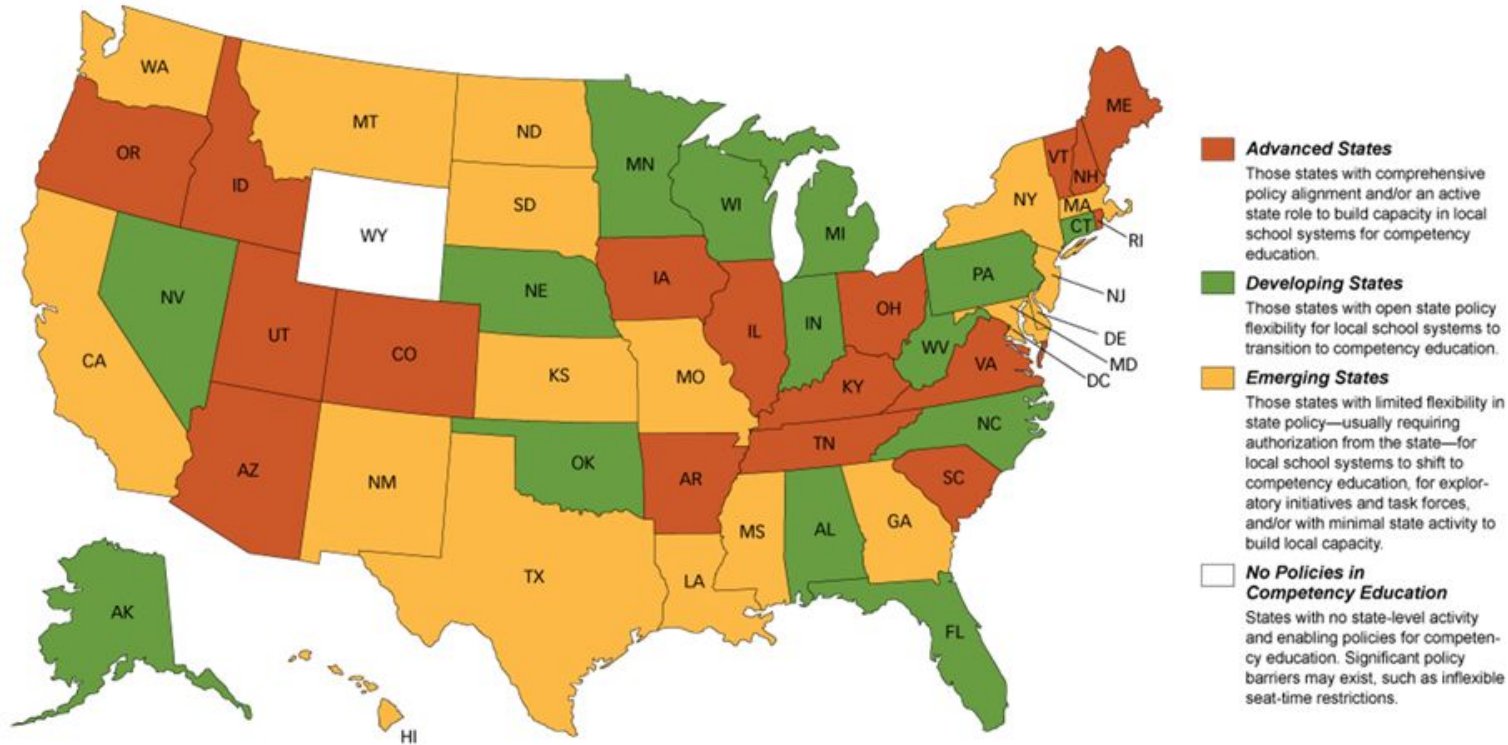


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**What does the phrase *personalized, competency-based learning* mean to you?**

STUDY

PLAN

ACT

# Context

# 2012

## A Snapshot of Competency Education State Policy Across the United States



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

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

**Emerging States**
Those states with waivers, task forces.

**ILN 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 in Competency Education**
States with seat-time and no competency education policies.

4

13

8

23

# Competency-Based Learning (CBL)
## 2022 National Context



**Advanced States**
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

17

**Developing States**
Those states with open state policy flexibility for local school systems to transition to competency education.

14

**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.

18

**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.

1

# Missouri's Foundational Studies

**2013**
- **H.S. Credit: demonstrate competency**
- **Fund competency-based credit at 95% vs. seat time**
- **Develop assessment and reporting system (MOSIS) that supports CBL vs. time-based.**

**2022**
- **Missouri legislature authorizes competency-based strategies including funding and innovation**

**Missouri Dept. of Elementary and Secondary Education (DESE) Proficiency-Based Task Force**

**Missouri Assessment Partnership**

**DESE Bellwether Report on Competency-Based Learning**

**DESE Success-Ready Students Work Group**

| 2012-2013 | 2015-2016 | 2017 – present | 2019 | 2021 | 2022 |

**MASA Accreditation & Assessment Task Force**

**DESE Commissioner's Education Policy Advisory Committee**

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Click on underlined text for a link to the reports.

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# SUCCESS READY STUDENTS AND WORKFORCE DEVELOPMENT
## Integrated Themes from Studies on CBL and Assessment

(1) Proficiency-Based Learning Task Force   (2) MASA Accreditation & Assessment    (3) MOAP    (4) Commissioner Advisory (Hunt)    (5) Bellwether

**Assessment: Redesign MAP test** with an assessment system that supports competency-based learning (1,2,3,4,5)
- **Student as focus** with the assessment system (including "state test") supporting using **time, structure and instructional strategies as variables** in learning design to **meet students where they are** and ensure **every student** has an academic foundation in place to be high school, college, career & workforce ready. (1,2,3,5)
- **Professional development** to ensure educators have the tools they need to support student success.(2, 3, 5)

**Assessment and Accountability: Develop a framework** which supports competency-based learning through use of meaningful measures (data) that inform instructional and school improvement while also removing barriers inherent in the current system (1,2,3,4,5)

**Innovation:** Provide districts flexibility (e.g. pilots, waivers, etc) to implement competency-based learning and innovative assessment systems. (1,2,3,4,5)

**Engagement:** Include stakeholders groups in designing competency based learning and assessment systems. (1,2,3,4,5)

# DESE Success-Ready Students Work Group (SRSWG)

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# SRSWG Essential Questions

1. **What is competency-based learning?**
2. **What strategies, including professional development, are needed to support implementation of competency-based learning?**
3. **What are barriers to competency based learning that need to be addressed locally and statewide with policy and practice?**
4. **How can the assessment system (including MAP) be redesigned to support student mastery of priority standards ensuring high school, college, career, and workplace readiness and meets federal requirements?**
5. **What is the framework and approval process for districts to voluntarily customize MSIP 6 requirements in order to implement CBL practices, including assessment evidence.**

STUDY

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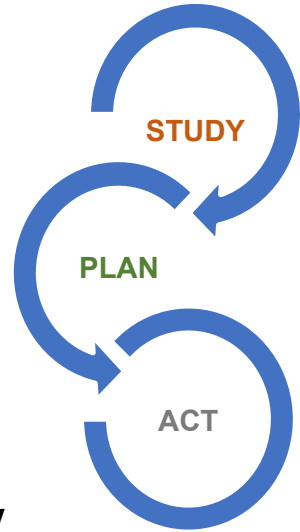
**Learning Ladder**

**Personalized**
**Competency-Based**
*Defined by learning*
*(age does not determine your grade level);*
*Time is variable.*

**Time/Age-Based**
*Defined by time*
*(your age determines your grade level);*
*Learning is variable.*

**Success Ready Graduates**

Students progress through **priority standards** (competencies foundational to high school, college, career, workplace readiness) as demonstrated by their level of **mastery** on **assessment evidence**.

Time, Structure and Instructional Strategies are variables that support the learner.

**Entering School/Preschool**
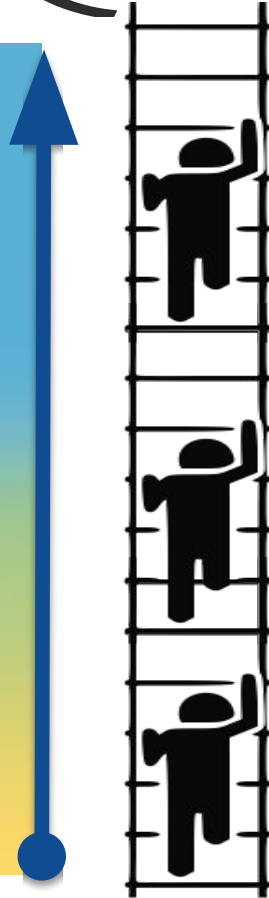
Grade 12
Grade 11
Grade 10
Grade 9

College, Career, Workplace Readiness

Grade 8
Grade 7
Grade 6
Grade 5
Grade 4
Grade 3

High School Course Content Readiness

Grade 2
Grade 1
Kindergarten
Pre-Kindergarten

Foundational Readiness

# Research Informed Policy and Practice

Hattie:

Visible

Learning



**DEVELOPMENTAL EFFECTS**
**TEACHER EFFECTS**
**ZONE OF DESIRED EFFECTS**
**REVERSE EFFECTS**

0.4
0.2
0
−0.2
1.6

co- or team teaching
ability grouping
homework
teaching test taking
reducing class size
classroom management
mainstreaming/inclusion

web-based learning
humour
one-on-one laptops
mentoring
background music

suspension/expelling
boredom
retention
lack of sleep
summer vacation

classroom discussion
response to intervention
feedback
piagetian programs
direct instruction
self-reported grades
teacher clarity
teacher credibility
collective teacher efficacy

## Practices That Yield Desired Effects

| | | | | |
|---|---|---|---|---|
| Collective teacher efficacy | 1.57 | | Classroom discussion | .82 |
| Self-reported grades | 1.33 | | Teacher clarity | .75 |
| Response to intervention | 1.29 | | Feedback | .70 |
| Piagetian programs | 1.28 | | Direct instruction | .60 |
| Teacher credibility | .90 | | Providing formative evaluation | .48 |

# Field Based Shared Learning

- [Pattonville](#) School District
- [Liberty and Kearney](#) School Districts
- Kansas City Region [Real World Learning](#)
- [Missouri Assessment Partnership](#)
- Leading [State Policy](#) and [Organizational Change](#)
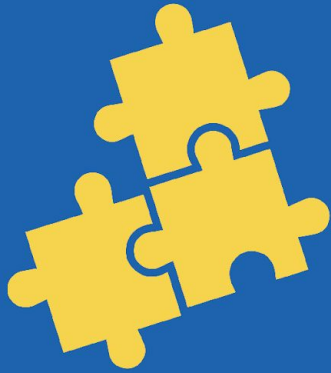
# Here's Where We Are!

**75** High Schools

**31** School Districts

**=**

**83,000** Students

Real World Learning

# 600+

employers engaged in providing real world experiences for our region's H.S. students.

Real World Learning

# Regionally-vetted Market Value Assets (MVAs)

**work experiences**

-Client connected project
-Internship

**industry-recognized credentials**

**college credit**

**entrepreneurial experiences**

# Liberty School District

## Creating dashboards for meaningful accountability



### Real World Learning
MSIP 6 Alignment EA, TL, DB

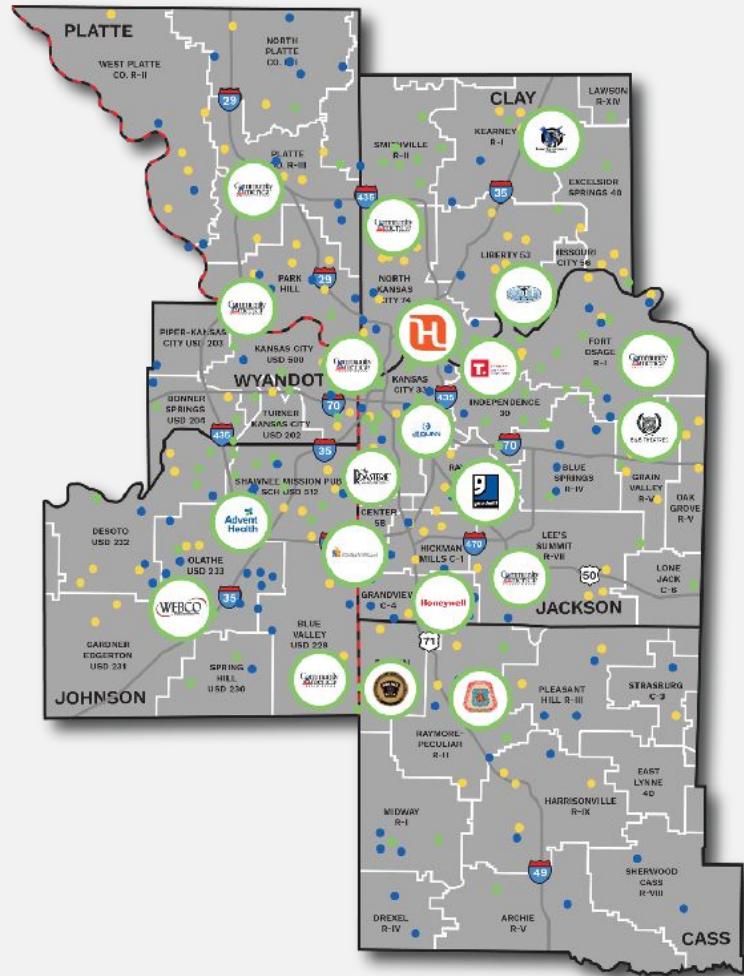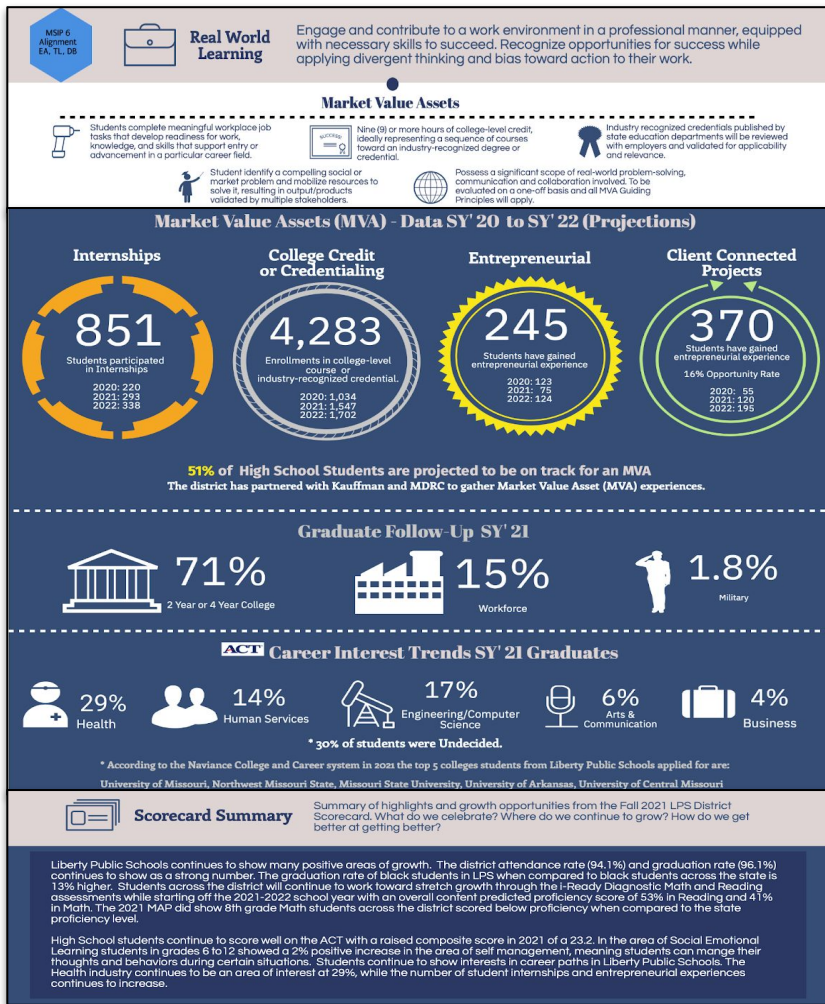Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed. Recognize opportunities for success while applying divergent thinking and bias toward action to their work.

#### Market Value Assets

Students complete meaningful workplace job tasks that develop readiness for work, knowledge, and skills that support entry or advancement in a particular career field.

Nine (9) or more hours of college-level credit, ideally representing a sequence of courses toward an industry-recognized degree or credential.

Industry recognized credentials published by state education departments will be reviewed with employers and validated for applicability and relevance.

Student identify a compelling social or market problem and mobilize resources to solve it, resulting in output/products validated by multiple stakeholders.

Possess a significant scope of real-world problem-solving, communication and collaboration involved. To be evaluated on a one-off basis and all MVA Guiding Principles will apply.

### Market Value Assets (MVA) - Data SY' 20 to SY' 22 (Projections)

**Internships**
851
Students participated in Internships
2020: 220
2021: 293
2022: 338

**College Credit or Credentialing**
4,283
Enrollments in college-level course or industry-recognized credential.
2020: 1,034
2021: 1,547
2022: 1,702

**Entrepreneurial**
245
Students have gained entrepreneurial experience
2020: 123
2021: 75
2022: 124

**Client Connected Projects**
370
Students have gained entrepreneurial experience
16% Opportunity Rate
2020: 55
2021: 120
2022: 195

**51%** of High School Students are projected to be on track for an MVA
The district has partnered with Kauffman and MDRC to gather Market Value Asset (MVA) experiences.

### Graduate Follow-Up SY' 21

71% — 2 Year or 4 Year College
15% — Workforce
1.8% — Military

### ACT Career Interest Trends SY' 21 Graduates

29% Health
14% Human Services
17% Engineering/Computer Science
6% Arts & Communication
4% Business

**30% of students were Undecided.**

* According to the Naviance College and Career system in 2021 the top 5 colleges students from Liberty Public Schools applied for are: University of Missouri, Northwest Missouri State, Missouri State University, University of Arkansas, University of Central Missouri

### Scorecard Summary
Summary of highlights and growth opportunities from the Fall 2021 LPS District Scorecard. What do we celebrate? Where do we continue to grow? How do we get better at getting better?

Liberty Public Schools continues to show many positive areas of growth. The district attendance rate (94.1%) and graduation rate (96.1%) continues to show as a strong number. The graduation rate of black students in LPS when compared to black students across the state is 13% higher. Students across the district will continue to work toward stretch growth through the i-Ready Diagnostic Math and Reading assessments while starting off the 2021-2022 school year with an overall content projected proficiency score of 53% in Reading and 41% in Math. The 2021 MAP did show 8th grade Math students across the district scored below proficiency when compared to the state proficiency level.

High School students continue to score well on the ACT with a raised composite score in 2021 of a 23.2. In the area of Social Emotional Learning students in grades 6 to12 showed a 2% positive increase in the area of self management, meaning students can mange their thoughts and behaviors during certain situations. Students continue to show interests in career paths in Liberty Public Schools. The Health industry continues to be an area of interest at 29%, while the number of student internships and entrepreneurial experiences continues to increase.

# Missouri's CBL with RWL Framework

Missouri stakeholders use a **personalized, competency-based learning mindset** to **engage students** in developing the **knowledge, skills and dispositions** they need to be **high school, college, career and workplace ready**.

# Missouri's Personalized CBL/RWL 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.

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

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# SRSWG Recommendations to Missouri State Board of Education, June 14, 2022

**#1** Develop **policy** that supports competency-based learning.

**#2A** **Design/build a competency-based assessment for learning system** (inclusive of federal requirements) that supports students developing the knowledge, skills and dispositions that support students being high school, college, career and workforce ready. (2022-2023)

**#2B Design/build a reimagined accreditation system** that supports students being success-ready.

**#3 Launch Innovation Zone Cohort 1 in 2022-2023**.

**#4** Expand capacity for Missouri school districts to engage students in **Business-to-Education (B2E) opportunities**.

**#5** In all engagement processes, model best practices in **stakeholder engagement and effective communication**.
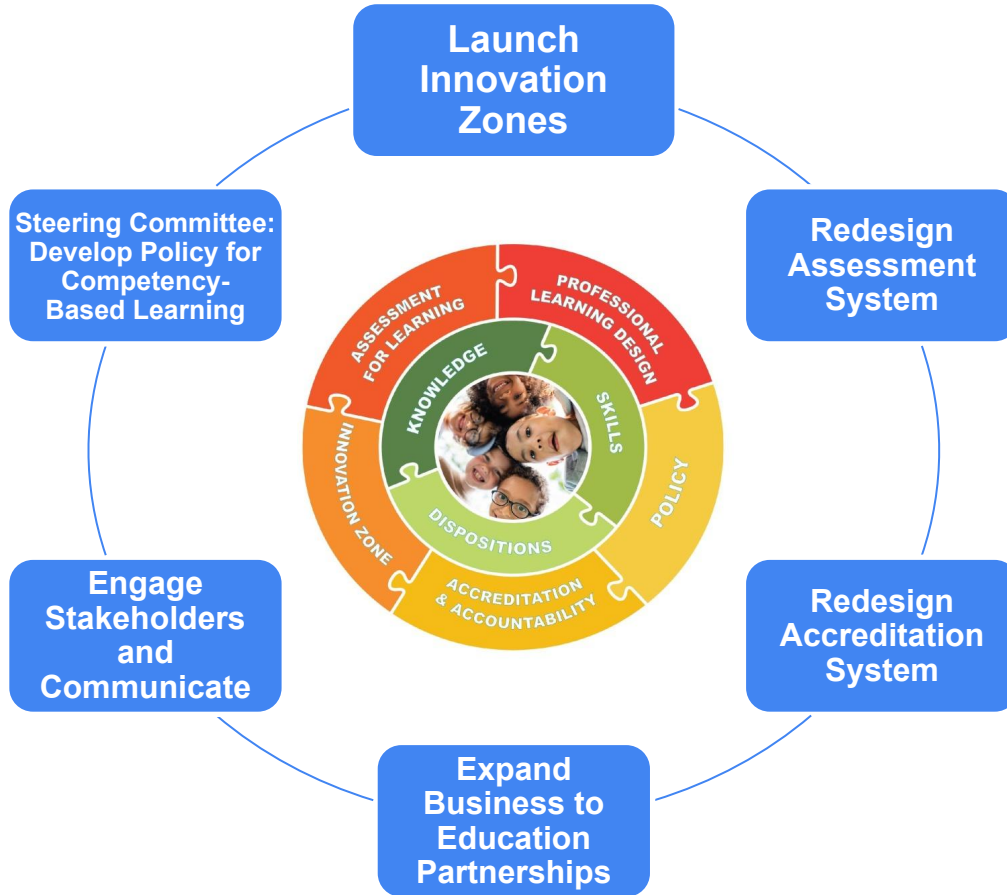
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**To what extent does your current state assessment and accountability systems promote using these eight elements in learning design?**

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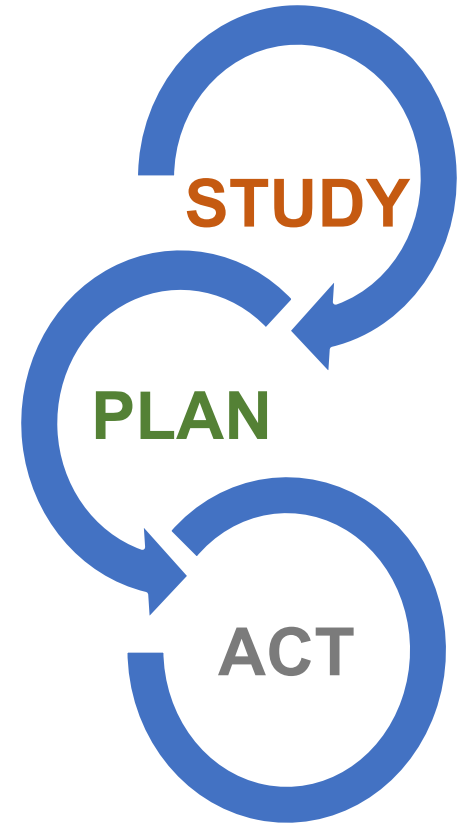
# SRSN: Areas of Focus

# Innovation Zones

- **Engage districts in collaborative work with DESE to design up reimagined assessment and accreditation systems**

- **Promote use of personalized competency-based learning** practices with students at the classroom, school and district levels

- **Support collaboration between regional and state partners** (e.g. higher ed, businesses, etc) and school districts to build capacity for students to develop the knowledge, skills and dispositions they need to be high school, college, career and workplace ready

SYSTEM DESIGN ZONE

INNOVATIVE LEARNING DESIGN ZONE

COLLABORATIVE NETWORK ZONE

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*Missouri School Districts sharing CBL RWL practices with one another supported by national resources*

# DEMONSTRATION PROJECT KEY ELEMENTS

- **Theory of Action for Assessment**
- **Model for Growth to Standard**
- **Theory of Action for Accountability**
- **Research to inform practice**
- **Waive regulatory barriers**

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# SRSN: Our Theory of Action for Assessment

## Why?
What **motivations** underlie the shift to a through-year assessment program?

## How?
What is the through-year **program**? What are the intended outcomes and **how will they be achieved**?

## What?
What is the **set of assessments** and corresponding assessment evidence?
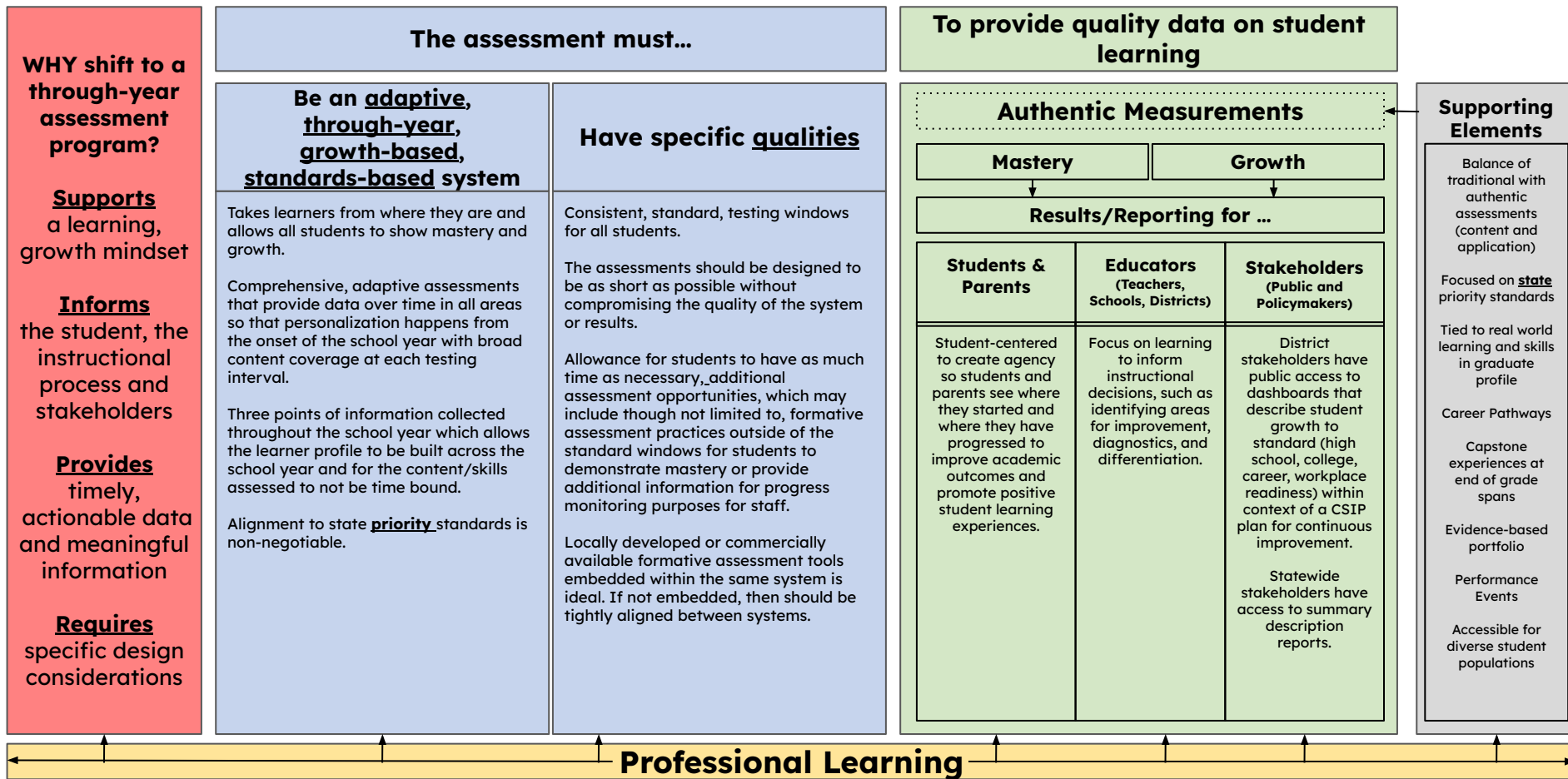
**Aims**

**Theory of Action**

**Interpretive Argument**

(Reproduced from Center for Assessment, 2021, p.28)

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## Theory of Action for a Reimagined State Assessment System (version 11.2022)

**WHY shift to a through-year assessment program?**

**Supports** a learning, growth mindset

**Informs** the student, the instructional process and stakeholders

**Provides** timely, actionable data and meaningful information

**Requires** specific design considerations

## The assessment must...

### Be an adaptive, through-year, growth-based, standards-based system

Takes learners from where they are and allows all students to show mastery and growth.

Comprehensive, adaptive assessments that provide data over time in all areas so that personalization happens from the onset of the school year with broad content coverage at each testing interval.

Three points of information collected throughout the school year which allows the learner profile to be built across the school year and for the content/skills assessed to not be time bound.

Alignment to state **priority** standards is non-negotiable.

### Have specific qualities

Consistent, standard, testing windows for all students.

The assessments should be designed to be as short as possible without compromising the quality of the system or results.

Allowance for students to have as much time as necessary, additional assessment opportunities, which may include though not limited to, formative assessment practices outside of the standard windows for students to demonstrate mastery or provide additional information for progress monitoring purposes for staff.

Locally developed or commercially available formative assessment tools embedded within the same system is ideal. If not embedded, then should be tightly aligned between systems.

## To provide quality data on student learning

### Authentic Measurements

| Mastery | Growth |
|---------|--------|

### Results/Reporting for ...

| Students & Parents | Educators (Teachers, Schools, Districts) | Stakeholders (Public and Policymakers) |
|---|---|---|
| Student-centered to create agency so students and parents see where they started and where they have progressed to improve academic outcomes and promote positive student learning experiences. | Focus on learning to inform instructional decisions, such as identifying areas for improvement, diagnostics, and differentiation. | District stakeholders have public access to dashboards that describe student growth to standard (high school, college, career, workplace readiness) within context of a CSIP plan for continuous improvement.<br><br>Statewide stakeholders have access to summary description reports. |

## Supporting Elements

Balance of traditional with authentic assessments (content and application)

Focused on **state** priority standards

Tied to real world learning and skills in graduate profile

Career Pathways

Capstone experiences at end of grade spans

Evidence-based portfolio

Performance Events

Accessible for diverse student populations

## Professional Learning

- How accountability and accreditation systems at the state and district levels support CBL designs

- Current practices for the use of formative, interim, and summative assessments at the classroom, school, and district levels; how teachers, schools, and districts might better use these assessments; and how these assessments relate to the required state assessments including for accountability and accreditation purposes.

# SRSN: Theory of Action for Accountability

**UNDER DEVELOPMENT**
**Questions Guiding the Work**

1. What are the units of performance, accountability, and reporting?

2. What are schools/students (or others) to be held accountable for?

3. What accountability decisions will be made, and with what consequences?

4. How will results be reported?

5. What data are available and will be used in the accountability system?

6. How will data be combined to make an accountability judgment?

7. How will the accountability system be monitored and evaluated?

# SRSN System Design Zone Demonstration Project

The demonstration project addresses recommendations in the Success-Ready Students Work Group and identifies, in accordance with guidelines put forth in Statute 161.214, specific school innovation waiver requests to support student learning. This includes using assessment for learning strategies to inform development of a growth to standard assessment system developing accountability approaches that support assessment for learning leading to students being life ready.

# QUESTIONS