Success-Ready Students Network

The Power of Partnership

Lake of the Ozarks, MO March 23, 2023, 10:30-11:30 am
Club Room

Facilitation Team Members

Dr. Mike Fulton
Dr. Charles Pearson
Dr. Jeremy Tucker

Dr. Pam Hegepeth
Dr. Matt Goodman
Lisa Sireno

Learning Targets

- Understand the work of the Success-Ready Students Network
- Understand the Theory of Action for Assessment
- Understand the Theory of Action for Accountability

Success-Ready Students Network

Learning Targets

What do you know about the Success-Ready Students Network?

What questions do you have?

Success-Ready Students Network

Missouri's Foundational Studies

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

Missouri Legislature 2022-2023

- **Fund competency-based credit**

2012-2013

DESE Proficiency-Based Task Force

2015-2016

MASA Accreditation & Assessment Task Force

2017 – present

Missouri Assessment Partnership

2019

DESE Commissioner's Education Policy Advisory Committee

2021

DESE Bellwether Report on Competency-Based Learning

2022

DESE Success-Ready Students Work Group

Success-Ready Students Network

Click on underlined text for a link to the reports.

Success-Ready Students Network

DESE Success-Ready Students Work Group

"As we work together to recover from the pandemic and the challenges it has presented for our schools, we have a unique opportunity to reimagine and reshape our education system in ways that provide better access to educational opportunities for all children. With this mission in mind, the Missouri State Board of Education tasked the Department of Elementary and Secondary Education (DESE) with exploring alternatives that replace the traditional time-based educational system with a competency-based system."

[1]"Letter to Missouri School Leaders and Educators," Commissioner of Education Margaret M. Vandeven, February 1, 2022, https://dese.mo.gov/media/pdf/success-ready-students-work-group-commissioner-letter-educators

Success-Ready Students Network

Missouri Framework
Competency-Based Learning (CBL)

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

SRSN Website

Success-Ready Students Network

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/

Success-Ready Students Network

REAL WORLD LEARNING CREATES A PURPOSE MINDSET

Regionally-vetted Market Value Assets (MVAs)

work experiences

-Client connected project
-Internship

college credit

industry-recognized credentials

entrepreneurial experiences

Reflection Question

What resonated with you about Personalized Competency-Based Learning?

SRSN: Areas of Engagement

2023-2024 Pending State Funding

- Launch Innovation Zones
- Redesign Assessment System
- Redesign Accreditation System
- Engage Stakeholders and Communicate
- Blue Ribbon Commission: Expand Business to Education Partnerships
- Steering Committee: Develop Policy for Competency-Based Learning

Success-Ready Students Network

Missouri Department of Elementary & Secondary Education

Success-Ready Students Network

Success-Ready Students Network (SRSN)

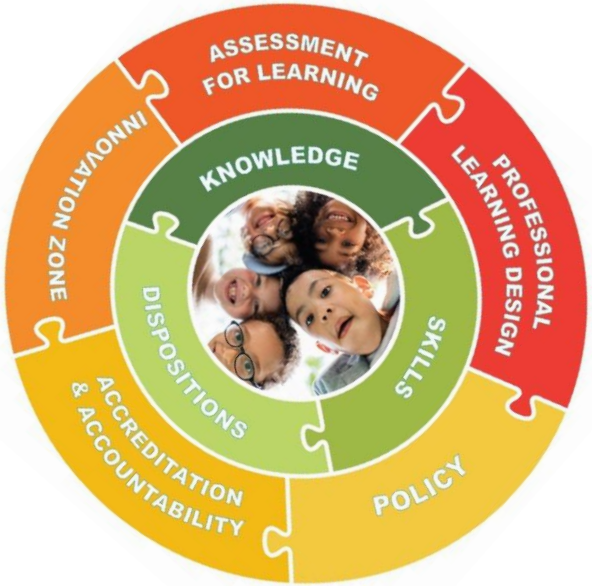
Operationalizing Missouri's Framework using a personalized competency-based mindset to ensure students are high school, college, career and workforce ready

Theory of Action: Assessment

Assessment for Learning empowers students through regular feedback on meaningful learning inclusive of federal accountability measures

Theory of Action: Accountability

Innovation Zones provide a space where districts and educational partners collaboratively design learning that empowers student agency.



Professional Learning Design that brings together districts and educational partners to study, plan and use personalized CBL instruction and continuous improvement.

Accreditation and Accountability focused on leading levers for continuous improvement that inform strategic planning and learning design.

Policy that supports using a personalized competency-based mindset in system design and instructional practice that promote real world learning.

Success-Ready Students Network

SRSN System Design Zone Demonstration Project

In partnership with DESE, using a personalized competency-based (CBL mindset, school districts are creating a reimagined assessment and accreditation system that supports students in having the knowledge, skills and dispositions they need to be **high school**, **college**, **career** and **workforce ready**.

- Theory of Action for Assessment
- Theory of Action for Accountability
- Metrics for Growth-to-Standard
- Research that Informs Practice and Policy
- Professional Learning that Supports Scaling CBL Practices Statewide
- Removing regulatory barriers to personalized competency-based learning design that supports student success, workforce development, professional learning and teacher retention (Statute 161.214 SCHOOL INNOVATION WAIVER request)

Success-Ready Students Network

ASSESSMENT FOR 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;
- **have consistent learning targets for mastery** across all assessments, including those used for federal and state accountability;
- **receive timely, differentiated support** based on their individual learning needs;
- **set goals** for next steps in their learning;
- **progress based on evidence of mastery**, not seat time;
- **make important decisions about their learning experiences**, how they will create and apply knowledge, and how they will demonstrate their learning.
- l**earn actively** using different pathways and varied pacing.

Reference: Cambridge Institute

Success-Ready Students Network

Success-Ready Students Network

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. 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

Reflection Question

What might be the impact of implementing this Theory of Action for Assessment?

Success-Ready Students Network

Learner Centered Accountability Design

Personalized competency-based learning is a mindset that engages stakeholders in system design that give students agency in mastering the knowledge, skills and dispositions foundational to being high school, college, career and workplace ready. Assessment is integrated into the learning process to support students and teachers in this process. Specifically:

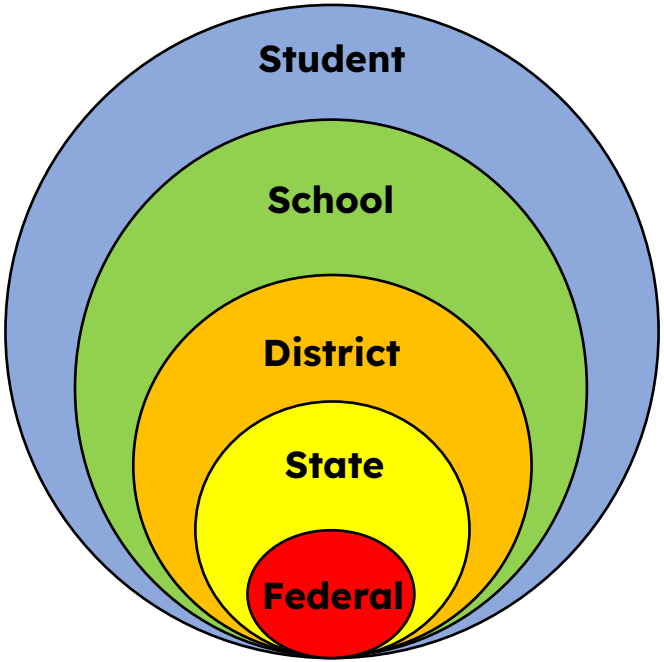
- **students receive continuous feedback** on where they are in their learning progression and set goals on next steps;
- **through-year assessments** provide students and teachers with feedback on where students begin and end within a year and capture mastery (aligned with common, achievable mastery targets) within and across years.
- **teachers have actionable data** to inform instruction
- **schools have actionable data** to meet the needs of their learners and inform continuous improvement design (time, structures, resources, and instructional strategies).
- **districts use data** to inform strategic planning, policy and resource allocation.
- **state gets ongoing feedback to inform policy**, supports and resource allocation.

You have alignment within the assessment system when a student can tell you what they are learning, explain the extent to which they have mastered priority standards (inclusive of state accountability measures), and use feedback from that process to set goals for next steps in their learning journey. This is student agency in action.

Success-Ready Students Network

REDUCED JANUARY 2023 DRAFT THEORY OF ACTION FOR ACCOUNTABILITY

Units and Accountability Expectations



Data, Results, Reports, and System Design

Reporting Results with Timely, User-Friendly Dashboards that Apply Descriptive Models to Tell the LEA's Story.

Data Availability & Usage

Reportable and/or Accountable:
SEL scale, Student involvement, Culture/climate survey data, Student goal setting, ICAP, Reading Level, Loss of Instruction time, State level data (proficiency levels of students, growth to standard), Attendance

Metrics

- Student reporting of level met on achievement toward graduate profile skills/dispositions
- Traditional data on academic assessments (state/local standardized) to show student growth and proficiency locally, which tells the full narrative for students and their families through dashboards.
- Number of non-traditional measures that are provided.

Accountability Decisions

Identification of strengths and opportunities for growth along with support options for growth to occur.

Assistance & Support

- High-performing systems receive funding to share with and support other LEAs needing support and solid models of success.
- Low-performing systems receive funding towards research-based instructional efforts.
- Assessment Fidelity

Student-Level Accountability

- Students on track for high school success
  - Additional support offered to students not on track while still pursuing graduation requirements.
- Meeting benchmark measures, collection of learner evidence, completion of ICAP with MVA completion, uncommon measures (SEL/Culture/Climate surveys, innovative practices).

Monitoring & Evaluating the System

Results and data released and monitored 3x a year to support multiple opportunities for stakeholder review.

Reflection Question

What might be the impact of implementing this Theory of Action for Accountability?

Performance Standards
Indicators for Continuous Learning Improvement

High School Readiness as Evidenced by Through-Year Assessment

- Mastery of Standards
- Growth to Standards (3 approaches)

College/Career/Workforce Readiness

- End of Course Exams (redesigned to support competency-based approach)
- Market Value Assets
- Attendance as Learning Engagement

Graduation Rate

English Language Proficiency Progress

Success-Ready Students Network

Growth-to-Standard: Ways to Measure

1. **Meeting Growth-to-Standard Expectation**

   a. Percent of students on track to be proficient is the percent of students meeting growth expectation

2. **How much of the growth target was achieved by the student?**

   a. Percent of Target to Mastery

   b. Median Percentage of Target Achieved

3. **Meeting Expected Gains**

   a. Percent of Students Meeting Expected Gains

4. **Number of Standards Mastered**

   a. This is the count of standards mastered with a determination how many standards need to be met to constitute acceptable evidence of learning at any given level.

Success-Ready Students Network

Continuous Improvement Standards: Processes to Support Learning

Participating districts will integrate the current MSIP6 processes into a coherent and connected system that supports continuous improvement design focused on students having the knowledge, skills and dispositions they need to be high school, college, career and workplace ready.

Processes To Support Continuous Improvement (ref. MSIP6)	
School Board Leadership (L1)	Continuous School Improvement (L3)
High Quality Early Learning (TL2)	High Quality Career Education (TL3)
Intra- and Interpersonal Skills (TL4)	Teacher/Leader Standards (TL5)
Effective Instructional Practices (TL6)	Culture of High Academic & Behavioral Expectations (CC2)
Collaborative Partnerships (CC3)	Parent/Guardian Involvement (CC4)
Continuous & Innovative Improvement (DB2)	Climate and Culture Data (DB3)
Collaborative Teams (DB4)	Assessments Aligned to the Missouri Learning Standards (AS2)
One local measure of school quality or student success (e.g. personalized learning plans for students) Qualitative Measure	Personalized Learning Plan (ICAP)

SRSN System Design Zone Demonstration Project Commitments

1. **Use formative and interim assessment for evidence of growth-to-standard** leading to high school readiness and use a growth-to-standard approach to accountability (c.r. 4). *Waiver requested from applicable MSIP 6 rules, standards and the APR calculation. This is still under development in collaboration with DESE.*

2. **Participate with DESE in a federal waiver request** to use interim assessments as evidence of meeting 3-8 federal testing requirements and for a period of time defined in the request not administer MAP. *Waiver from federal assessment requirements.*

3. **Use formative, end-of-course and Market Value Assets** (e.g. work experiences, client connected projects, entrepreneurship, college credit, industry credentials) as assessment-for-learning to demonstrate evidence of college, career and workplace readiness. (c.r. 4). *Waiver requested from applicable MSIP 6 rules, standards and the APR calculation. This is still under development in collaboration with DESE.*

4. **Support creation and use of a descriptive accountability system** that accurately captures and reports improvement in student growth-to-standard in being high school, college, career and workplace ready. *Waiver requested from applicable MSIP 6 rules, standards and the APR calculation. This is still under development in collaboration with DESE.*

Success-Ready Students Network

SRSN System Design Zone Demonstration Project Commitments

5. **Empower local school districts to engage in a personalized competency-based system** design that uses time as a variable to support student learning including: developing local calendars to ensure students demonstrate high school, college, career and workplace readiness (c.r. *Waiver from 171.031 2-4 for participating districts)* and engage in study on how attendance can be redefined to support competency-based learning designs.

6. **Engage in formal research design to understand, identify, and implement strategies to address variables that impact learning** within (e.g instructional strategies, use of time, structures) and outside of (e.g. poverty, mobility) the learning environment (e.g. classroom, school, district, community).

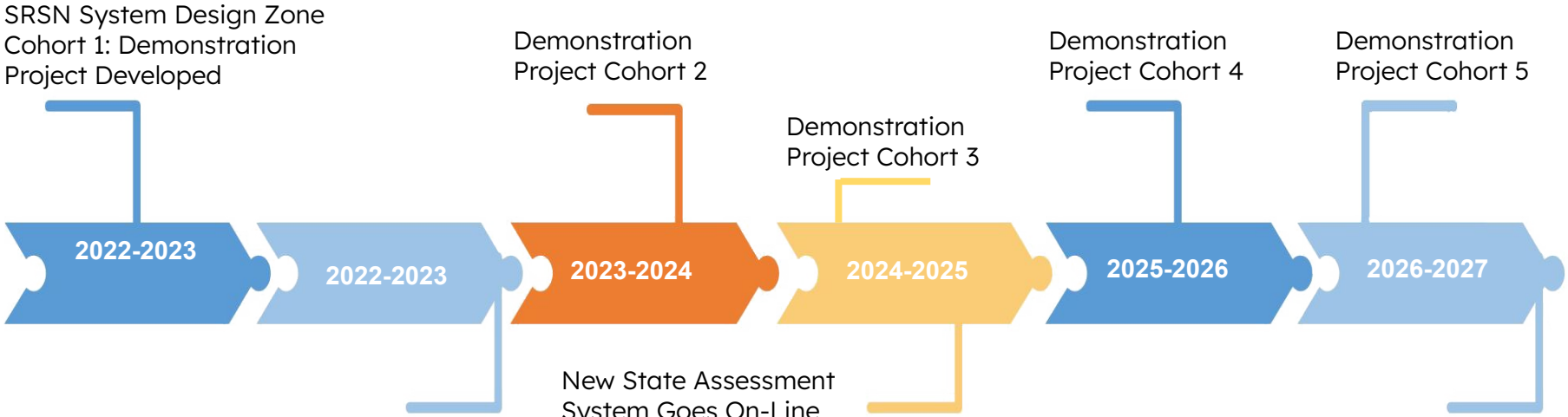
7. **Participate in on-going professional learning on strategies for implementing the eight elements of personalized, competency-based instructional design**, including integration of meaningful, transferable experiences (e.g. Real World Learning) into the learning process.

Success-Ready Students Network

SRSN Demonstration Project

DESE Stakeholder Engagement for New Assessment System

Statewide scaling using a personalized competency-based mind-set supported by redesigned assessment and accreditation systems

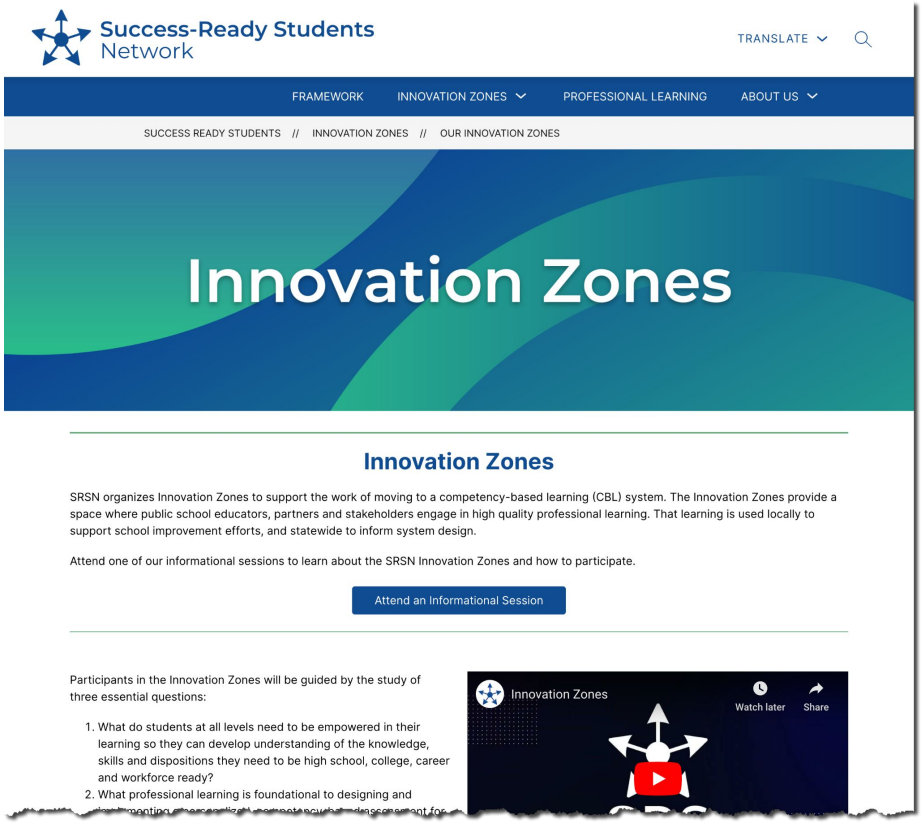


Click on underlined text for a link to the reports.

Success-Ready Students Network

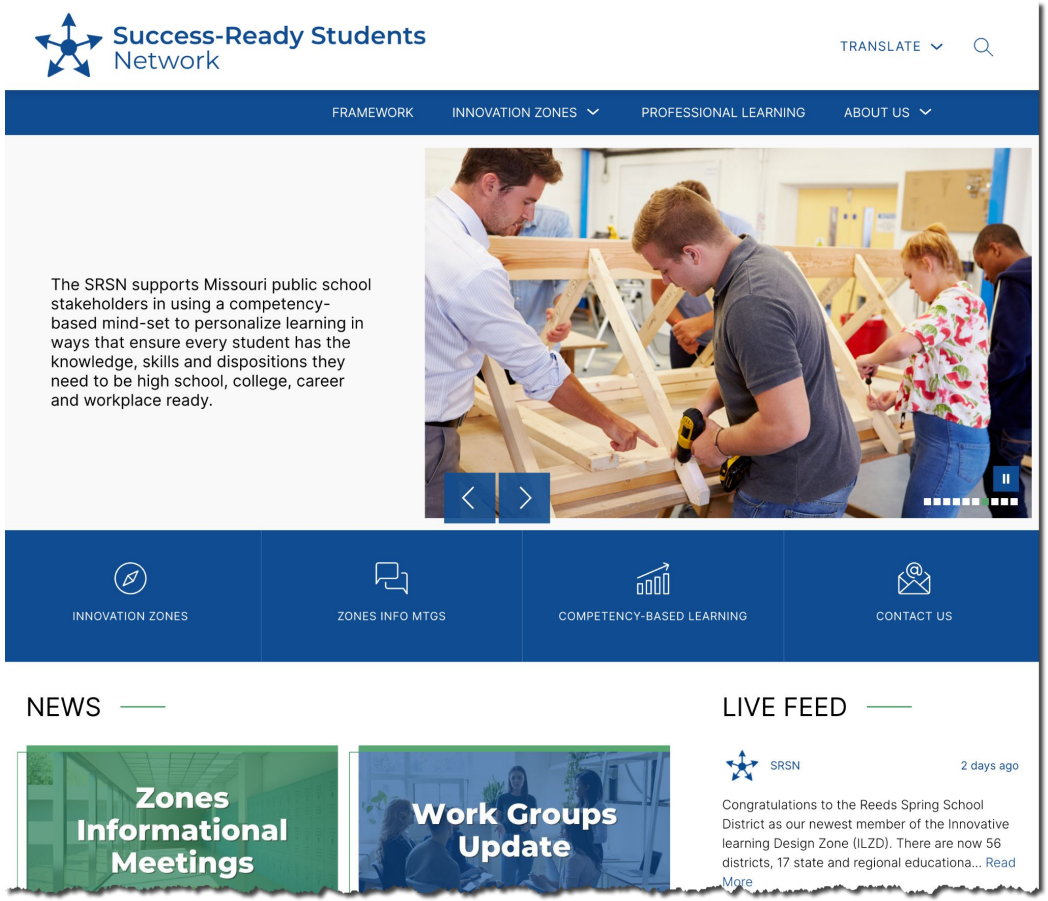
Join the Innovation Zones

srsnmo.org



Success-Ready Students Network

Stay Connected



srsnmo.org

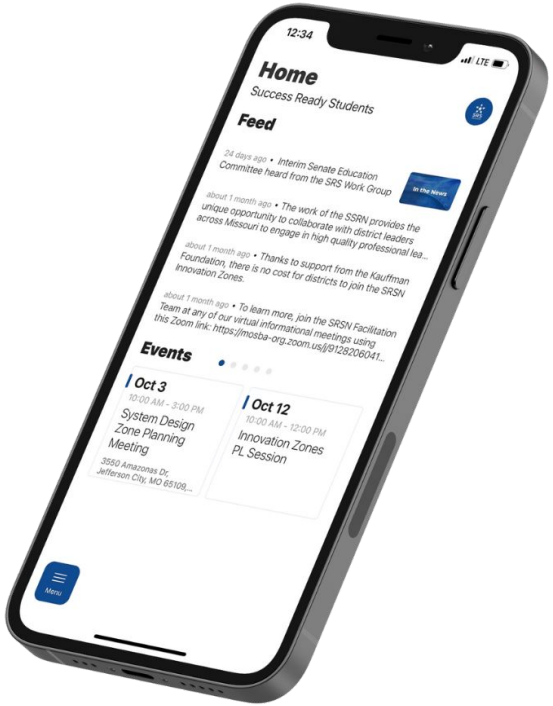
SRS Network

Stay Connected

Search Success Ready in the app store.

Download on the App Store

GET IT ON Google Play



SRS Network

Success-Ready Students Network

System Design Zone Districts

Affton-Bloomfield-Branson-Center-Confluence Academy- Fayette-Green Ridge-Jamestown-Kearney-Ladue-Lebanon-Lee's Summit-Lewis County-Liberty-Lindbergh-Lonedell-Mehlville-Neosho-Ozark-Parkway-Pattonville-Raymore Peculiar-Ritenour-Ste. Genevieve-Shell Knob

SRSN Innovative Learning Design Zone District Participants

Ava
Belton
Blue Springs
Clinton
Diamond
Fordland
Fort Osage
Hazelwood
Knox County
Lincoln County
Lone Jack
Maplewood -Richmond Heights
Nixa
North Kansas City
Oak Grove
Park Hill
Platte County
Pleasant Hill
Reeds Spring
Republic
Rockwood
Smithville
Special SD of SLC
Springfield
University City
Valley Park
Washington
Waynesville
Webster Groves
West Plains
Willard

SRS Network

Questions