

ESSA and Personalized Learning: State by State

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States have begun to release their draft plans for the Every Student Succeeds Act (ESSA). The policy team at KnowledgeWorks is reviewing these plans and pulling out ideas that align with a shift to a personalized approach to education. This project is a work in progress, so look for more states to be included over the upcoming months. States linked in the Table of Contents have released their ESSA plans publicly and are included in this document. They included personalized learning ideas in one or more of the following categories: Vision, Long Term Goals, Accountability, Assessments, Support/Improvement for Schools, Supporting Excellent Educators, Supporting All Students.

Alabama	Kentucky	North Dakota
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Arizona: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Long Term Goals

The long-term goals for academic achievement focus on student growth as well as student proficiency on state-wide assessments for English language arts and mathematics. Since the state-wide assessment is given every year, from the third grade to the junior year, long-term goals and measures of interim progress (MIPs) have been created for every tested grade level. In addition to long-term goals for all students and each subgroup of students, Arizona also created additional subgroups titled Algebra 1 Prior to High School, Geometry Prior to High School, and Algebra 2 Prior to High School to better track the exceptional work that districts are doing with advanced learners and to recognize their efforts in this area.

Academic Assessments

Arizona's Academic Standards for Mathematics are designed in a manner that allows any student to access advanced coursework. Therefore, eighth grade students have the opportunity to take the high school end-of-course mathematics assessment as soon as they complete the advanced mathematics course.

- Specific "Plus" Standards have been identified allowing teachers to extend content for Algebra I, Geometry, and Algebra II.
- All have the opportunity to offer advanced coursework to students. A student may begin taking Algebra I prior to high school.
- 2016-2017: For accountability, schools receive credit for their scores in both proficiency and acceleration/readiness category.
- 2017-2018: For accountability, students in Grade 8 who take high school end-of-course (EOC) Math will be able to be counted in accountability calculations.

Accountability

The state's proposed accountability system includes the following indicators: Academic Achievement; Academic Progress; 4-,5-,6-, and 7-year Graduation Rates; Progress in Achieving English Language Proficiency; School Quality/Student Success which includes a K-8 acceleration/readiness indicator for elementary and middle schools (a menu approach which includes increasing the percentage of students in grades 5-8 accelerating in end of course math, decreasing 3rd grade minimally proficient, subgroup improvement, and special education inclusion in the general education classroom, and chronic absenteeism) and a College and Career Readiness Rubric (CCRI) for high schools where students receive regular and bonus points for completion of advanced coursework or career-readiness benchmarks (Rubric activities, which receive differing weights, include earning a Grand Canyon or IB Diploma; completing a CTE sequence and completing the Arizona Technical Skills Assessment; meeting ACT or SAT cut scores; meeting AP cut scores; completing the FAFSA; earns a C or higher in a

dual or concurrent enrollment course; meets the benchmark for ASVAB; meets the Benchmark for ACT Workkeys; meets the cutscore on any nationally recognized college entrance examination used by AZ postsecondary institutions; meets cutscore on CLEP or any IB exam; earns an industry-recognized credential; completes well-defined work-based learning of at least 120 hours; and meets all 16 Arizona Board of Regents program of study requirements).

There is a relative balance between achievement and growth at both the elementary level (30% proficiency and 50% growth) and high school (30% proficiency and 20% growth). The K-8 Readiness/Acceleration indicator is weighted at 10% while the high school level College and Career Readiness Rubric (CCRI) is weighted at 20%.

Supporting Excellent Educators

Arizona's Department of Education will provide "ongoing/embedded professional learning for teachers and leaders." There are professional development offerings around the use of data, technology, and multiple pathways for new leaders.

Supporting All Students

School districts will use a Multi-Tiered System of Support (MTSS) framework that incorporates Universal Design for Learning (UDL) strategies for instruction, as appropriate. "Instruction will be provided using within-class groups whenever feasible. Students will move between within-class groups based on the student's response to instruction and intervention as well as in-class assessment results. Intervention strategies will be aligned directly to student need and time in intervention will vary to meet those needs." The state plan emphasizes multiple pathway options for students including Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, arts and music programs, athletics and physical education programs, and educational technology options and supports. The plan also calls for supporting access to personalized, rigorous learning experiences supported by technology.

Learn More

Find more information on Arizona's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.azed.gov/essa/home/ade-essa-timeline/>.

Colorado: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Academic Assessments

LEAs make the decisions around middle school students pursuing advanced coursework. Eighth graders are able to take high school math assessments, but lower grades need to seek a waiver

Accountability

Colorado's state accountability system will include a measure of academic progress in addition to proficiency which will be calculated using median student growth percentiles that compare a student's observed progress to his or her peers. Colorado also proposes to include 4-, 5-, 6-, and 7-year graduation rates.

The state will continue to investigate the following measures/metrics for possible inclusion in the long-term:

- For climate, indicators being considered are school safety, parent, student and educator satisfaction, and/or other engagement.
- For postsecondary and workforce readiness, the possible development of workforce readiness specific indicators, such as completion of advanced coursework, students graduating with college credit and/or industry credential, and/or post-graduation employment will be investigated.
- For social-emotional learning measures, discussion time is required for defining possible indicators and determining what may be appropriate for inclusion for state accountability.

The state is planning to include information about a student's initial language proficiency status to determine the timeline in which the student is expected to attain English fluency.

Support / Improvement for Schools

School improvement funds will be distributed to LEAs based on a variety of factors, including as a way to incentivize innovative and bold ideas.

Supporting Excellent Educators

The state will provide in-person and virtual PD for LEAs, principals, and teachers in culturally responsive instruction, whole child supports, effective practices for developing teacher cadet programs, effective inclusion models, and developmentally appropriate practices for K-3. It has also developed a web-based PD system for the early childhood workforce: Professional Development Information System.

Supporting All Students

The state is committed to well-rounded education for all students, meaning that decision making involving budget allocations, resource development, and training opportunities will address all subject areas.

Children and youth who are neglected, delinquent, or at-risk benefit from project based learning experiences.

For migrant children, partnerships between organizations work together to create a system of support for children from birth through the first year of college.

21st Century Community Learning Center grants are awarded based on a handful of priorities, including applicants who develop performance indicators and measures that emphasize alignment with a student's academic program. These include tracking success and improvement over time, including indicators of career competencies demonstrated by completion of internships or work-based learning experiences for high school students, as well as assessment results or other indicators of student success and improvement such as increased school day attendance, better grades, consistent attendance, and on-time grade level advancement.

By using Title funds to support CTE, Colorado is able to better align ESSA goals with the Workforce Investment Opportunities Act state plan. This includes:

- Engaging business and industry to provide work-based learning opportunities for K-12 students and adult education learners in support of college and career readiness;
- Providing a starting point for system-wide metrics, which includes K-12, adult education, higher education, and workforce;
- Expanding regionally focused sector partnerships that are championed by business and industry to drive career pathways in partnership with education;
- Designing and disseminating multiple career pathways that enable Coloradans to have a clear roadmap for success;
- Creating work-based learning opportunities to provide students and working learners exposure to the workplace, where they can not only utilize the knowledge and skills they are developing or have previously developed in the classroom but also develop employability skills;
- Supporting collaboration between businesses and education to understand the value of industry-recognized credentials; and
- Utilizing partner relationships to implement meaningful pilot programs to foster an environment of innovation.

Funds will be used to support LEAs to effectively use technology to improve student achievement and digital literacy.

Learn More

Find more information on Colorado's ESSA-related work, and a link to the most up-to-date state plan, at https://www.cde.state.co.us/fedprograms/essa_stateplandevelopment.

Connecticut: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Long Term Goals

In response to strong stakeholder input favoring academic student growth over status achievement for accountability, the Connecticut State Department of Education (CSDE) will utilize the results from its Smarter Balanced matched student cohort growth model as the measure for this long-term goal. New students enter the public education system in all grades every year. Therefore, it is most appropriate for an academic goal of an education system to expect that all students, regardless of their starting point, will make adequate academic growth during the school year. The state's academic growth model establishes individual student growth targets for students in grades 4 through 8. The metric that will be used is the average percentage of growth target that is achieved by all students in grades 4 through 8 combined. This plan establishes a 13-year timeframe because that aligns with the time required for one full cohort of students to progress through the public education system from kindergarten in 2017-18 to grade 12 in 2029-30. The ultimate target for this indicator for all students and all subgroups is an average percentage of target achieved of 100. Linear interim targets will be established for every third year after the first year.

Accountability

Connecticut is proposing to include 12 indicators in its accountability system, some of which would provide useful data for implementation of personalized learning models. These include:

1. Academic Achievement.
2. Academic growth - which will carry significant weight at almost one third of the 12 indicators.
3. Participation rate on state assessments.
4. Chronic absenteeism.
5. Preparation for Postsecondary and Career Readiness Coursework - This indicator is the percentage of students in grades 11 and 12 who participate in at least one of the following during high school: two courses in advanced placement (AP)/ international baccalaureate (IB)/dual enrollment; two courses in one of 17 career and technical education (CTE) categories; or two workplace experience "courses." The ultimate target is 75 percent.
6. Preparation for Postsecondary and Career Readiness Exams - This indicator is the percentage of students in grades 11 and 12 who attained benchmark scores on at least one college/career readiness exam (e.g., SAT, ACT, AP, IB). The ultimate target is 75 percent.
7. Graduation, On Track in 9th Grade - This is the percentage of ninth graders earning at least five full-year credits in the year. It applies to middle schools (with eighth grade) and high schools.
8. Four Year Adjusted Cohort Graduation Rate.

9. Six Year Adjusted Cohort Graduation Rate.
10. Postsecondary Entrance - This indicator is the percentage of the graduating class that enrolled in a two- or four-year postsecondary institution any time during the first year after high school graduation. The ultimate target is 75 percent.
11. Physical Fitness - This indicator is the percentage of students meeting or exceeding the “Health Fitness Zone Standard” in all four areas of the Connecticut Physical Fitness Assessment. This assessment (like FitnessGram) includes tests that assess muscular strength and endurance, flexibility, and cardiovascular fitness. It is administered to all students in grades 4, 6, 8, and once in high school. Criterion-referenced standards are used. Multipliers are applied if participation rates are between 70 percent and 90 percent (0.5) or 50 percent and 70 percent (0.25). The ultimate target is 75 percent.
12. Arts Access - This indicator is an “access” metric that evaluates the extent to which students in high school participate in at least one arts course. It is the percentage of students in grades 9 through 12 participating in at least one dance, theater, music, or visual arts course in the school year. The ultimate target is 60 percent.

Supporting Excellent Educators

Connecticut State Department of Education is in the process of revising the state's certification system and processes to increase flexibility, remove barriers, and expand career pathways to increase the current pool of certified and qualified educators. This includes developing a tiered Computer Science certification to better meet the needs of PK-12 students living and working in a digital world.

Supporting All Students

The state intends to use ESSA’s focus on well-rounded education opportunities to improve access to high quality educational opportunities by addressing the academic and non-academic needs of students and students within subgroups. These opportunities may include: preschool programming; advanced coursework; science, technology, engineering, arts, and mathematics (STEM/STEAM) programming; physical education; career and technology education; 21st century skills; competency-based learning; as well as personalized learning. The Connecticut State Department of Education will also assist districts in building new career and technical education courses/pathways, developing mastery-based learning systems that embrace earning credits based on mastery of standards and increasing participation in work-based learning opportunities.

Learn More

Find more information on Connecticut’s ESSA-related work, and a link to the most up-to-date state plan, at <http://www.sde.ct.gov/sde/cwp/view.asp?a=2683&Q=336396>.

Delaware: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

Vision: Every learner ready for success in college, career and life.

Mission: To empower every learner with the highest quality education through shared leadership, innovative practices and exemplary services.

Priorities: Engaged and informed families, schools, districts, communities, and other agencies; rigorous standards, instruction, and assessments; high-quality early learning opportunities; equitable access to excellent educators; safe and healthy environments conducive to learning.

Long term Goals

The state will continue to calculate and report four-, five-, and six-year adjusted cohort graduation rates. The state's long term goal for graduation is that by 2030, 92.15% of students will graduate in four years, 92.9% will graduate in five years, and 92.99% will graduate in six years.

The state will implement a growth-to-target model with an indicator index and label that allows for partial credit to be awarded toward growth goals.

EL growth targets are based on proficiency at the beginning of the school year and set the number of years a student has to achieve proficiency. These numbers reset at the beginning of each year to recognize that some students may progress faster than others and not need the full amount of time.

Accountability

The state's accountability system will track academic progress using a measure of student growth to proficiency as well as student growth in the lowest and highest quartiles. The accountability framework also includes a measure of whether students are on-track in the 9th grade. The state will also administer the PSAT in 9th and 10th grades to provide a more accurate measure of growth in high school (after a review of technical quality, so it will not be included in the 2017-2018 school year). Accountability metrics will also include a measure of chronic absenteeism and college and/or career readiness. The state will incorporate four-, five-, and six-year adjusted cohort graduation rates.

Delaware will include an emphasis on college and career readiness in its accountability system covering multiple options, including performance on postsecondary coursework including AP (3 or better), IB (4 or better), postsecondary credit attainment with a B or higher outside of a program of study, and SAT benchmarks. The state will also include career preparation such as completion of a work-based learning extension or attainment of a state-approved industry credential.

Measures that will be reported but not included in the accountability framework calculation are suspensions and expulsions, student/teacher/parent surveys, education and administrator retention, class size, specialist to student ratio, equitable access to effective teachers, postsecondary outcomes, and rate of ELP attainment.

The state is exploring measures of school quality and student success including those that measure social-emotional learning, access to a well-rounded curriculum (including the arts, technology, world languages, STEM/STEAM, modern resources, advanced coursework, physical education, and electives), and results on student/teacher/parent surveys.

Academic Progress is weighted at 30% (overall growth, growth to proficiency, growth of lowest and highest quartiles) while Academic Achievement is weighted at 25%. School quality/student success is worth 25%, graduation rate is worth 10%, and progress towards ELP is 10%.

Data for each indicator will be disaggregated and reported at the school and LEA levels, but the data will be aggregated for a numeric score for each indicator, and the indicator will be combined for a summative index score for the school.

Support / Improvement for Schools

The state will respond to strong feedback from stakeholders to support low-performing schools with technical assistance and identification of evidence-based practices in social and emotional learning, providing access to wraparound services, and developing a positive school climate.

Supporting Excellent Educators

Delaware's Schoology Learning Management System is integrated with the DDOE's Professional Development Management System (PDMS) for registration and tracking purposes to provide online professional development, mandatory trainings, and technical assistance to the state's educators. eLearning Delaware offers a variety of online trainings for educators through both facilitator-led and on-demand, self-paced courses. The state also has a micro-credentials' pilot with Appoquinimink and Indian River School Districts.

The Reimagining Professional Learning Grants support the improved quality and efficacy of professional learning. They are awarded based on integration of DDOE's professional learning standards and incorporate innovative, rigorous professional learning models to strengthen teaching and learning in ELA, math, and literacy.

Strategies to better support all students include training and credentialing for new teachers to help work with students across needs: low-income students, students with disabilities, EL students, students in foster care, homeless students, students who have experienced trauma, etc. There will also be trainings and supports to better understand children from a variety of backgrounds, with different individual needs, and different cultural ways of learning.

Delaware will offer micro-credentials to educators. They are competency-based, personalized, available on-demand. This will provide a potential path for educators to earn hours towards relicensure.

Supporting All Students

The state will support successful postsecondary transition for at-risk student populations by increasing participation and success in college-level courses including strategies such as partnering with colleges to provide increased access to dual enrollment courses through reduced tuition and transparent admission standards, and reporting high school and district participation and success rates by subgroup in college-level courses.

The state will scale and sustain meaningful work-based learning experiences for students in grades 7-14.

The state will address postsecondary remediation rates by developing high school intervention models to support students indicating need for remediation and reporting high school and district college remediation rates by subgroup.

There's an emphasis on the early childhood to elementary school transition that includes technical assistance in engaging families and providing access to supports around social, health, nutrition, and mental services. The Delaware Department of Education also seeks to increase the understanding of developmental needs of children at all ages.

The State Migrant Education Program provides individualized supports to migrant students. An assessment determines whether these students are Priority for Service (PFS), and these students receive a home-based tutoring program that operates throughout the year in collaboration with LEAs. This is a triangulated home, school, and tutor approach.

DDOE and LEAs will work together to come up with technical assistance and professional learning supports for students to have wider access to a well-rounded curriculum. This includes meeting students physical and mental needs beyond academic curriculum.

The Student and School Supports Discussion Group has recommendations for where DDOE can support parent, family, and community engagement with the goal of better meeting individual students' needs.

Learn More

Find more information on Delaware's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.doe.k12.de.us/ESSA>.

District of Columbia: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Long Term Goals

The District of Columbia will include four and five year adjusted cohort graduation rates in its long term goals, setting a 90% four year graduation rate and a 95% five year graduation rate for all students by 2039.

Academic Assessments

Seventh and eighth graders will take high school end-of-course Partnership for Assessment of Readiness for College and Careers (PARCC) math assessments if they were enrolled in the class.

Accountability

DC proposes to include two growth measures in its accountability system - median growth percentiles and growth to proficiency. These will only apply at the elementary and middle school level and will carry greater weight than proficiency - at 40% and 30% respectively.

At the high school level, proficiency will carry a weight of 50% but the indicator will take into account achievement on the state assessment, ACT/SAT DC Percentile Threshold and the College Ready Benchmark, as well as AP/IB participation and performance. High schools will also be held accountable for a 4-year and an alternate graduation rate which includes all students who graduate in a given year regardless of time frame.

The district will include a school environment indicator for all levels that consists of chronic absenteeism, in-seat attendance, re-enrollment, and access and opportunities. The access and opportunities measure will be designed to promote well-rounded experiences for students in engaging learning environments. Given that there are multiple ways to demonstrate a well-rounded education, this measure will also seek to provide multiple options for schools to highlight results in this area. This measure will be piloted in the 2018-19 school year, and used in formal accountability results for the 2019-20 school year.

An accountability governance structure will be created to consider new measures and assess reliability and validity of new measures to the accountability system.

Supporting All Students

DC has several initiatives to provide students with multiple pathways to graduation including:

- DC allows for 360 students to dual enroll at George Washington University, Howard University, and University of the District of Columbia and provides funds for books, fees, transportation, and tuition at University of the District of Columbia.

- Well-rounded credit requirements - To earn a regular diploma, students need credits in a variety of subjects: English, math, science, social studies, world language, art, music, health, and physical education.
- Competency-based learning - Districts can also use competency-based education instead of the standard seat-time graduation requirements.
- Science, Technology, Engineering, and Math (STEM) education - DC has STEM programming with partners to provide equitable access to STEM education throughout the city, including in and out of school time.

Learn More

Find more information on District of Columbia's ESSA-related work, and a link to the most up-to-date state plan, at <https://osse.dc.gov/essa>.

Idaho: Advancing Personalized Learning Through ESSA

The state of Idaho has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Supporting Excellent Educators

Idaho has a “Grow Your Own” initiative that allows areas with teacher shortages to participate in programs that enable paraprofessionals to become teachers. Additionally, the Grow Your Own initiative will expand concurrent enrollment to allow high school students to take undergraduate education courses in partnership with public universities, Idaho Digital Learning Academy, and school districts.

Supporting All Students

Idaho would provide Title IV-A funds for alternative schools that provide a personalized approach, both academically and otherwise (tailored instruction and services such as daycare, social workers, specialized counselors and psychologists). Funds can also be used for curriculum expeditions to enrich classroom experiences in alignment with curriculum. The funds can also be used for arts education; physical education; health education; opportunities like dual credit, professional technical education, AP, and IB programs; and cultural integration.

Learn More

Find more information on Idaho’s ESSA-related work, and a link to the most up-to-date state plan, at <https://www.sde.idaho.gov/topics/consolidated-plan/index.html>.

Illinois: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

Illinois' vision is that the state is one of "whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure."

Long Term Goals

The state will incorporate the 5- and 6-year extended graduation rate into the state's long-term goals calculation.

English Learners' long-term goals will be based on a growth to target model. Growth to target trajectories will be calculated for students based on their grade, English proficiency scaled composite score, and the time it will take to reach proficiency using the 2016-17 baseline scores. The state will set reasonable goals and expectations for growth percentages after analyzing the number of students reaching targets over time.

Accountability

Illinois' proposed accountability system will weight academic growth in ELA and math at the elementary level, and academic growth in ELA and math, as well as graduation, at the high school level at 50% of the total calculation. The state has chosen to weigh these indicators heavily in order to ensure they are closing equity gaps. Other accountability measures include academic proficiency; English Language Proficiency; Science proficiency (set at 0% weight until 2019-2020); a measure of college and career readiness; chronic absenteeism; a fine arts indicator (not weighted); 9th grade on-track to graduation; and a student success indicator for grades K-12 that uses a suite of climate surveys to capture student, parent, teacher, and administrator voice. Though the state does not currently have a growth measure at the high school level, Illinois' governor acknowledged the importance of the measure in the new accountability system and is dedicated to finding resources to collect that data in grades 9-12.

Support / Improvement for Schools

All schools may access differentiated supports and services through IL-EMPOWER, the state's online platform for monitoring and supporting school improvement. An audit will help a school determine which IL-EMPOWER provider will best fit their needs. School targets must be identified in one or more of the following areas: Governance and Management, Curriculum and Instruction, and Climate and Culture.

The state's exit criteria for schools identified for comprehensive support and improvement includes a proposal that a school, in addition to no longer meeting eligibility criteria for comprehensive support and improvement, must establish a growth trajectory for students, including those at the highest and lowest levels of attainment. Another proposed criteria requires that a school has a strong plan for sustainability of its progress made that articulates a clear rationale for what it proposes to sustain. This includes a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan. This sustainability plan must

explain how the school will maintain a strong rate of growth and change while addressing how the school plans to ensure sustainability with reduced services, supports, and/or funding. For schools that have been receiving targeted support, proposed exit criteria include a requirement that a school, in addition to meeting the criteria for targeted support and improvement, has established a growth trajectory for the identified student demographic group to bring its performance into alignment with the state's long-term goals. Another proposed criteria requires that the school have a strong plan for sustainability of the progress that it has made that articulates a clear rationale for what it proposes to sustain, including a theory of action, measurable goals, aligned strategies, and a robust progress monitoring plan.

Supporting Excellent Educators

The Illinois State Board of Education (ISBE) proposes professional learning for educators to build their content knowledge and build upon resources in differentiated instruction, balanced assessment, data and assessment literacy, family/caretaker and community engagement, social and emotional learning (SEL), cultural competency, trauma and behavioral health issues, restorative justice and recognizing implicit bias, developing school building leaders, and continuous teacher learning and development. The state will set aside Title I, Title II, Title III, and IDEA funding for this purpose. The Illinois department will set aside Title II and state funding to create and support an educator leader network to leaders between districts.

A data system called Illinois Data FIRST will connect resource allocation information to student outcomes and educator information. Data FIRST contains an Instruction Support section, which delivers a comprehensive and high-quality educator dashboard suite, including district, school, teacher, and student-level details, to support data informed administrative and instructional decisions.

1. Illinois is launching an educator dashboard called Ed360. Ed360 will have a formative assessment expansion with additional professional learning focusing on:
Identifying and/or developing formative and summative assessments;
2. Using technology and tools in the classroom;
3. Content resources, including guidance on how to use resources developed to improve student achievement; and
4. Professional learning regarding behavioral and mental health, equity and diversity issues to support healthier school environments.

The state education department also supports Online Impact, an online professional development site that allows teachers to develop and expand their knowledge and skills, while exploring new teaching strategies, in a time frame that is convenient for them.

Supporting All Students

Illinois believes that to best support schools in providing a well-rounded education for students, the state must provide resources to support the development of the whole child. The state will do so by intertwining use of Title IV and Title II funds. The state intends to use Perkins funding to support innovative, competency-based learning experiences with Career and Technical Education (CTE) classrooms.

Title IV, Part A funds will be used to coordinate state level strategies in order to reduce exclusionary discipline, implement evidence-based behavioral health programs, and improve outcomes of children living in the most distressed communities.

The state is focused on providing a personalized, rigorous learning experience for all students. The state's strategic use of funds offers academic and CTE opportunities, including career pathways and dual credit. Career pathways programs include industry partnerships, work-based learning experiences, credentials and certifications, and technical student organizations, and individualized career plans.

The state has developed a framework for family engagement, designed as a strategy for school improvement. IL will use a portion of its 5 percent administrative set-aside from the Title IV Part A allocation to fund a grant to support family engagement. The state will integrate tools and resources into the framework for more targeted and intensive individualized engagement with families of students with disabilities, EL students, students with behavioral issues, and/or students with trauma.

Illinois plans to use a portion of its 5 percent administrative set-aside from the Title IV allocation to fund a grant to support innovative use of technology in the classroom.

Learn More

Find more information on Illinois' ESSA-related work, and a link to the most up-to-date state plan, at <https://www.isbe.net/essa>.

Iowa: Advancing Personalized Learning Through ESSA

The state of Iowa has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Long Term Goals

The state will include the four- and five-year adjusted cohort graduation rates in its long term goals.

Accountability

The state is considering the use of a proficiency model, a growth model, and measures for school quality or climate in its accountability system.

Iowa is still receiving input, but is considering using Student Growth Percentiles to measure academic progress, four-year and extended five-year cohort graduation rates, and the Iowa's Safe and Supportive Schools Conditions for Learning Index to measure safety, engagement, and environment.

Iowa will weigh growth twice as much as categories like academic achievement and progress toward English Language Proficiency (ELP) in its accountability plan at the elementary and middle school levels. The state will weigh growth twice as much as graduation and progress toward ELP in high school.

Supporting All Students

Iowa has established 7 strategies to support education from preschool through grade 12 and post-secondary options. Included in these strategies are:

- Multi-tiered systems of support that include data-based decision making and evidence-based intervention systems that include diagnosis and identification of specific learning needs of individual students and sub-groups of students and how to effectively deliver instruction to maximize student engagement and achievement.
- Learning Supports for instruction; family supports and involvement; community partnerships; safe, healthy and caring learning environments; supports for transitions; and child/youth engagement.
- STEM and Career Technical Education (CTE), focusing on students who have been historically under-represented in these areas, including female, minority, and low-income students. Iowa has a STEM Advisory Council and has identified exemplar STEM professional learning that will be delivered by higher education partners to teachers across the state who will in turn implement evidence-based strategies in their classrooms. Future Ready Iowa, a governor-initiated strategy, focuses on access to education and training required for productive careers now and in the future.

Learn More

Find more information on Iowa's ESSA-related work, and a link to the most up-to-date state plan, at <https://www.educateiowa.gov/pk-12/every-student-succeeds-act>.

Louisiana: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Accountability

Louisiana has created a Strength of Diploma indicator in its accountability index. This indicator awards points based on the attainment of a high school diploma as well as post-secondary credit or credentials (i.e., more credits = higher points). It awards points for graduates who earn associates' degrees, passed AP/IB/CLEP exams, earned credit in AP/IB/dual enrollment courses, earned industry credentials, graduated in 5 or 6 years, and completed a HiSET equivalency diploma. Unlike the graduation rate, this indicator recognizes the benefits to students when schools provide an array of opportunities for advanced coursework and credentials that promote a successful transition to college or a career. This indicator will count 25% of the overall score for high schools. The state is focused on ensuring that students ultimately achieve Mastery on state assessments, as this level of performance signals true "mastery" of fundamental skills.

However, two additional questions are also important to consider when evaluating schools.

- If students are not yet achieving Mastery, are they on track?
- Are students outperforming similar peers?

Louisiana's new growth index will consider both questions. Growth will count 25% of the overall score for elementary schools and 12.5% for high schools in the state. Lastly, the state has created an interests and opportunities indicator (five percent of each school's score) which will measure whether schools are providing students with access to a well-rounded education exposing them to diverse areas of learning in which they can develop their skills and talents. This indicator will also measure the extent to which schools are providing students the opportunity to take courses needed to successfully transition to post-secondary studies, including courses for college credit and those that lead to a recognized industry credential. All elementary and middle settings should offer every Louisiana student access to quality visual and performing arts, foreign language instruction, technology consistent with current standards, and a variety of co-curricular activities (academic, athletic, and special interest clubs), all of which are supported by research-based evidence. High schools should offer all Louisiana students access to all courses required for receiving Tuition Opportunity Program for Students (TOPS) University and TOPS Tech scholarships, a variety of statewide Jump Start training pathways leading to advanced credentials, or an associate's degree aligned to top-demand occupations.

Supporting All Students

Louisiana will prioritize early college coursework in alignment with House Concurrent Resolution 141 and Senate Resolution 182 of the 2016 Regular Session call to design statewide systems of expanded early college access for eligible students and to report back to the legislature by February 2017.

The state will increase access to technology and digital learning: In the Technology Readiness Survey most recently conducted in December of 2016, 93.4 percent of the state's public schools met the state's minimum 5:1 student-to-computer and connectivity model required for offering a reasonable level of technology-based instruction. Nearly 350 schools have begun shifting their instruction to a digitally interactive model by implementing 1:1 student-to-computer programs, and 49 school systems have adequate access to broadband Internet capacity. Act 722 of 2014 urged Louisiana's state agencies, elementary and secondary school systems, and post-secondary education systems to pursue innovative, collaborative public-private partnerships to expand access to broadband Internet.

Louisiana will withhold 3% of its Title I allocation to participate in the Direct Student Services opportunity. Specifically, the state will establish Enrichment Academies (for elementary schools) and Opportunity Academies (for middle and high schools). These academies will provide students access to courses and experiences that align with the specific goals they are working to achieve, that parents seek for their students, and that are offered by the school. High schools, for example, can dramatically expand access to dual enrollment courses, Jump Start internships, post-secondary transition counseling, advanced academic coursework, and financial aid planning support. Elementary and middle schools will be able to make significant strides in offering music and dual language curricula or tutorial services to benefit struggling students.

Learn More

Find more information on Louisiana's ESSA-related work, and a link to the most up-to-date state plan, at [https://www.louisianabelieves.com/resources/about-us/every-student-succeeds-act-\(essa\)](https://www.louisianabelieves.com/resources/about-us/every-student-succeeds-act-(essa)).

Maine: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

In order to enhance the supports provided to schools, Maine believes a cohesive model of school and district supports is required. Rather than the available funding streams determining how schools and districts implement and drive programming, the needs of the schools and the students must be at the forefront of the work driving school improvement and ultimately student achievement for all students. As such, all districts and schools will conduct a needs assessment and develop a comprehensive education plan aligned to the five core elements of the state's strategic plan:

- **Effective, Learner-Centered Instruction:** Closest to the learners are the instructional practices used in the classroom. This core priority area concerns the standards and curricula, classroom practices and instructional techniques, assessment of student learning, and the use of data to inform decision making.
- **Great Teachers and Leaders:** Effective instructional practices cannot be applied without great teachers and school leaders, the second core priority area. Ensuring that every student is surrounded by great educators means focusing on the need to provide top-quality preparation and ongoing support to the state's teachers and leaders.
- **Multiple Pathways for Learner Achievement:** Building a system of schooling that meets the needs of all students will require building an educational system with unprecedented flexibility and multiple avenues for student success. Creating multiple pathways for student achievement must be a central focus of our efforts.
- **Comprehensive School and Community Supports:** For learners to be successful, a comprehensive network of school and community supports is critical. We must ensure that learners have access to the services they need to be successful and that families and the broader community outside the school walls are engaged as partners in teaching and learning.
- **Coordinated and Effective State Support:** Every effort must also be made to carefully align the entire educational system so that learners can move seamlessly from one educational opportunity to the next, including state support. Technology must be integrated seamlessly and system-wide, and we must put a new accountability structure into place.

Long Term Goals

The state will establish a graduation goal rate of 90% for each publicly supported secondary school. The state will incorporate five- and six-year graduation rates into long-term goals.

Accountability

Maine shifted from the New England Comprehensive Assessment Program for grades 3-8 and the SAT for grade 11 used in 2006-2014, to Smarter Balance in 2015, to eMPowerME in 2016. The state will not have a second year of student performance under eMPowerME until later this

spring. Until Maine has data and can conduct simulations for combining multiple indicators to generate the summary measures of school performance, the state can only present a conceptual framework for the accountability system which it will launch at the end of the 2017-18 school year.

Maine's conceptual framework includes plans to incorporate student progress in addition to proficiency into its accountability system, as measured on the annual statewide assessments in ELA and math. The state will include adjusted four-, five-, and six-year graduation rates in its accountability system. Finally, the state will explore other college- and career-ready indicators and the data sources and state definitions needed to measure those.

Support / Improvement for Schools

Maine plans to create a comprehensive system of school support, including three levels of support. Level I schools will receive general, statewide support. These schools meet the state's expectations, and will have a comprehensive education plan put in place with support of the state. Level II schools will receive targeted, directed support for specific challenges. These schools fall below state expectations in specific, targeted accountability indicators with consistently under-performing subgroups. Level III schools will receive comprehensive, directed and intensive support for the comprehensive challenges. These schools fall below state expectations across multiple required accountability indicators.

Level I schools will have access to innovation summits and a collective resource bank.

Maine will include all schools, not just those receiving Title I funds, in the review process for differentiated support to ensure all schools are receiving the supports they need. The identified accountability indicators in addition to indicators contained in Maine's school review dashboard will provide determinants for identification and necessary differentiated supports. Maine believes that there may be elements in which targeted intervention is required for schools receiving comprehensive support, so will provide purposeful overlap between the two types of support.

Maine will provide increased flexibility for implementing district-level early-release professional development days to focus on school-level goals and indicators for schools exiting state support.

All identified schools will be provided the same equitable access to a menu of school supports that best meet the identified needs of the school and the students it serves. LEAs with multiple schools identified (more than 50%) for comprehensive or targeted supports and interventions will be provided both school and district supports in order to ensure a systemic approach across the district and a consistent and equitable approach regardless of geographical location and school of attendance. One (1) school improvement coach will be assigned to both the district and the schools to ensure a single voice and point of contact for district and school representatives and staff. It is hoped this will allow for increased collaboration between the school improvement coach, central office, and school building staff.

Supporting Excellent Educators

The department, in collaboration with districts, will use the following data to identify professional development priorities and available supports.

- The department will look to realize the potential of educator effectiveness systems to differentiate educator performance accurately; provide meaningful, improvement-focused feedback to educators; identify priorities for continuous improvement; and provide targeted professional development in the interest of student learning. This includes evaluator training and ongoing calibration structures and supports for observation; educator professional practice improvement building off current professional development priorities, programs, and structures to explore new options and delivery methods; and micro-credentialing opportunities for professional development offerings aligned to professional practice standards and high-leverage, research-based practices. It also includes student growth and achievement, allowing the department to draw on current and evolving tools to develop student learning objectives that support district efforts at ensuring quality measurement and monitoring of student growth and achievement.
- As part of the tiered system of comprehensive support, the Maine DOE will leverage school environment measurement tools and action planning resources developed through its Maine Schools For Excellence School Culture and Climate Committee to support districts in identifying ways in which they can improve the conditions in their schools to maximize the engagement and success of students and educators. These include determining school climate based on perception surveys and other opportunities to expand such measurement tools and refining tools the state already uses, as well as an opportunity for teachers to provide feedback on their work environment.
- To promote collaboration, sharing, learning, and continuous improvement of teaching and learning conditions across the state, districts are encouraged to submit their own best practice tools and resources to the department so they can be added to an online inventory of school-improvement tools and resources, accessible for use by all districts.

Educator-effectiveness data analysis. Analysis of school-level educator effectiveness data is dis-aggregated by professional practice standards and will assist the department in determining specific areas for professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs.

Analysis of school-level climate data is dis-aggregated by domain (e.g., engagement, safety, and environment), allowing the department to determine professional development needs and identify and deliver resources on a regional and/or statewide basis to address these needs.

The Maine DOE will work with the State Board of Education to expand certification areas to create new certifications and endorsements that address current needs, while adequately preparing educators to provide greater flexibility to schools. For example, the Maine DOE is currently engaged in conversation about the addition of a STEM certification earned through matriculation in a prescribed undergraduate degree. The proposed course of study could provide the basis for a 7-12 STEM certification in physical science, engineering, mathematics,

and computer science. This certification, which has been a long-standing need, would also provide increased flexibility in recruitment in schools disproportionately served by out-of-licensure educators in mathematics and science.

The Maine DOE will also work with the Maine Principals Association and State Board of Education to consider changes to the certification requirements to include coursework or mentor-ships that will give principals experiences and strategies related to changing economics and demographics in rural Maine communities and development of community champions and partnerships to support student success.

Supporting All Students

Since 2012, Maine's strategic plan has focused on priorities organized around meeting the individual learning needs of students. These priorities include effective, learner-centered instruction, great teachers and leaders, multiple pathways for learner achievement, comprehensive school and community supports, and coordinated and effective state support. Maine has a proficiency-based system with a proficiency-based diploma to ensure students graduate college and career ready. The state's proficiency system is how it defines a well-rounded education for students. It involves a system of opportunities all the way through the education continuum.

Maine is part of a consortium of states that, for the last three years, has piloted and field tested a whole child formative assessment at the K-3 grade levels. The DOE's goal is to build capacity for these formative assessments at the local level and help teachers look at developmental indicators they may not have focused upon previously such as social and emotional and fine motor development.

As a part of a comprehensive set of teaching and learning supports for middle school through high school, Maine provides a "Working Smarter, Not Harder Formative Assessment Network" charged with building educators knowledge and skill at employing formative assessment strategies in ELA. The state has also collaborated with CTE program teachers and teachers in ELA and in math to identify intersections where students naturally demonstrate application of the appropriate skills aligned to Maine's ELA content standards.

Health and physical education consultants with the state are in charge of gathering data on most components of the state's model called "Whole School, Whole Child, Whole Community," which also includes practices related to bullying, school health policies, nutrition, school based health services, and family and community engagement.

To ensure high-quality proficiency-based health and physical education for all Maine students, health and PE teachers funded through Title IIA are being trained in leadership and presentation skills and in teaching and pedagogical knowledge and skills in order to improve their own teaching practices and to deliver professional development to colleagues statewide in preschool through high school and higher education.

The Maine DOE mathematics specialist will continue to facilitate trainings with CTE instructors and academic high school math teachers.

Maine offers multiple opportunities for professional development in the Arts in order to deepen student learning in a personalized way. Cohorts of Creative Assessment teachers are exploring concepts for creative assessments. The state provides proficiency-based learning and proficiency-based diploma system support in order to provide education leadership and expertise to organizations and educators statewide on a variety of system change topics related to moving toward a truly proficiency-based system. Support includes collaborative coaching visits and a peer review process so educators can refine their work, policies and practices to increase opportunities for each student to learn and demonstrate growth.

Maine recognizes that multiple pathways will promote student engagement and success. Ultimately, students must demonstrate proficiency in order to graduate. The state has the following pathways: CTE, alternative education programs, career academics, advanced placements, online courses, adult education, dual enrollment, gifted and talented programs, independent study, and internships. Students must be allowed to demonstrate proficiency by presenting multiple types of evidence, including teacher or student-designed assessments, portfolios, performances, exhibitions, projects, and community service.

Maine will use funding for the 21st Century Community Centers to promote out-of-school learning, including STEM and the performing arts, as well as to teach and engage with the "whole child."

Learn More

Find more information on Maine's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.maine.gov/doe/essa/>.

Maryland: Advancing Personalized Learning Through ESSA

The state of Maryland has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Academic Assessments

The new Maryland Integrated Science Assessment (MISA), which begins in the 2017-2018 school year for elementary and middle school, and the 2018-2019 school year for high school, aligns to the Next Generation Science Standards. The assessment includes Performance Expectations (PEs) for grades 5, 8, and once in high school. Students at the high school level can take the assessment once they have completed a set of PEs. The high school assessment will be administered in January, May, and August so students can demonstrate mastery when ready.

Accountability

The state will use two growth measures to calculate student academic progress for middle and elementary school: a value matrix and a comparison measure against academic peers.

The state will use both the four- and five-year adjusted cohort graduation rate for high schools as well as college and career ready indicators including performance on AP, IB, SAT, ACT, dual enrollment, postsecondary enrollment, Career Technical Education (CTE) concentrator, and industry certification.

To calculate an Achievement and Gap Narrowing Indicator, the state is considering student achievement on a performance composite scale of 1-5. This approach would incentivize improvement at all levels and reward continuous improvement by assigning points to each student with partial credit available for performance below proficient and extra credit available for performance above proficient.

Support / Improvement for Schools

The state will significantly extend support to districts and comprehensive support and improvement schools through an online Performance Management System that will highlight the ongoing indicators of progress and adjustments in the areas of turnaround leadership, culture shift, instructional transformation, and talent development.

MSDE will provide additional support to low performing districts designated on a statewide “watch list” This list will include the lowest achieving six to ten percent of Title I schools and public high schools that have a four year adjusted cohort graduation rate between 68 and 75 percent that have not already been identified as a comprehensive support and improvement school.

Supporting Excellent Educators

The state will use Title IIA funds to support districts in the development of personalized growth plans for educators. As part of this effort, the state will investigate tools, surveys, rubrics,

continuums or frameworks that educators can use to anonymously self-assess their abilities and identify their needs.

Learn More

Find more information on Maryland's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.marylandpublicschools.org/about/Pages/DAPI/ESSA/index.aspx>.

Massachusetts: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

Massachusetts seeks for all students to be prepared for success after high school and has five strategies to work towards that goal. Two of these strategies are to support social-emotional learning, health, and safety and to use technology and data to support student learning. One of the particular areas of focus for these strategies is to enable all students access to multiple high-quality pathways to educational and career opportunities after secondary school.

Accountability

Massachusetts proposes to include the following indicators in its accountability system: academic achievement, growth, graduation rates, access to the arts (including improvement in access), and breadth of curriculum and access to advanced coursework (including growth in these areas) for high schools.

The state will continue to use student growth percentile (SGP) for its growth measure but will transition to the mean SGP as opposed to the median to better reflect the full range of growth percentiles. As the state transitions its assessment program over the coming years, it will pursue the possibility of using a growth to standard measure for public reporting and as a metric in the district and school accountability system.

In addition to the four-year graduation rate, Massachusetts will use a modified version of the five-year graduation rate in its district and school accountability system. The district and school accountability system should incentivize welcoming students back into the school environment regardless of whether they are on track to graduate in four or five years. Many high schools now have alternative programming designed for off-track students and an accountability system should reward these types of programs rather than negatively impacting schools with a traditional five-year graduation rate calculation.

Massachusetts proposes to include successful completion of broad and challenging coursework as a measure of School Quality or Student Success at the high school level. This indicator would measure the percentage of students that successfully complete advanced courses (defined as AP, IB, honors etc.) in a school year. The accountability system would incentivize student participation in these types of courses.

Supporting Excellent Educators

In advancing the use of data and technology, Massachusetts is supporting educators to personalized learning and improve academic achievement through high quality professional development.

Massachusetts has put together resources and guidance to support educators in better meeting the social-emotional needs of their students.

Supporting All Students

Massachusetts promotes early college models and partnerships. It also provides funding and technical support to schools, districts, and workforce investment boards to support students participating in work-based learning.

The state also emphasizes the use of technology and data to support teaching and learning. Massachusetts will use funds to support integrating in-person learning with technology for real-time data use, personalized instruction, and competency-based progression. These models allow for personal connections, personal learning paths, competency-based progression, learner profiles, flexible learning environments, and technological capacity and infrastructure. LEAs will also use funding for state-level initiatives, like using technology to expand the development of Individual Learning Plans in postsecondary planning.

Migrant students receive a range of services such as at-home tutoring. Collaborative efforts between the school district, community-based organizations, and local colleges support migrant youth's transition to higher education.

21st Century Community Learning Center priorities include implementing service learning and project-based learning to support core subject areas.

Strategies to support homeless youth include partnering with community mentoring programs and student-led design of Individual Learning Plans to explore interests, career options, and post-secondary planning.

Learn More

Find more information on Massachusetts' ESSA-related work, and a link to the most up-to-date state plan, at <http://www.mass.gov/edu/government/departments-and-boards/ese/programs/accountability/financial-support/title-i-and-other-federal-support-programs/every-student-succeeds-act-essa.html>.

Michigan: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Long Term Goals

Michigan established extended year graduate rates to align with the state's initiative to become a top 10 educational state in 10 years (ending in 2024-25 school year). The four-year graduation rate target will be 94.4% and the five- and six-year graduation rate targets will be 96.49% and 97% respectively. The long term goal is to have 75% of schools/subgroups meeting these targets by 2024-2025.

Academic Assessments

The state of MI allows access to end of course assessments in advanced math and provides the opportunity to be prepared for and to take advanced mathematics coursework in middle school consistent with section 1111(b)(2)(C).

Accountability

Michigan's accountability index includes measures of academic growth and proficiency with growth weighted at 34% and proficiency at 20%. The index also includes 4-, 5-, and 6-year graduation rates and a measure for English Language proficiency.

The state has included a four-part additional indicator that includes:

- K-12 Chronic Absenteeism
- K-8 Time Spent in Fine arts, Music, Physical Education, and Access to a Library Media Specialist
- 11th-12th Grade Advanced Coursework (measures the percentage of 11-12 grade students successfully completing advanced coursework - Dual Enrollment, Early Middle College, CTE, AP, and IB.
- High School Post-secondary Enrollment Rate.

Support / Improvement for Schools

Michigan is in the process of developing social-emotional learning standards for K-12 and will be used, in part, to help support schools receiving assistance under Title-I, Part A. Additionally, Michigan's Top 10 in 10 strategies around learner-centered supports include a focus on deeper learning and STEM/STEAM, with application for all students. Michigan wants to ensure that all students are accessing high-quality, meaningful, challenging learning experiences. The state intends to use data to monitor its progress and look at access across the various groups such as minority students, students with disabilities, English learners, and low income students, etc.

Supporting Excellent Educators

Michigan is attempting to build a foundation of supports for teachers that will increase the personalized nature of its professional development system. The Michigan Department of Education will collaborate with various partners, including Intermediate School Districts (ISD), professional organizations, and instructional designers, to develop professional learning

modules that are available on-demand to all early childhood and school educators. These modules will address the professional learning appropriate to the educator's role in the initiative and may be available free of charge or fee-based, depending on the availability of funds to support the initiative. The professional learning opportunities provided by these modules can be effectively supported within districts by teacher leaders and principal mentors and supervisors, etc. The state will encourage districts to use their Title II-A funds to tie professional learning activities to their locally-adopted educator evaluation systems so that teachers and leaders receive individualized professional learning experiences tied to meet needs identified in their evaluations.

The Michigan Department of Education is interested in exploring the establishment and use of micro-credentials for teachers and leaders to personalize the professional learning of educators based on their interests, career aspirations, and educator evaluations. While a practice with some promising outcomes but many questions yet to be answered, micro-credentialing could provide early childhood and school educators with focused and intensive professional learning opportunities in specific content, pedagogy, and/or leadership skills. This process could potentially provide the opportunity for educators to add micro-credentials to professional certificates after meeting certain benchmarks as an indication of the mastery of that professional skill or content knowledge.

Supporting All Students

Michigan allows for the inclusion of building technology infrastructure and capacity; personalized professional development for tailored, job embedded support; carrying out innovative blended learning and blended/project based learning approaches; and increasing the usage of digital learning in rural areas; STEM programs; delivering of rigorous coursework via digital learning technologies and assertive technologies.

Learn More

Find more information on Michigan's ESSA-related work, and a link to the most up-to-date state plan, at http://www.michigan.gov/mde/0,4615,7-140-37818_76731---,00.html.

Mississippi: Advancing Personalized Learning Through ESSA

The state of Mississippi has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Academic Assessments

The Mississippi Assessment Program (MAP) provides the opportunity for 8th grade students to take the Algebra I assessment before entering high school. In 2016, 2,737 8th graders participated in the Algebra I assessment. Under the new requirements of ESSA, 8th grade students who take Algebra I in the 8th grade will now have to take a high school math assessment. At the time of this writing, a high school assessment above Algebra I has not yet been developed. The Office of Student Assessment plans to create an Algebra II assessment for these students who take Algebra I in the 8th grade. The Algebra II assessment will be aligned to the Mississippi College and Career Readiness Algebra II Standards. The Office of Student Assessment plans to field test Algebra II items in the spring of 2018, which will allow an operational Algebra II assessment to be administered in the Fall of 2018 for students on a 4x4 block schedule, and the Spring of 2019 for students on a traditional schedule.

Accountability

Proficiency and Growth are equally weighted in both elementary and high school. Each account for 100 points maximum on the accountability index. At the elementary level, the index accounts for Reading (proficiency, growth of all students, and growth in the lowest 25%), Math (same indicators as Reading), and Proficiency in Science. All indicators are of equal weighting at 100 points per. In high school, the reading and math indicators map over from elementary and each account for 100 points. Proficiency Science and US History each account for 50 points. The 4-year graduation rate accounts for 200 points. MS has created an Acceleration Indicator that accounts for taking and passing the assessment associated with the accelerated courses such as Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), or SBE-approved industry certification courses. Schools gain 30 points for participation and 20 points for student performance. The last indicator is a college and career readiness indicator. This indicator is calculated from performance on the ACT. Schools get 25 points per for math and reading performance.

Supporting Excellent Educators

The Mississippi Department of Education presently offers a menu of services, describing professional development available on demand to all educators in Mississippi's public schools. These sessions are designed to improve educator effectiveness and meet the needs of the state's diverse student population. MS provides multiple pathways, programs, and certifications to attract and retain high quality educators. STEM Master Teacher Corps allows for the continuation of support to STEM teachers in the form of professional development to improve both student achievement and outcomes in the STEM subjects. This is developed through intense training for classroom teachers through enriched instructional support and intensive, high-quality professional development activities that focus on deepening teachers' content

knowledge. This program year currently targets grades K-8 mathematics teachers in high-need schools.

Supporting All Students

Mississippi is committed to expanding access to ACT for all 11th graders. The decision to administer the ACT assessment for all 11th graders was rooted in a commitment to equity. The ACT is a gateway assessment to higher education opportunities, and when high school students are prepared with a score, they have one fewer barrier to application, enrollment, and matriculation in a variety of programs.

The state is also committed to expanding access to AP Courses. Enabling access to college-level content is another way that Mississippi schools are eliminating barriers to high achievement in higher ed. Through raising awareness of AP benefits, increasing access to classes, and providing focused professional development for teachers, principals, and counselors, Mississippi saw growth in all three major categories of Advanced Placement (AP) participation and performance.

Mississippi has Multiple Pathways to Earning Diplomas: AP, Dual Enrollment, ACT stipend, and Southern Region Educational Board (SREB) Courses. This section is incomplete but one to watch in future drafts.

Additionally, Title IV, Part B funds will be used to support the goals of the Mississippi State Board of Education. Strategies include expanding STEM pathways in quality afterschool programming, collaborating with public/private partnerships involved with early childhood education, and collaborating with community organizations to engage families in comprehensive and improvement support schools. Activities may include math, science, and technology educational enrichment opportunities, family literacy programs, and character education programs.

Learn More

Find more information on Mississippi's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.mde.k12.ms.us/SSE/essa>.

Montana: Advancing Personalized Learning Through ESSA

The state of Montana has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Supporting All Students

Montana's Office of Public Instruction is working to:

- Expand student learning opportunities with technology opportunities for all students.
- Afford equitable access to historically disadvantaged students to evidence-based learning materials and supports.
- Increase Montana educators' capacity for using blended learning opportunities for students to support personalized-learning and supports.

In order to support students' access to technology and instructional opportunities and to empower teachers who continually innovate with technology, the Office of Public Instruction recognizes that partnerships must be enhanced or formed both within the state agency and with stakeholders including other agencies, organizations, higher education, and business and industry. The intent of these partnerships is two-fold:

1. To provide students with unique opportunities to experience technology applications and innovations in business and industry.
2. To find additional funding for evidence-based, innovative digital learning projects.

Learn More

Find more information on Montana's ESSA-related work, and a link to the most up-to-date state plan, at <http://opi.mt.gov/ESSA/Index.html>.

Nevada: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Accountability

Nevada's accountability system includes the following indicators:

- Academic Proficiency – This measures performance on state assessments in Math, English Language Arts, and Science.
- Academic Progress – The state plans to weigh academic growth greater than proficiency at 35%. Growth will only apply to elementary and middle school. The state will calculate growth using student growth percentiles and adequate growth percentiles.
- Graduation Rate – The state will incorporate 4- and 5-year graduation rates.
- English Language Proficiency – The state will use adequate growth percentiles (AGP) for student performance on the WIDA ACCESS assessment at all three school levels. Growth to target calculations are set to five years or by the twelfth grade.
- Closing Opportunity Gaps – The state will assign a 20% weight to this indicator. Elementary and middle schools will measure the percentage of students meeting their Adequate Growth Percentile who did not pass the state assessment from the previous year. High schools will use the 4-year cohort graduation rate from the previous school year.
- Student engagement – Elementary schools will calculate chronic absenteeism and school climate. Middle schools will calculate chronic absenteeism, school climate, a measure of high school readiness, and a percentage of students with academic learning plans. High schools will calculate chronic absenteeism and school climate. This measure accounts for 10% for each level.
- College and Career Readiness – This indicator for high schools consists of five measures: Average ACT Composite Score, Post-secondary Pathways Options (including AP / IB / Dual Credit and industry-aligned and state board-approved career and technical education (CTE) credentials), Ninth and Tenth Grade Credit Sufficiency, Academic Learning Plans, and percentage of students achieving college and career readiness status on the math, science, or ELA end-of-course exams. The indicator will contribute 25% to the total index score. There is an additional added value for pathway diploma options for students pursuing college and career options. Specifically, standard diplomas are worth a value of 1, while college-endorsed or career-endorsed diplomas earn a value of 1.25.

Supporting Excellent Educators

Nevada is thinking through strategies to improve the preparation, recruitment, evaluation, development, and retention of effective educators so that teachers are ready to meet the needs of 21st century classrooms.

Supporting All Students

Nevada Ready 21 engages middle school students in a personalized, learner-centered education by infusing technology into students' daily experience. It's a multi-year plan focusing on middle schools first and eventually expanding to high schools.

For the high school to post-secondary transition, Nevada offers CTE and the Jobs for America's Graduates program that prepares students with work readiness skills and helps with enrollment in post-secondary education or the military.

The state's Safe and Wide Learning Environment Initiative helps schools foster safe climates and build social-emotional skills for students.

Districts receive funding to contract with social workers or mental health workers.

Districts across the state, including rural, are supported to offer AP, IB, dual credit, and CTE.

In collaboration with American Institutes for Research, students in grades 5-12 take a statewide School Climate/Social and Emotional Learning Survey to serve as the needs assessment for social workers.

A dashboard will be created to assess the extent to which LEAs provide students with a well-rounded education (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).

Migratory students who are identified as "priority for service" (failing or at risk of failing) have individual education plans.

For students who are neglected, delinquent, or at-risk, one objective is to provide individualized educational experiences.

Learn More

Find more information on Nevada's ESSA-related work, and a link to the most up-to-date state plan, at

http://www.doe.nv.gov/Boards_Commissions_Councils/ESSA_Adv_Group/ESSA_Advisory_Group/.

New Jersey: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Long-Term Goals

New Jersey will use baseline data from each school to determine unique annual growth targets to ensure each high school is on pace to achieve the long-term goal of 80% proficiency in all subgroups and 95% graduation rate by 2030. The state will include five-year graduation rates in its accountability system. The five-year graduation rate target will always be one percent higher than the four-year graduation target for the same year.

The department will investigate the benefit of adding an extended-year graduation rate of six or seven years as part of its continuous improvement process.

Academic Assessments

The department will continue allowing all middle school students, not just 8th grade students, to advanced mathematics assessments, reflecting a recommendation from stakeholders to continue supporting growth and development of all students, including those who are high performing.

Accountability

The state will measure academic progress through a student growth percentile for grades 4-8 in ELA and grades 4-7 in math at 40% of the accountability score. The state will measure graduation rate, both 4- and 5-year rates, at the same 40% weight for the high school level. (The 4- and 5- year rates will be weighed equally within the measure.) Academic achievement for all levels (grades 3-10) will be weighed at 30%.

Supporting Excellent Educators

As a part of the state's effort to decrease the opportunity gap for middle school students seeking to take Algebra I, the department of education will provide technical support and guidance for school districts as well as professional learning opportunities to focus a shift in instructional practices. The department plans to develop multiple model course pathways, or accelerated progressions of learning, for middle schools that allow eighth grade students to complete Algebra I, and provide pathway exemplars and professional learning opportunities to support the implementation of each model course pathway. This effort will include design of an Algebra I standards-based curriculum with frequent formative assessments to monitor student progress throughout the year as well as a professional development plan that is responsive to the varied needs of Algebra I teachers.

Pending available Title II, Part A funds, New Jersey will fund investments in data literacy for better-informed decision-making both at the state and in school districts. The state believes in the importance of data literacy and using data as a means of continuous improvement through the cycle of teaching and learning where students are.

If sufficient Title II, Part A funding exists, the state plans to supplement and enhance its current focus on the use of instructional technology by better training teachers in integrating technology into instruction and promoting digital literacy for their students. The state will create online support tools to improve the instructional strategies and professional development of teachers, principals and other stakeholders with the goal of increasing student use of technology to improve learning. The result is that students benefit from effective, real-time feedback about their learning. By utilizing formative assessments, teachers can check whether or not students understand a concept and can quickly adjust instruction based on responses.

The use of adaptive technology software is an important aspect of personalized and differentiated learning to match students' needs and tailor learning to their interests. As educators are encouraged to use real-time effective feedback and digital personalized learning tools, they will require additional training opportunities. Using Title II funds, the state will provide job-embedded training opportunities, including a suite of materials, software, online learning modules, etc. Intentional use of technology in the classroom will enhance instruction in terms of quality, rigor, questioning strategies and overall intellectual engagement of students.

Supporting All Students

The state is working to drastically improve school performance reports to ensure all students have access to a well-rounded, rigorous education. For instance, the new reports will be provided in more languages than just English, and will report dis-aggregated data on access to and participation in AP/IB, as well as performing arts and CTE course work. (Right now, data is presented in aggregate and does not provide information to districts about who is able to access these courses.) By making meaningful improvements to the quality of the school performance reports, the state will empower school communities to have honest conversations about which students are being served equitably and will enable schools to shift efforts and funds accordingly to meet the needs of all students.

To maximize the use of Title IV, Part A funds, the state will encourage districts to partner with entities, including: nonprofits, higher education institutions, museums, libraries and community organizations to expand upon programs and services offered to students. The state already has begun, through ESSA outreach and additional state-level committees and advisory groups, to collaborate with various organizations and community groups that are best positioned to provide support and services to districts with particular needs. For example, the department has begun working with Advocates for Children of New Jersey, Paterson Education Fund and other organizations that can directly connect schools and districts to resources and trainings meant to help increase student attendance.

The state is finalizing the development of social emotional learning competencies and support materials to promote positive school climates and more positive approaches to improving student behavior. For the past two years, a state-level working group of stakeholders well-versed in social and emotional needs reviewed research, examined standards in other states and developed the competencies and support materials with the goal of providing schools with practical resources that can be implemented with fidelity and sustained to support the positive development of students. It is possible that funds to support a well-rounded education will go to

the implementation of social and emotional learning competencies through regional professional development opportunities or webinars.

The state will consider using some funds to develop a series of online digital learning professional development modules to demonstrate how to effectively use technology to enhance discrete, research-based instructional strategies and develop digital literacy for all students. This includes an instructional emphasis on using data to driving instruction, and improving discussion, questioning, and intellectual engagement for students through the strategic use of technology.

The state's service delivery plan for migratory students includes incorporating life skills instruction into curriculum using site-based, workplace-based, or home-based modules.

New Jersey requires its 21st Century Community Learning Centers to focus on either STEM, civic engagement, career awareness and exploration, or visual and performing arts as a way to provide a seamless continuum of educational experiences and integrate cross-content and skills.

Learn More

Find more information on New Jersey's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.state.nj.us/education/ESSA/>.

New Mexico: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Long-Term Goals

New Mexico's long term goal for academic proficiency is that the current lowest performing subgroup must have an academic proficiency rate of 50% by 2022, while simultaneous gains in academic proficiency amongst all groups of students should be on near-parallel tracks. The rate of student growth in academic proficiency varies between each subgroup in order to ensure that all of New Mexico's children are beyond 50% academic proficiency (with statewide averages of 64.9% in reading and 61.2% in mathematics) by 2022.

New Mexico's long term goal for graduation is that more than 84.5% of the class of 2022 will graduate high school in four years, more than 88% of the class of 2021 will graduate high school in five years, and more than 90% of the class of 2020 will graduate high school in six years.

The state will establish yearly English Language Proficiency (ELP) growth targets so schools have a ready tool for identifying students who are on track to meet their timeline for Reclassified Fluent English Proficient (RFEP) status and those who may need additional language supports or targeted intervention to meet those goals. These annual growth targets will be based on two important student characteristics known to impact the ability for an EL to become proficient in English: the student's grade level at entry and their English proficiency at entry. Any student who is meeting his or her annual goal, is on target to being RFEP in a judicious amount of time, exited from EL status appropriately, and able to advance academically with their peers, and in many cases outperform them. The use of annual ELP growth targets also ensures that schools are not motivated to prematurely exit students, which could lead to negative future academic consequences if those students are not provided appropriate supports through reclassification to RFEP status and for a minimum of two years afterward. The state has established a 2% growth rate for its long-term goal resulting in a 12% increase by 2022 to 55% proficient.

Accountability

The framework for the New Mexico School Grading system recognizes that school performance should be assessed within three overarching categories:

1. Student academic performance or proficiency;
2. Student achievement growth; and
3. Other indicators of school quality that contribute to college and career readiness.

Indicators include:

- Academic Proficiency - As in previous years the grade levels and subject areas assessed remain stable for 2018-2019 and beyond.
- Academic Growth - Growth is applied both at the school level (School Growth) and at the individual student level (Student Growth). To ensure that the state's

historically high-performing students are making significant learning gains, school grading will broaden the focus of student growth to include a new sub-indicator that represents the highest performing quartile (25%) of students. Student growth will result from a composite of lowest quartile (25%), middle two quartiles (50%), and highest quartile (25%) of students, with the three complementary groups weighted progressively less in value.

- Graduation Rate - The graduation component of school grading consists of four measures that integrate not only current graduation rates but also extended rates along with growth in rates over a 3-year span. The 4-year rate is weighted the most heavily and forms the basis for graduation growth. The extended year rates, 5-year and 6-year, are weighted relatively less but are nonetheless important to high schools that focus on programs such as credit-recovery and returning adult students. The growth in 4-year rates similarly incentivizes these schools that work with underserved populations to work toward timely graduation goals.
- Student STEM Readiness - A new indicator for Science will be included - drawing primarily upon student performance on statewide science assessments, but also considering overall student engagement in STEM fields. The state will continue to engage educators, as well as business and industry, in the development of this new indicator.
- English Language Progress - A growth-to-proficiency indicator will be included for the acquisition of English Language Proficiency, with a weight of up to 10% of impacted schools' ratings. Baseline data will be solidified, collected, and shared with the field over the next eighteen months.
- Opportunity to Learn – While the state has administered an opportunity to learn survey, the state plans to explore new survey instruments that have broader application to learning climate, academic achievement, engagement, and self-efficacy.
- Chronic Absenteeism - Through school year 2017-2018, the state will report habitual truancy for students who have accumulated the equivalent of 10 or more full-day unexcused absences within a school year. Beginning in 2018-2019 the state proposes to expand this measure to account for all absences both unexcused and excused.
- College and Career Readiness - For the 2018-2019 system, the Public Education Department (PED) will refine the definition of this component to ensure the highest standards for all students. Indicators such as college remediation and college persistence will be considered, as will newly-developing indicators in Career and Technical Education (CTE) fields.

Support / Improvement for Schools

With a target goal of 2021, the Public Education Department (PED) is shifting from quarterly to nightly data submissions from districts in its Student Teacher Accountability Reporting System (STARS). The real-time data will enhance the PED's ability to monitor compliance and manage program outcomes. Real-time data will be validated as they are submitted and then quickly made available through automated reports to PED bureaus, districts, and other stakeholders.

Additionally, in an effort to promote continuous improvement, the PED will offer technical assistance in the form of professional development, individualized virtual and onsite training, and personalized phone calls and emails to help districts approve program activities and determine fiscal decisions.

All LEAs and schools in New Mexico will utilize the NM DASH (Data, Accountability, Sustainability, and High Achievement), a web-based tool for developing school improvement plans and identifying evidence- or research-based interventions. The PED provides a differentiated approach of support aligned with organizational conditions necessary for turnaround success. To support its lowest performing schools Comprehensive Support and Improvement (CSI), the district must address the following:

- Leadership - Districts must commit to lead for success by identifying priorities, aligning resources, investing in change that is sustainable, and clearly and consistently communicating that change is not optional.
- Differentiated Support and Accountability - To achieve ambitious results, districts committed to turnaround must prioritize low performing schools and provide both additional, core support beyond what non-turnaround schools receive and individualized supports aligned with unique school needs, including the identification of resource inequities.
- Talent Management - Public education is human capital intensive and efforts to turnaround low-performing schools must prioritize how talent policies and approaches will be bolstered to support turnaround.
- Instructional Infrastructure - Districts often have invested heavy resources in producing curriculum and data that teachers either do not have the capacity, understanding, or willingness to use. Districts must own this challenge and create an instructional infrastructure where data is well organized and the pathway on how to use data to adapt instruction is clear.

LEAs with schools identified as CSI are eligible to apply for additional funding through a competitive grant process. LEAs must demonstrate that they have the organizational conditions necessary for turnaround success when applying to participate in the following evidence-based school turnaround programs:

- University of Virginia School Turnaround Program
- National Institute for School Leadership Executive Development Program
- New Mexico Leadership Innovation Program.

New Mexico will take advantage of the Direct Student Services Opportunity to partner with districts to re-think the use of Title I funds. The PED will provide preference to schools that are classified as either “Comprehensive Support and Improvement” or “Targeted Support and Improvement.” In addition, the PED will align funding opportunities with the broader human capital strategies currently underway at the state level, including programs such as Principals Pursuing Excellence and Teachers Pursuing Excellence, as well as our Title II, Part A strategy of expanding access to great teachers and leaders under the Excellent Educators for All Plan.

New Mexico will focus its Direct Student Services approach on five areas, and will preference (via competitive grant) those that are most aligned to the state's academic needs, including:

- Extended learning time opportunities
- AP Course Access
- Other Course Access (CTE, dual credit, credit recovery)
- K-3 Literacy and Mathematics
- Pre-K Services
- Personalized Learning (Linking to Title II and IV funds)
- Student transportation (school choice)

Supporting Excellent Educators

PED will reserve the additional 3% of Title II, Part A to support innovative teacher and school leader preparation programs that engage research-evidenced practices to focus on producing teachers that are DAY 1 ready for the classroom.

Supporting All Students

New Mexico requires that each student develop a Next Step Plan (NSP) beginning at age 14. This plan is a personal, written plan that is developed by each student at the end of grades 8 through 11 and during their senior year. The purpose of the plan is to target the student's postsecondary interests and establish a plan of studies he or she will complete during high school in order to be on track for graduation and begin preparation for college or the workplace. The student reviews and updates his or her NSP annually, and each year's plan must explain any differences from the previous years.

The PED plans to continue to provide both direct funding and professional development to support dual credit and AP programs. New Mexico has seen remarkable growth since 2010 in both of these acceleration programs, with the number of students taking AP exams increasing by 90%, and the number of students taking dual credit courses increasing by 73%.

School districts and charter schools will leverage funding from Title I, Part A; Title II; Title III; and Title IV, Part A in order to provide the most effective technological platform to increase student learning. The PED will continue to work with districts to ensure they understand how funds can be used to implement blended learning strategies that combine technology-based and face-to-face instruction so students in remote, rural schools can take AP and other advanced STEM courses where the local LEA does not have the resources to provide those courses in the regular school curriculum. Educators in rural districts will be provided with the professional development necessary to support these blended learning strategies. Further, utilizing Title IV, Part A funds to promote intra-agency collaboration, the PED will facilitate statewide Professional Learning Communities (PLCs) of STEM educators in which teachers in small, rural schools can meet using technology to discuss research and so that evidence-based practices that are being successfully implemented in some New Mexico schools can be replicated in others.

The state will use its Title I, Part C funds for the Migrant Education Program to, in part, implement an innovative technology integration program to increase student achievement in reading and math and student engagement in school.

Learn More

Find more information on New Mexico's ESSA-related work, and a link to the most up-to-date state plan, at <http://ped.state.nm.us/ped/ESSA.html>.

New York

The state of New York has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Vision

To ensure that every child has equitable access to the highest quality educational opportunities, services, and supports in schools that provide effective instruction aligned to the state's standards, as well as positive learning environments so that each child is prepared for success in college, career, and citizenship.

Long Term Goals

New York will use a performance index to indicate long-term and interim goals in academic achievement. The state will set a new long-term goal each year so that the long-term goal is always established five years into the future. For example, following the 2017-18 school year, a new long-term goal for the 2022-23 school year will be set and the 2021-22 school year long-term goal will become the measure of interim progress for that year. This methodology allows the long-term goals to be adjusted to reflect the rapidity with which schools and subgroups are making progress toward achieving the end goal score in the performance index. The state will follow a similar process for determining long-term and interim goals for graduation rates.

New York will use four-, five-, and six-year adjusted cohort graduation rates. The state will use a gap reduction methodology explicitly designed to ensure that those subgroups with the largest gaps must show the greatest gains in terms of achieving the measures of interim progress and the long-term goals.

Academic Assessments

New York allows local school districts to determine if 7th grade students, in addition to 8th grade students, are ready to begin high school level math courses, and will continue to do so under ESSA.

The state also plans to apply for the Innovative Assessment and Accountability Demonstration Authority when an application becomes available.

Accountability

Consistent with the state's long-term goals, New York uses Performance Indices in English language arts, mathematics, and science at the elementary/middle school level and English language arts, mathematics, science, and social studies at the high school level to measure academic achievement.

The Performance Index is based upon measures of proficiency on state assessments, and when finalized, separates schools into four categorical accountability scores. The performance index gives schools "partial credit" for students who are partially proficient (Accountability Level 2), "full credit" for students who are proficient (Accountability Level 3), and "extra credit" for students who are advanced (Accountability Level 4). The Performance Index will be a number

between 0-250. In a school in which all of the students are proficient, the school would have an Index of 200. In a school in which half of the students were proficient and half of the students were partially proficient, the Index would be 150.

At the high school level, New York will use a College, Career, and Civic Readiness Index as a measure of school quality and student success. The Index will give credit to schools for students who pass high school courses and additional credit for students who achieve specified scores on nationally recognized exams associated with these courses or who earn college credit for participation in a dual enrollment course. By including this indicator as a measure of school quality and student success, the state will encourage more schools to offer advanced coursework to more students. Additional elements of the index will include successful completion of a career technical course of study, receipt of an industry-recognized credential, and completion of the Seal of Biliteracy. Alternative means to create an indicator of civic engagement will also be pursued.

The state will consider additional school quality and student success measures over time, and will also publish a set of indicators that highlight school conditions necessary to give students opportunities to learn.

The department will develop a dashboard that will be used to provide stakeholders with a transparent and intuitive way to assess the performance of schools in relation to a variety of metrics that include both those that are used for accountability and those that measure important aspects of schooling, but are not appropriate to be used for high stakes decisions.

Support / Improvement for Schools

As a way to provide parents from all Comprehensive Support and Improvement schools with choices in their child's education, New York will dedicate funds to all Comprehensive Support and Improvement schools and require that they implement a participatory budgeting process that allows parents to help determine how these funds are spent. As part of the participatory budgeting process, parents will help determine the most appropriate ways for the school to spend the funds connected to the results of the school's needs assessment.

New York has found that those receiving school improvement funds need flexibility. Therefore, the state has adopted a holistic approach toward the use of school improvement funds. New York State has found that this flexibility is necessary and consistent with its expectations that school improvement expenditures result in tangible improvements. In order to monitor for improved outcomes, the state must ensure that schools and districts have ownership over the spending choices they have made.

Supporting Excellent Educators

In New York, a vast majority of teacher preparation candidates attend programs and become teachers in the same region. Therefore, the state is encouraging the creation of P-20 partnerships that allow school districts and Boards of Cooperative Education Services to work with institutions of higher education and other preparation program providers on efforts to recruit and prepare educators to meet specific district needs.

Supporting All Students

New York uses a number of strategies to ease the transitions in secondary school. The Smart Scholars Early College High School Program allows high school students to earn up to 60 transferable college credits. The NYS Pathways in Technology initiative is a 6-year program in collaboration with an institution of higher education and an industry partner to have students graduate high school with an associate's degree and an offer of employment. The My Brother's Keeper Grant Program funds school districts to implement designated milestones from pre-k through college and workforce entry.

The state will create personalized learning plans for out-of-school youth and students who have dropped out of school and graduation plans for migratory students in grades 9-12.

Within five years, all county jails in New York will transition from providing primarily High School Equivalency focused instruction to providing multiple pathways for students to attain a regular high school diploma and/or the skills necessary to gain employment to students in their care.

New York will leverage programmatic and fiscal supports to increase the number of schools across the state that demonstrate certain characteristics. These characteristics include:

- All students receive curricula in all disciplines that are challenging, engaging, and integrated. The curricula are tied to appropriate formative and summative assessments, which are aligned to New York State learning standards.
- The school community identifies, promotes, and supports social, emotional, physical, and cognitive development throughout the school day. These efforts lead to students' developing social emotional skills and barriers to learning being removed.
- The school has active partnerships that are culturally and linguistically inclusive and in which families, students, community members and school staff respectfully collaborate. These partnerships support student academic progress, social-emotional growth, well being, and personal and civic responsibility, so that students have the opportunity to reach their full potential.
- The school community identifies, promotes, and supports multiple pathways to graduation and career readiness based on individual strengths, needs, interests, and aspirations. These pathways create access to multiple opportunities for students to pursue advanced coursework and actively explore and/or pursue specific career-related coursework and experiences in the arts, languages and Career and Technical Education.

In order to ensure that all students benefit from important community-school partnerships, the state will require schools identified for Comprehensive or Targeted Support and Intervention to create plans that incorporate input from community partners that work in the school or with students in a community-based setting.

New York is considering additional non-academic measures of student outcomes, such as social emotional assessments, as a result of participation in 21st CCLC programming.

Learn More

Find more information on New York's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.p12.nysed.gov/accountability/essa.html>.

North Carolina: Advancing Personalized Learning Through ESSA

The state of North Carolina has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Accountability

The state will use four- and five- year adjusted cohort graduation rates in its accountability system.

Support / Improvement for Schools

A redefined statewide system of support and improvement helps state, district, and school leadership analyze data and target resources and support in real-time. A Senior Leadership Council meets quarterly to identify districts and schools for the most intensive support. Regional Service Support Teams meet monthly to analyze data and provide targeted support and resources to low-performing schools for school improvement activities. Low-performing schools track progress in real-time using a web-based management tool that permits schools to personalize their school improvement plans to meet their needs.

Supporting Excellent Educators

NCDPI launched 94 online learning modules for educators including self-paced, facilitated and mini-modules. A Massive Open Online Course (MOOC) is also offered, which allows a large number of participants to learn together. These courses are free for NC educators and afford them the opportunity to learn at their own pace, at any time and often with an online coach.

In 2017, the state will roll out the North Carolina Digital Learning Competencies for Classroom Teachers and School Administrators. These competencies provide a framework for schools of education, school administrators, and classroom teachers on the needed skills to provide high-quality, integrated digital teaching and learning.

Supporting All Students

As part of the 21st Century Community Learning Center grants, grantees have access to a menu of high quality professional development and technical assistance supports for family and community engagement.

Learn More

Find more information on North Carolina's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.dpi.state.nc.us/succeeds/>.

North Dakota: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

The state's vision is that "all students will graduate choice ready with the knowledge, skills, and dispositions to be successful in whatever they choose to do, whether they pursue a post-secondary degree, enroll in a technical college, enter the workforce, or join the military." The overarching objective of North Dakota's State ESSA Plan is to ensure every school's graduation rate matches its Choice Ready rate, thus eliminating the honesty gap, so students, parents and the state are able to confidently place high value on the diplomas received.

Long Term Goals

The state will retain its 90% graduation goal and its primary growth criteria for determining whether schools have achieved sufficient growth in their graduation rates over time. North Dakota will use 4-, 5-, and 6-year graduation rates, and will establish unique targets for growth in each of those respective years. The 4-year growth rate target will be 10%, five-year extended graduation rate growth target will be 12.5%, and the 6-year extended graduation rate will use a 15% growth target. Meeting the goal or target rate for any of the 4-, 5-, or 6-year extended graduation rates would mean the school or district has met its absolute or growth goal.

Accountability

North Dakota's accountability system will include the following measures: proficiency in mathematics and ELA measured at 30% at the elementary level and 25% at the high school level; growth in mathematics and ELA using an index growth model weighted at 30% at the elementary level; achievement of English Language proficiency; progress in achieving English Language proficiency; student engagement through surveys measured at 30% at the elementary level and 22% at the high school level. At the high school level only, 4-, 5-, and 6-year graduation rates for high schools measured at 13%; growth and "choice ready" are measured together for high schools, weighed at 22%.

"Choice Ready" is defined under North Dakota's Choice Ready Framework as "all students will graduate choice ready with the knowledge, skills, and disposition to be successful in whatever they choose to do, whether they pursue a postsecondary degree, enroll in a technical college, enter the workforce, or join the military." This new element is designed to ensure that students are equipped to pursue the option of their choice upon graduating from high school.

Under this component, all students will have to meet the following:

- Perform at the state established cut scores for ACT, SAT, CLEM/CREAM, or the State Assessment English/Math 3

- Complete at least two of the following skills indicators: 25 hours of community service, 95% attendance rate, two or more years in extracurricular activities, and two or more years in co-curricular activities.

In addition, students will need to meet specific requirements depending upon their chosen pathway.

College Ready:

- An ACT composite score of 22 or higher
- 2.8 GPA or higher

And at least two additional indicators from below:

- Earned a C or higher in an AP course
- Earned a C or higher in a math or English Language Arts dual credit course
- Earned a C or higher in Algebra II
- Earned 3 or higher on an AP exam
- Earned a 4 or higher on an IB exam
- Earned a 3.0 or higher in the core course requirements for university admission

Career Ready:

- Earned a 2.8 GPA or higher in CTE Pathway
- Complete 2 credits in a Coordinated Plan of Study

And at least two additional indicators from below:

- Career Ready Practices (3.0)
- 75 hours in a work-based learning experience
- Earned a C or higher in a dual credit course
- Workkeys (Gold or Silver)
- Technical Assessment/Industry Credential

Military Ready:

- ASVAB Score of 31 or higher
- Quality citizenship (as measured by expulsions or suspensions of zero)
- Physically fit as deemed by physical education instructor
- And complete any two additional indicators from career or college ready that they have identified.

Supporting All Students

North Dakota's State Superintendent has set five priority areas that guide the state's work to help students achieve the state's vision of being choice ready. Included in these priorities is

continuous improvement, equity, and local educational opportunities. Under the Continuous Improvement priority, all schools are expected to participate in a continuous improvement cycle that serves as the basis for school improvement. The AdvanceED system the state plans to use will help provide high-quality instruction and interventions matched to each student's needs. Included in North Dakota's Equity priority is the need for well-rounded education, including competency-based learning, STEAM, career and technology education, and 21st century skills. The state has prioritized Local Educational Opportunities, including the need to support school districts in a variety of academic, cross curricular, and CTE opportunities, especially in their secondary school experiences. Programs include CTE options and career pathways, health and wellness programs, advanced coursework options (e.g. AP, IB, dual credit, early entry), music and arts programs, competency-based initiatives, STEAM education, internships, educational technology opportunities, and all the necessary supports.

North Dakota supports school districts in leveraging educational technology opportunities to support students in becoming digitally literate, and to provide learning opportunities not afforded them otherwise. The North Dakota Center for Distance Education provides direct access to courses such as advanced coursework, STEM experiences, and credit-recovery or developmental coursework, especially for students living in the state's most rural areas.

The state will encourage schools to incorporate STEM and STEAM learning strategies, competency-based learning programs, and project-based learning frameworks to promote student engagement in a variety of learning mediums and demonstrate proficiency in nontraditional ways. The state will support districts that develop comprehensive learning plans that demonstrate innovative practices and increase rigorous learning for their students.

Learn More

Find more information on North Dakota's ESSA-related work, and for a link to the most update state plan, at <https://www.nd.gov/dpi/SchoolStaff/SSI/ESSA/>.

Ohio: Advancing Personalized Learning Through ESSA

The state of Ohio has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Long Term Goals

The state will incorporate 4- and 5-year graduation rates into their long term goals.

Accountability

Ohio's proposed accountability system will include academic proficiency (20% weight); academic growth using a Value-Added measure (20% weight); 4- and 6-year cohort graduation rates; and a Prepared for Success indicator for high schools which will track: College Admission tests (percentage of kids with non-remediation score), Dual credit courses, Industry certificates (at least 12 points with an industry-recognized credential or bundle of credentials), AP (3 or higher), and IB (4 or higher).

Support / Improvement for Schools

Ohio will leverage the opportunity to reserve up to 3% of Title I funding to support direct student services. These funds will be targeted to districts with the highest percentage of schools identified for improvement to:

- Improve access to rigorous coursework at all grade levels including but not limited to Advanced Placement courses.
- Expand the number of students accessing accelerated coursework, particularly students in traditionally underrepresented student groups.
- Support development and delivery of transitional coursework to reduce college remediation rates and better prepare students for postsecondary education.
- Support early literacy initiatives.

Supporting All Students

Ohio will partner with the Collaborative for Academic Social and Emotional Learning (CASEL) to help achieve two goals that support social and emotional learning. These goals are:

1. Promote the integration of Ohio's existing kindergarten-grade 3 standards for social and emotional learning into the regular instructional practices and supports provided by school counselors, educators, principals and administrators through the development and delivery of professional learning and resources to support implementation.
2. Evaluate whether Ohio should implement social and emotional learning standards in grades 4 through high school.

Ohio will also focus on career pathways and assisting educators in making those linkages for all students. In order to support educators in the integration of technical and academic content standards, the state plans to build a web-based tool that creates customized standards documents for Ohio educators. This tool will allow local school districts to design model courses

of study to meet local educational and workforce needs while also ensuring that academic content standards are being taught.

Learn More

Find more information on Ohio's ESSA-related work, and a link to the most up-to-date state plan, at <http://education.ohio.gov/Topics/Every-Student-Succeeds-Act-ESSA>.

Oklahoma: Advancing Personalized Learning Through ESSA

The state of Oklahoma has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Supporting Excellent Educators

In May 2016 Oklahoma's Governor signed H.B. 2957, which redefines the evaluation system of educators, including:

- Pilot Individualized Program of Professional Development (Professional Learning Focus) with all districts (2017-2018).
- Implement growth goal with all districts (2018-2019).
- Incorporate a teacher leadership model.
- Create a specific data-collection application for confirmation of districts' dedicated Teacher Residency Program and dispensation of mentor stipends.

Learn More

Find more information on Oklahoma's ESSA-related work, and a link to the most up-to-date state plan, at <http://sde.ok.gov/sde/essa>.

Oregon: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

Oregon's State Plan includes four commitments that serve as the foundational tenets to strengthen and shape the state's educational system to better serve Oregon's students. These include: prioritizing and advancing equity, extending the promise of a well-rounded education, strengthening district systems, and fostering ongoing engagement. The equity opportunity emphasizes providing for students' individual needs. The state also proposes a new definition for well-rounded education that focuses on the whole student and their community, the learning experiences they are given, the knowledge and skills they learn, and the beliefs and attributes they develop.

Academic Assessments

In response to the call for a more balanced assessment system, Oregon's Department of Education will use and leverage the white paper, "A New Path for Oregon," jointly created by the Oregon Education Association, Governor's office, and ODE with recommendations for creating a system of assessment to empower meaningful student learning.

The Performance Assessment Demonstration Sites (PADS) project is a partnership between Oregon schools, Oregon Department of Education, and the Center for Collaborative Education to provide performance assessment, professional learning and implementation support. The schools participating in 2016-17 are receiving grant funds to provide additional professional learning time to work through integrating the performance assessment with their curriculum, providing instruction to prepare students, administering the performance assessment, collaboratively scoring the student work, and providing feedback to students throughout the process. All PADS' materials will be licensed as open-educational resources so that any school or district in the state could engage in this professional learning without incurring licensing costs and without limitations on sharing the performance assessments or professional learning resources.

Oregon Formative Assessment for Students and Teachers (OFAST) is a comprehensive training course offered to districts through ODE that provides 5 modules to create a deep understanding of the purpose and creation of effective formative assessments. Learning modules are designed to support teachers in both the teaching and assessing of state standards. By developing the skills necessary to design, administer, and analyze the results of formative assessments, teachers will be better able to support students as they seek to gain mastery of the skills and knowledge necessary to graduate from high school college and career ready.

In order for formative assessments to be effective, students must feel respected, valued, efficacious, and engaged in the classroom. ODE, along with their partners at Education Northwest, developed materials and resources for educators to promote a classroom environment in which students can participate fully in formative assessments, while developing

interpersonal and intrapersonal skills for success in school and life. The resources provide evidence-based activities educators can use to complement classroom formative assessment practices, as well as help students develop ODE's personal management and teamwork skills. Specifically, the resources focus on three aspects of Social and Emotional Learning that relate closely to formative assessment: social belonging, growth mindset, and self-regulation. The resources contain facilitator presentation materials, student handouts, and facilitator guides and can be used with students at any grade level.

Accountability

In addition to academic proficiency and English Language proficiency, Oregon's proposed accountability system would include four- and five-year graduation rates, student growth percentiles for elementary and middle school, rates of chronic absenteeism, and the percentage of freshman students who are on-track. The state also proposes to publicly report on opportunity to learn indicators as well as access to a well-rounded education. The state settled on these indicators after receiving significant stakeholder feedback supporting the inclusion of indicators that emphasize a rigorous and well-rounded education, school climate, personalized learning, equity, and culturally responsive services.

Oregon's continuous improvement system will also include locally-reported indicators that aren't collected statewide and don't meet reliability and validity standards but that provide a clearer picture of local context.

Oregon will consider future indicators based on stakeholder feedback, which includes interest in indicators around personalized learning.

Support / Improvement for Schools

Oregon will create a Comprehensive Needs Assessment that will serve to streamline and replace the multiple needs assessments currently required across grant programs. It will be used by districts to inform the development of their district and school plans. Oregon's Comprehensive Needs Assessment process engages districts in a review of major systems that impact outcomes for students, including:

- Instruction – including standards / curriculum, instruction and assessment, equitable access to well-rounded education, Multi-Tiered Systems of Support;
- Professional Learning – including the systems and structures to identify what teachers, administrators and other staff need to better support all learners;
- Engagement – including systems and processes to analyze and improve engagement with stakeholders and tribal nations;
- Leadership – as a practice for district office staff, building leaders and educators;
- Academic, Social and Emotional Supports – including opportunities to enhance culturally relevant pedagogy and practices, improve mental health supports, improve nursing and counseling supports and to connect with other partners and community-based organizations to improve supports for students;
- Resource Review – questions and submission of evidence to ensure districts are differentiating resources to schools based on need; and

- Current Policies/Initiatives – a review of current policies and strategic improvement initiatives to better understand existing structures and efforts and to identify barriers and opportunities.

Supporting Excellent Educators

Given the changing landscape of districts and schools in Oregon, the state intends to shift toward stronger needs-driven, continuous, job-embedded professional learning that emphasizes culturally responsive pedagogy and practice.

The state recently launched a cross-office initiative led by the Office of Teaching, Learning and Assessment and the Office of Student Services that involves staff from across the agency. The aim is to build coherent supports to districts and schools driven by a review of data and local context / need. This initiative will serve as the cornerstone for providing differentiated supports to district and schools specifically aligned to root-cause outcomes, disaggregated student achievement data and next steps informed by the district's diagnostic review. Specific, targeted professional learning supports to educators already underway include opportunities to promote personalized learning and improving multi-tiered systems of support.

The state will use the Oregon Educator Network (OEN) and Canvas to support districts in their efforts to advance a well-rounded education. OEN and Canvas are innovative online platforms where educators can collaborate, share resources, and find new and inventive ways to integrate technology into their classroom practices. These digital resources will be used to house resources, conduct online professional learning opportunities, facilitate online networks and digital professional learning communities, and provide platforms for collaboration and innovation.

Oregon's Digital Learning / Educational Technology Plan offers an overall strategic vision for digital learning in Oregon. In order for students and educators to be prepared for the demands of this new era, classrooms, schools and other learning environments need to reflect the changes in philosophy, instructional practice, learning spaces, technologies, and learning opportunities necessary for students to be competitive and productive in the information and communication age. This plan includes an emphasis on personalized professional learning to ensure educators can effectively facilitate learning in a digital age as well as an emphasis on innovative leadership.

Supporting All Students

Oregon's definition of a well-rounded education exceeds the definition in ESSA to include the whole student and his or her community, learning experiences, knowledge and skills learned, and beliefs and attributes developed. The state has developed an infographic on a well-rounded education that focuses on a student-centered learning environment. Oregon has many strategies to support districts in executing on the well-rounded education vision.

Oregon has partnered with the Collaborative for Academic, Social, and Emotional Learning (CASEL) to assist in developing and implementing statewide partnerships, which will work together to create conditions (using standards/competencies, policies and/or guidelines) that will support student social and emotional learning.

Oregon is pursuing systems alignment across PreK-12 education, social services, juvenile justice, healthcare, and workforce development systems.

Among other areas, state and federal funds will be leveraged to increase access to personalized, rigorous learning experiences supported by technology.

Oregon has Out of School STEM Innovation Grants for 4th-8th graders. Students are provided with community-based STEM programming, including CTE grants among other things.

Beginning in 7th grade or earlier, students have an Education Plan and Profile that serves as a personalized plan to guide students through their learning and in preparation for steps after high school. Students' education plans can include career-related learning experiences outside of the classroom.

An advisory committee in the state is working towards a Graduation Blueprint of elements leading to positive graduation outcomes. Some of those elements are supports for emotional, mental, and physical health of students; seamless P-20 education system; and clear educational pathways.

Accelerated learning experiences offer students an early chance to work towards attaining a college degree or certificate.

Regional Promise grants encourage K-12 and higher education collaboration to design learning communities that align high school through college to prepare students for post-secondary opportunities and to create accelerated learning models.

CTE is an important element of Oregon's education system. It has six learning areas with 23 career clusters and promotes frameworks that allow for customization at the local level.

Oregon's department of education, bureau of labor and industries, and office of community colleges and workforce development are collaborating to offer pre-apprenticeship programs to high school students for the opportunity to earn dual credit, develop employability and technical skills, potentially earn a wage, and start planning a postsecondary pathway.

Districts grant credit towards a diploma if students demonstrate proficiency or mastery of recognized standards. Schools and students can create personalized pathways that address the learning needs, interests, aspirations, and cultural backgrounds of individual students.

Oregon has identified nine essential skills that are meant to be applied across subjects and settings. They include academic skills such as reading, writing, and applying math as well as skills like communication, critical thinking, using technology appropriately, demonstrating civic

and community engagement, demonstrating global literacy, and demonstrating personal management and teamwork skills.

Oregon will provide guidance to districts developing Student Support and Academic Enrichment plans that include increasing access to personalized, rigorous learning experiences supplemented by technology. These programs may include expanded technological capacity and infrastructure; innovative blended learning projects; access to high-quality digital learning opportunities for rural, remote, and underserved students; and specialized or rigorous academic courses using technology.

Learn More

Find more information on Oregon's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.oregon.gov/ode/rules-and-policies/ESSA/Pages/default.aspx>.

South Carolina: Advancing Personalized Learning Through ESSA

The state of South Carolina has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Vision

All students graduate prepared for success in college, careers, and citizenship. By 2018, at least one school in every district will have implemented personalized learning that supports students' meeting the Profile of the South Carolina Graduate. The Profile of the South Carolina Graduate outlines the World Class Knowledge; World Class Skills; and Life and Career Characteristics, that each student should have upon graduation from high school.

Accountability

Student performance on assessments is calculated by four categories: Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations, with students earning partial credit for approaches expectations and extra credit for exceeds expectations. School, district, and state achievement will be calculated by the total number of points earned by students across all assessments divided by the total possible points. The state will distribute percentage points on a scale and calculate a final designation for each level based on its relationship to the mean and standard deviation from the mean.

1. Prepared for Success Indicator: Elementary and middle schools could, with this indicator, administer a soft skills inventory that sets baselines and tracks student development on targeted traits that relate to the Profile of the SC Graduate including: Grit, Growth Mindset, Self-Management, Classroom Effort, Social Awareness, and Learning Strategies. Surveys could be implemented in grades 3-8 and reported annually. This information would be used for reporting purposes only, not accountability decisions.
2. College and career ready indicators - A student can demonstrate "College Readiness" in the following ways:
 - Meeting Grade 11 ACT benchmarks (18) English and (22) Mathematics; or
 - Meeting the common cut score to take a credit bearing course in Reading/Mathematics on SAT, ACT, or Accuplacer placement test; or
 - Earning college credit while in high school by scoring a 3 or higher on any AP course; 4 or higher on any IB course; earning an 80 or higher in a dual credit or in an Associate or Baccalaureate degree program.

A student may demonstrate "Career Readiness" in the following three ways:

1. Scoring a Silver or higher" on WorkKeys or a 31 on the ASVAB; or
2. Completing an approved Youth Apprenticeship program; or
3. Completing a state-recognized CATE, JROTC, or Arts program; and earning a state approved industry certification/credential or arts credential.

School and district results for each leading indicator will be presented in a dashboard system to give stakeholders the full picture of the educational experience.

Learn More

Find more information on South Carolina's ESSA-related work, and a link to the most up-to-date state plan, at <http://ed.sc.gov/newsroom/every-student-succeeds-act-essa/>.

Tennessee: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Academic Assessments

Tennessee will modify ELA tests to allow for more granular score reporting. These changes will then allow the assessments to play a greater role in the Response to Instruction and Intervention framework used across the state.

Accountability

Tennessee will incorporate transparency metrics into its state report card to provide relevant, easily understood information to stakeholders in order to compare and better understand schools and districts. Included in a list of these metrics are types of Early Postsecondary Opportunities (EPSO) offered, the percent of students earning EPSO credit, percent of students completing at least one EPSO, percent of students completing 2+ EPSO and earning industry credentials, percent of students completing 4+ EPSO, and an extended cohort graduation rate of five years and a summer.

Tennessee's accountability system will incorporate the following indicators:

- Academic achievement, including progress to on-track; 45% K-8, 30% high school;
- Growth (progress toward approaching, on track, mastered); 35% K-8, 25% high school;
- The Ready Graduate indicator for high schools will focus on readiness for postsecondary, military and the workforce and will be weighted at 25%. It will be determined by multiplying the graduation rate by the percentage of graduates scoring 21+ on the ACT; completing 4 EPSOs or completing 2 EPSOs + earning Industry Certified Achievement, or completing 2 EPSOs + scoring the state designated score on armed forces qualifying exams;
- Chronically Out of School (chronic absenteeism); 10% for K-8 and high school;
- English language proficiency; 10% for relevant K-8 and high schools.

Though the achievement indicator is weighed slightly heavier than growth, growth will be measured across all indicators. The achievement indicator can be captured through either absolute proficiency or through progress in meeting rigorous annual measurable targets to reflect Tennessee's prioritization of growth for all students.

Support / Improvement for Schools

The department's theory of action suggests the following principles used to develop a revised district accountability framework:

- The district accountability system should particularly identify districts failing to show minimum progress with their students, such that those districts may receive customized support and additional resources towards improvement.
- Meeting the needs of all students is a priority. If a district is failing to make progress with its lowest achieving students, it is in need of improvement.

- All growth should be recognized. Much progress is overlooked when targets are binary.
- Absolute achievement alone is not sufficient. All students must be progressing.
- The metrics in school and district accountability should be conceptually aligned so that schools and district are focusing on the same metrics.
- District and school accountability should work together to drive continuous improvement and ensure a focus on priorities as defined in strategic plan.
- District and school accountability should align to school improvement.

Tennessee emphasizes the unique needs in districts receiving comprehensive support, and will work to empower those districts by:

- Empowering leaders and educators with access to accurate and timely data linked to clear action steps.
- Providing decision-making supports for districts—communicating and prioritizing choice points, options, and flexibility for various initiatives.
- Providing coaching and support.
- Encouraging innovation through earned autonomy for high-performing districts.
- Providing pilot opportunities and space for districts to innovate.
- Creating strong networks of learning and opportunities to contribute to decision-making around statewide initiatives.

The state has a risk-analysis tool in place to identify districts for targeted technical assistance and monitoring. The tool currently contains more than 60 indicators across multiple areas: federal funding, student achievement, human capital, the number of federal discretionary grants received, audit findings, predictive performance indicators, and other points of data that could inform need. These indicators are weighted to inform both fiscal and program monitoring. The state is focused on continuous cycles of improvement in schools, and monitors schools' progress by taking "snapshots" throughout the year.

Tennessee has opted to continue its Innovation Zone model, which acts like a district within a district. Innovation Zones provide accelerated turnaround for schools by providing innovation and increased autonomy to principals and teachers by exempting them from specific district-level policies and procedures. Districts can apply for Innovation Zone grants as a school turnaround strategy.

English learner proficiency assessment (ELPA) results will now be included in the “all students” category for accountability purposes to ensure their progress is not diluted by only reflecting results in subgroup performance. The n-size for the indicator has been reduced to 10 valid tests, which allows the state to hold 40 percent of districts accountable for EL performance. Additionally, the department will add regional capacity to work with districts and Focus schools identified based on English learner performance. The department will provide technical assistance and professional development to schools where students do not meet the growth standard on ELPA.

Supporting Excellent Educators

Tennessee has begun to support educators by creating a personalized learning pilot that focuses on micro-credentialing for up to 100 teachers. The pilot seeks to capture teacher perceptions around micro-credentials as a form of personalized professional learning. The goal is to scale the reach of micro-credentialing as a tool for licensure advancement for teachers.

The information technology (IT) team at TDOE is focused on addressing key long-standing concerns with technology. Specifically, their key projects include better integration, improving the accessibility of data, and generally supporting districts in using data more proactively rather than solely for analytical purposes. The department is interested in and uniquely positioned to take technologies that have served the business sectors well and integrate them into education. This includes using machine learning to provide information to teachers. This technology could be used to make recommendations to teachers based on student attributes that respond best to certain interventions.

The state encourages particular professional development strategies as schools and districts seek to find ways to spend their Title I, Part A funds. One strategy is to establish a school-wide comprehensive picture for professional development, focused on identified areas of need and individualized support in order to best address the gaps in the school building, while allowing staff to design different strategies that fit the context of the school and students, builds on practices to sustain the initiative, and involves all stakeholders.

Tennessee emphasizes differentiated professional learning and mentoring for teachers, implemented in part by the state's Instructional Partnership Initiative (IPI). IPI is a personalized professional learning approach that leverages existing expertise within schools to help teachers improve their craft. Teachers in the same school are strategically paired based on complementary strengths and areas for growth on specific instructional practice areas. IPI provides flexibility for teachers to decide when to meet together and what activities are most appropriate for their professional learning.

Tennessee has increased the ability for teachers with middle grades licensure to earn a specific endorsement to teach Algebra I. These teachers are not required to complete the full certification pathway for all high school math content. Therefore, even areas that are experiencing shortages in teachers to teach advanced math content in middle schools can pursue this alternative certification pathway to meet the demands of additional students taking Algebra I in eighth grade.

Supporting All Students

Tennessee plans to empower districts to do what is best for growth and achievement, in part by utilizing personalized learning strategies. The four key strategies in the state are blended learning, predictive analytics, micro-credentialing, and competency-based education. The state will implement these strategies through pilot initiatives. The state has launched an Algebra I/Integrated Math I Blending Learning Pilot to build evidence that technology can support teachers in delivering tailored instruction. The state is also exploring how to best utilize predictive analytics to leverage existing data, ultimately providing "personalized content

channels" that provide recommendations to educators for specific strategies that reflect student needs and interests.

The state will continue to explore options to integrate competency-based education instructional models by learning from districts piloting CBE in the future, focusing their efforts on high-needs schools and districts.

The state plans to fund 21st Century Community Learning Centers that address one of three activity areas: increasing reading and math proficiency; strategies that will improve high school graduation rates and increase postsecondary access/success; and providing intentional, hands-on approaches that increase students' interest/engagement in STEM programming.

As a way to improve student capacity to engage in academic learning and prepare students to meet college and career readiness standards, the department will partner with two organizations to help the state develop social and personal learning competencies that align with Tennessee learning standards. The ten, optional, online modules will be released in September 2017.

Tennessee encourages school-wide strategies as schools look to spend their Title I, Part A funding. One option highlighted is to develop a balanced assessment system that incorporates formative, benchmark, and summative assessments to provide a more complete picture of learning needs, help teachers better design instruction, and bring teachers together to collaborate and provide consistency to instructional programs.

Tennessee's department of education and the state's Board of Regents are working with select high schools and TCATs to pilot early postsecondary partnerships. The TCAT Dual Enrollment Pilot, which began in the 2015-16 school year, is designed to link select secondary CTE programs of study with TCAT instruction to create opportunities for high school students to earn postsecondary credit while in high school.

The state's work-based learning program (WBL) includes internships, apprenticeships and paid work experiences that help all students earn credit outside the classroom, including those with disabilities. Students who are 16 years old or older, may participate in a "practicum" level capstone WBL course for credit, through which they develop portfolios as summative assessments of their knowledge and skills. The TDOE also promotes a suite of capstone course options that are designed to align to the student's area of elective focus and their long-term goals and interests. WBL, including capstone completion, will be included as a reporting metric for transparency.

Learn More

Find more information on Tennessee's ESSA-related work, and a link to the most up-to-date state plan, at <https://www.tn.gov/education/section/essa>.

Vermont: Advancing Personalized Learning Through ESSA

ESSA Plan Submitted to USDE for Approval on April 3, 2017.

Vision

Over the past three years, the educational landscape of Vermont has changed substantially. Through multiple pieces of policy and legislation that emphasize personalized learning, proficiency-based frameworks, and the need for consistency in the availability of educational services and supports, Vermont schools are reconsidering how, what, and where students learn and teachers teach. These changes in Vermont have been driven by equity concerns: concerns about eliminating equity gaps across traditionally underserved student groups in the state, and about providing equitable access, statewide, to a shared baseline of educational services and supports.

Long Term Goals

The state's long term goal for academic proficiency is that by 2025, 100% of schools will achieve an average scale score that is at the mid-point of the proficiency range for each grade level served. Scale scores will align to the Smarter Balanced assessment performance levels. The state's reliance on scale scores will enable Vermont to focus on the improved educational outcomes of all students rather than an arbitrary line of proficiency. The state has also set a graduation rate goal that by 2025, 100% of schools will have 90% of their students graduate within 4 years and that 100% of schools will have 100% of their students graduate within 6 years.

Academic Assessments

The state will use a new science assessment that is under development with a consortia of states. The assessment will be administered by computer and will include simulations or performance tasks that will assess the full breadth of the Next Generation Science Standards.

The state has begun the process of identifying a vendor for a physical fitness assessment that meets technical requirements for validity and reliability since results will be incorporated into the state's accountability system.

Accountability

All measures in the accountability system will be linked to a four label level to describe performance: Off-Target, Near Target, On-Target, and Bull's Eye. For each measure and for the school as a whole, a scale is generated which describes the degree to which the school is meeting the "target." This approach is consistent with the state's commitment to proficiency-based learning.

The state will include the following measures in its accountability system:

- Average scale score for grades 3-9 in math and English Language Arts,
- Average growth score for grades 5-9 in math and English Language Arts,
- Average scale score in 3 grades in Science,

- The percent of students meeting a physical fitness target,
- English Language proficiency,
- 4- and 6-year graduation rates,
- The percent of seniors with one or more tests that meet the career and college ready benchmark (dual credit, SAT, ACT, AP, IB, CLEP, ASVAB, IRC/CTE Certification),
- The total percent of graduates who within 16 months of graduation are enrolled in college or a trade school or enlisted or working full time.

The state will report this information using both a single summative rating for each school as well as a display that allows for deeper data into each indicator.

Support / Improvement for Schools

In 2014, the Vermont State Board of Education released the Educational Quality Standards (EQS) which describe what Vermont schools are expected to provide to students to ensure a well-rounded education. To address these standards, the Agency of Education created Education Quality Reviews which include both quantitative and qualitative data collections that school systems use to identify strengths and opportunities for growth. The quantitative component is addressed through a dashboard of five critical areas:

1. Academic proficiency,
2. Personalization,
3. Safe, healthy schools,
4. High quality staffing, and
5. Financial efficiencies.

The qualitative component consists of an integrated Field Review process which includes an on-site school review with members from the state agency, a group of educators, and community members. This team will monitor high quality instruction, strategies to support personalized learning such as the existence and implementation of rigorous Proficiency-based Graduation Requirements, personalized learning plans, and the availability of Vermont Act 77-required Flexible Pathways. All schools will engage in the quantitative and qualitative process to inform the development and implementation of a bi-annual continuous improvement plan. Schools identified for Comprehensive and Targeted Support and Improvement will complete annual plans and receive more intensive support. Comprehensive schools using federal funds for continuous improvement will choose from a state-approved menu of research-based practices. Targeted Support schools using federal funding for continuous improvement must link their interventions to the equity gaps that contributed to their identification.

Supporting All Students

Vermont public schools must provide secondary students the opportunity to experience and demonstrate their learning through flexible and multiple pathways that lead to graduation. Students advance when they demonstrate the attainment of academic proficiency in academic disciplines and with transferable skills.

The state combines the titles funded under ESSA into a single team so state coordinators for Title I, Title II Part A, Title III, Title IV Part A and McKinney-Vento all work in the same division for the same director. These coordinators work with Supervisory Unions/Supervisory Districts to help braid funds in order to accomplish goals.

Learn More

Find more information on Vermont's ESSA-related work, and a link to the most up-to-date state plan, at <http://education.vermont.gov/vermont-schools/education-laws/essa>.

Washington: Advancing Personalized Learning Through ESSA

The state of Washington has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Vision

Washington has a vision for all students to meet career and college ready standards. This vision aims "to educate all students to a higher level; to focus on the individualized instructional needs of students; to strive towards closing the achievement gap and reducing dropout rates; to provide effective teachers; and to prepare students for a constantly evolving workforce and increasingly demanding global economy."

Long Term Goals

The state proposes using a new achievement goal for long-term improvement goals -- a combination of students meeting/exceeding standards and students on track to meeting standards. The state defines on track as whether a student is demonstrating sufficient growth to reach proficiency within three years or by the 8th grade.

Because learning gaps look different for subgroups and for different schools, the state has created a model for calculating the reduction needed. Each identified group should take the percent meeting standard/on-track and subtract it from 100%. That determines the learning gap. Then, divide that learning gap by 10 to get the annual increment needed to completely close the learning gap. The state's goal is to create annual improvement steps that are ambitious and attainable.

Washington's long-term goals in high school will de-emphasize schoolwide graduation rates, and instead focus on closing gaps in graduation rates by subgroups. Similarly, the goals look to focus on closing gaps between subgroups in proficiency, rather than focus on a schoolwide average.

Washington has an extended graduation cohort option of five, six, or seven years.

Accountability

Washington will consider moving from Student Growth Percentiles that measure growth in an area of study, to Adequate Growth Percentiles which measure whether a student is on track to achieve proficiency.

Graduation rates will be weighted for the purposes of differentiating schools for accountability purposes. The strongest weight will be applied to four-year rates, and less weight will be applied to five-, six-, and seven-year rates. Washington has used the 5-year adjusted cohort graduation rate in the past and will continue to do so. The weighted score of six- and seven-year rates are currently being considered.

Washington will use dual credit participation as one of its measures of school quality/student success. Dual credit here includes AP, IB, College in the High School, Tech Prep, and Cambridge. The state also anticipates including certain industry certifications.

Supporting Excellent Educators

Evaluation criteria for professional staff includes (among others): "recognizing individual student learning needs and developing strategies to address those needs; using multiple student data elements to modify instruction and improve student learning; communicating with families and the school community."

Supporting All Students

The state will use Title IV-A funds, in addition to state and other federal funds, to support student transitions through the following programs: the state will expand Career Technical Education (CTE) and Science, Technology, Engineering, and Math (STEM) courses and opportunities; continue implementing the Multi-Tiered System of Support; and will implement its Learning Assistance Program Menu of Best Practices, designed to in part provide ideas for additional supports to ease the transition between middle school and high school.

The state requires all students in the 8th grade to create a High School and Beyond Plan. In high school, these plans, designed to help students think about their future and choose the appropriate coursework, are updated annually, and must be completed in order to graduate. Each plan corresponds to a personalized pathway requirement in the state.

Washington offers Bridge to College courses for 12th grade students who score at Level 2 on their Smarter Balanced 11th grade exam (the second-to-lowest level, indicating potential need for remediation). These courses focus on CTE readiness expectations in math and ELA. If students receive a B in the class, they are eligible to enter credit-bearing coursework at any state community college or technical college.

Washington will use part of their Title IV-A funds to improve the ways in which school districts can access and maximize technology including a specific focus on strategies for delivery of specialized or rigorous courses through digital learning opportunities such as dual and concurrent enrollment opportunities.

Learn More

Find more information on Washington's ESSA-related work, and a link to the most up-to-date state plan, at <http://www.k12.wa.us/ESEA/ESSA/>.

Wisconsin: Advancing Personalized Learning Through ESSA

The state of Wisconsin has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Long Term Goals

Wisconsin's long term goals for the graduation rate will be based on both the four-year and eight-year adjusted cohort graduation rates. An average of the two rates will be translated into a graduation rate indicator score for the all students group and each eligible subgroup. Wisconsin will not include a state-defined alternate diploma in the calculation of the graduation rates at this time.

Expected time-to-proficiency and associated expected annual growth for EL students will be differentiated by initial ELP level and grade when a student enters the Wisconsin public school system. Statistical modeling using historic Wisconsin ELP scale score growth data will be used to define maximum time-to-proficiency and annual growth targets at the student level. Students who meet or exceed their expected growth for the year will be considered on-track and positively contribute to their school's on-track rate for the year.

Accountability

Wisconsin will use growth as its second academic indicator for elementary and middle schools. The state will measure student growth percentiles in order to describe a student's growth compared to other students with similar prior performance. To calculate school-level growth scores, the Wisconsin Department of Instruction will determine a ratio of the school's combined mean student growth percentile to that of the state for all students and each subgroup. This ratio reflects the percentage of growth in the school relative to the mean for all students in the state and will be used to compute a growth score.

For high schools, the graduation rate indicator will include both four-year and eight-year adjusted cohort graduation rates. An average of the two rates will be translated into a graduation rate indicator score for the all students group and each eligible subgroup. Wisconsin will not include a state-defined alternate diploma in the calculation of the graduation rates at this time.

Wisconsin will include grade 1-12 in the calculation of the EL indicator of growth to proficiency in order to track non-linear growth of students.

Wisconsin will weigh academic achievement at 25 percent and student growth at 35 percent when ELP is not present in the school. For schools with ELP, the state will measure academic achievement and student growth at 25 percent each, and will measure ELP progress separately at 10 percent.

Support / Improvement for Schools

Wisconsin will include specific requirements to engage families and the local community in decision-making processes regarding school improvement in addition to school staff and

administrators, and students. The state also proposes additional groups that may be included in the improvement plan process including community-based organizations and community health organizations, neighborhood representatives, Native American representatives, Government entities, adjunct school services, workforce investment boards, faith-based communities, and institutions of higher education.

More rigorous interventions and supports under ESSA will include additional requirements and state-level support to ensure schools are successful in implementing their plans. These include:

- A team trained in implementation science to provide an external program evaluation and identify why reforms are not improving outcomes for students.
- An external evaluation to drive a school-specific, customized improvement plan, which should include refined or new requirements and identify any additional supports necessary to implement the plan.
- Additional requirements and supports, based on the needs assessment and improvement plan, which may include:
 - Additional active authentic family and community engagement, including training specifically for families and community members around school improvement, such as data inquiry processes and improvement cycles with a specific focus on equity;
 - Capacity building at the school and district level, including funding for time, training, and professional development so school staff can meaningfully engage in and successfully implement improvement efforts and focus on equity;
 - State support for mental health services, socio-emotional learning, and behavioral issues, including training around trauma sensitive schools, substance abuse screening and referral, and youth mental health first aid, and behavioral interventions;
 - Expanded educational design, such as community schools, project-based learning, and personalized learning, promoting more instructional time, positive school climates, and family and community engagement;
 - Expanded academic improvement efforts, which may include additional learning time, changes in instructional strategies, or other strategies outlined under state law.

If necessary, existing authority under state law allows Wisconsin's department to initiate additional improvement in identified school districts, including the following:

- Employing a standard, consistent, research-based curriculum throughout the district;
- Using student achievement data to differentiate instruction;
- Implementing a system of academic and behavioral supports and early interventions for students; and
- Providing additional learning time;
- Implement or modify a new instructional design;

- Implement professional development programs that focus on improving student achievement;
- Implement changes in administrative and personnel structures;
- Adopt accountability measures to monitor the school district's finances or other interventions directed by the State superintendent; and
- Create school improvement councils in the persistently lowest performing schools.

Supporting Excellent Educators

Wisconsin is working to ensure all teachers have the skills and tools at their disposal to create a personalized, learner-centered environment using technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Wisconsin will support professional development that builds district staff capacity to ensure sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels. The Wisconsin Department of Instruction will also provide professional learning supports in the areas of digital learning, digital citizenship, and information literacy. All of these components are part of the statewide digital learning plan. Wisconsin will focus on professional development opportunities for leaders that will provide a range of skills and strategies to move from a more traditional classroom to one that is focused on blended environment using tools, technology, and resources consistent with today's needs and expectations.

The state will focus on developing or assisting school districts in the development of proven, innovative strategies to deliver intensive professional development activities that are both cost-effective and easily accessible, such as strategies involving delivery through the use of technology, peer networks, and distance learning.

Supporting All Students

Academic and career planning is one key planning tool that aids in student transitions. Academic and Career Plans (ACPs) are a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for postsecondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills. ACPs are required for all students in grades 6-12 under Wisconsin state statutes. The ultimate goal of ACP is to make education relevant and keep students engaged in the learning process.

Wisconsin is creating social emotional learning competencies for grades PK-12, in conjunction with the Collaborative for Academic, Social, and Emotional Learning (CASEL).

Wisconsin will use an equity lens to focus on a well-rounded education experience for all students, including Wisconsin's definition of college and career readiness, highlighting skills, habits of mind, and knowledge needed to be successful.

The state will provide intentional support for "transition schools," or those schools with significant or rapid changes in the EL population. The department will proactively reach out to

districts facing this change and when possible offer customized technical assistance, collaborative support, and visioning.

Wisconsin will encourage schools to be innovative in the ways in which they provide technology and instruction to students in ways that meaningfully engage the digital generation. The Wisconsin Digital Learning Plan provides school districts strategies for making learning more meaningful and relevant for students, more accessible for economically disadvantaged students, and more cost-effective upon implementation. Included in the initiatives put forth by the Plan is assistance for school districts in preparing personalized learning plans (including organizational tools, professional development, examples of practice aimed and multiple levels of the system, and evaluation of the effectiveness of the digital resources). Also included is state and regional training for school staff to create and implement innovative learning spaces and tools for students.

The state has a data dashboard called WISEdash, that allows student records to be transferred between schools and districts. This is important for students who are highly mobile and who are homeless. District staff with appropriate access are allowed to view historical student data as soon as the student is enrolled in a new school or district.

Learn More

Find more information on Wisconsin's ESSA-related work, and a link to the most up-to-date state plan, at <http://dpi.wi.gov/esea>.

Wyoming: Advancing Personalized Learning Through ESSA

The state of Wyoming has a Draft Consolidated State Plan that is actively being reviewed. Here is a summary of key points from that plan.

Long Term Goals

The state is considering an extended graduation rate as an additional pathway for earning target graduation levels.

Accountability

Wyoming will measure student growth in grades 10 and 11 in math and reading. For elementary and middle schools, growth is measured in grades 4-8, also in math and reading.

The state will include an extended-year graduation rate in addition to the 4-year rate. The extended year rate will include 5-, 6-, and 7-year graduation rates.

The state will include an equity indicator for grades 3-8 that will measure the academic growth of all students who do not score proficient in math and English Language Arts. These students will count in a consolidated subgroup in the subject/s in which they did not score proficient.

High schools will be evaluated based on the percentage of students who demonstrate proficiency on either a college readiness or career readiness measure. College readiness will be measured by a standardized college entrance exam and level of completion of a success curriculum. Completion of college-level courses, such as Advanced Placement, may also be included. Career readiness will be measured by the career and technical education (CTE) students who complete a career pathway (aka CTE concentrator) and pass a CTE exam or obtain an industry-recognized certification. Other career readiness indicators may be included, such as performance on the Armed Services Vocational Aptitude Battery (ASVAB) assessments or enlistment in a branch of the U.S. Military.

Supporting Excellent Educators

The state plans to support school districts in developing a career pathway program focused on teaching and education as a way to boost the numbers of students entering into teacher preparation programs in Wyoming. Students would experience early exposure to the education field and cultivate their interest in becoming an educator. The expectation would be that those students who were interested in continuing their studies in the education field would then enter the College of Education at the University of Wyoming, the state's only university.

Supporting All Students

The state plans to increase enrollment in CTE by providing policies, procedures, guidelines and resources to create more flexibility for innovation within CTE, and to increase awareness of, and opportunities for career development, exploration, and guidance. The state department's CTE team completes an evaluation of career pathways, establishes an official Wyoming Department of Education liaison for school counselors, develops a Career Development Facilitator Course,

and develops marketing strategy which correlates participation in Career Technical Student Organizations with academic success.

The state will use Title IV, Part A and other funds to support the integration of in-person learning with technology to enable real-time data use, personalized instruction, and competency-based progression. The initiatives seek to enable improved student and educator access to high-quality new learning models, supported by technology, that prepare them for student and school success. Some examples include:

- a) Curriculum, Instruction, and Assessment – to engage students in 21st Century, personalized, technology-enabled, deeper learning, it is critical for schools and districts to ensure curriculum, instruction, and assessment are tightly aligned.
- b) Use of Space and Time – Student-centric learning requires changes in the way instructional time is used and the learning space is designed.
- c) Robust Infrastructure – When employed as part of a comprehensive education strategy, the effective use of school library systems or technology to provide tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency.
- d) Data and Privacy – Data privacy and security are foundational elements of digital learning.
- e) Community Partnerships – Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals.
- f) Personalized Professional Learning – In districts and schools that prepare students for the digital age, technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals.
- g) Budget and Resources – The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources.

Learn More

Find more information on Wyoming's ESSA-related work, and a link to the most up-to-date state plan, at <https://edu.wyoming.gov/educators/accountability/federal-school-accountability/>.