

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
Alaska	Louisiana	Ohio
Arizona	Maine	Oklahoma
Arkansas	Maryland	Oregon
California	Massachusetts	Pennsylvania
Colorado	Michigan	Rhode Island
Connecticut	Minnesota	South Carolina
Delaware	Mississippi	South Dakota
District of Columbia	Missouri	Tennessee
Florida	Montana	Texas
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Idaho	New Hampshire	Virginia
Illinois	New Jersey	Washington
Indiana	New Mexico	West Virginia
Iowa	New York	Wisconsin
Kansas	North Carolina	Wyoming



Alabama: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long term Goals

In addition to its other academic long-term goals, Alabama has set goals around a five-year adjusted cohort graduation rate of 95% by 2030. The graduation rate indicator score within the overall accountability system will be calculated using 80% of the four-year cohort score and 20% of the five-year cohort score.

Accountability

Alabama will include five-year adjusted cohort graduation rates in its accountability system. The state also plans to include a college and career ready indicator in which students can be identified as college or career ready by the successful completion of one of the following options:

1. Achieving a benchmark score on ACT;
2. Scoring a 3, 4, or 5 on an AP exam or a 4, 5, 6, 7 on an IB exam;
3. Scoring silver level or above on ACT Work Keys;
4. Earning a college credit while in high school;
5. Earning an Industry Credential; or
6. Being accepted for enlistment into a branch of the military.

Alabama has established a strategic goal that all students in the state will benefit from challenging, world-class standards in all subjects. One of the supporting structures for this goal is that all graduates in the classes of 2021-2024 will earn at least one college or career readiness indicator. By 2025-2030, all graduates will earn at least one college-readiness indicator and one career readiness indicator. As a measure of success, the state has established a goal to increase the college and career readiness rate of graduates to 94% by 2030.

The state will weight growth equal to proficiency for elementary and middle schools and slightly higher at the high school level (30% for growth and 20% for proficiency).

Support / Improvement for Schools

Alabama will support LEAs receiving assistance under Title I with a variety of strategies, including training LEAs on its Innovative Pathways to Graduation Guide and on its REACH Student Advisory Program. The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas:

- School Success Skills,
- Academic Planning,
- Career Exploration,
- Post-Secondary Planning,

- Interpersonal/Life Skills,
- Work Ethic.

Supporting Excellent Educators

Funds will be used to provide online professional learning opportunities; online resource support; face-to-face, job-embedded and sustained professional learning; pre-service training; educator preparation program and professional learning evaluations.

LEAs may use Title II funds to provide high-quality, personalized professional development.

Alabama's eLearning uses a web-based model to provide educators with effective professional learning that leads to gains in content knowledge, improvements in their practices and increases in achievement of their students. In addition, Alabama Learning Exchange (ALEX) web portal delivers and sustains support for teaching, leading and learning through a repository of lesson plans, podcasts, web resources and learning assets aligned to Alabama's College and Career Ready Standards. This portal also houses ALEX Resource Development Summits, Girls Engaged in Math and Science(GEM-U), ALEX Certification for Excellence Program, Podcast Camps, Project-Based Learning seminars and training sessions, and Alabama History digital Content eTextbook Resource Project. These resources, in addition to the face-to-face professional learning opportunities, assist in addressing special population students.

Alabama also offers multiple nontraditional or alternative routes to certification in all subject areas.

Supporting All Students

REACH is a grade 5-12 Alabama Student Advisement Model that includes planning and implementation tools, including curriculum maps and standards-based lesson plans designed to enhance academic, career and personal-social development for Alabama middle and high school students.

The purpose of REACH is to advance student learning, success, and development in a proactive, deliberate, developmental manner by establishing a personal relationship with at least one consistent adult who facilitates weekly/monthly lessons and serves as an advocate for their students. REACH provides a vehicle for schools to 'link' to other school and community initiatives and develops the whole child through a system of individualized supports for each student.

The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas:

- School Success Skills,
- Academic Planning,
- Career Exploration,
- Post-Secondary Planning,

- Interpersonal/Life Skills,
- Work Ethic.

Learn More

Find more information on Alabama's ESSA-related work and a link to the most up-to-date state plan at <https://www.alsde.edu/dept/essa/Pages/stateplan-all.aspx>.

Alaska: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long term Goals

In addition to the state's long-term goals concerning academic achievement, academic proficiency, English language proficiency, and four-year adjusted cohort graduation rates, Alaska proposes setting an extended graduation rate goal for five-year adjusted cohort graduation rates. Alaska proposes a long-term goal of 93% for its five-year adjusted cohort graduation rate achieved by 2026-27.

Accountability

For academic proficiency, Alaska will assign schools points based on five performance levels where schools earn the greatest number of points if they have met or exceeded the long-term academic achievement goal of 75%. The percentage of students achieving at the proficient or advanced levels will also be calculated for each subgroup. Schools will receive additional points for subgroups that also achieve in the same range as the all-students group in a school.

Alaska is also exploring how district-specific interim assessments might be used as another academic indicator. If using district-specific interim assessments as an academic indicator is not immediately feasible, Alaska is also considering the use of district-specific interim assessments as an indicator of school quality and/or student success.

Alaska proposes to measure both the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate for the all students group and for all subgroups present in a school. Schools will earn points based on five achievement levels of the four-year graduation rate, with the greatest number of points being earned for a 4-year graduation rate that meets or exceeds the long-term goal of 90%. Additional points will be earned based on five achievement levels for a 5-year rate, with the greatest points earned for a rate that meets or exceeds the long-term goal of 93%. Schools will receive additional points for subgroups present in the school that meet the measure of interim progress for the 4-year or 5-year graduation rate.

Alaska is still considering options for the school quality or student success indicators. It is expected that this indicator will vary by grade span and that districts may be able to select from a menu of indicators. The state is exploring indicators such as chronic absenteeism, data on freshman on-track credit accumulation, and access to well-rounded curriculum (art, music, career-and-technology courses, Advanced Placement courses, and more).

Supporting Excellent Educators

Alaska will use Title II, Part A funds this next year to continue State-level activities that are in progress. These activities include an online professional development network, programs to recognize excellent teachers, increasing knowledge and usage of the Professional Development definition and the Professional Learning Standards from Learning Forward.

Alaska Department of Education & Early Development (DEED) is also exploring providing awareness of the recently revised national Library and Technology standards, and considering micro-credentials (badges) for recertification and University credit.

DEED also plans to collect and disseminate statewide best practices in personalized learning gleaned from districts across the state.

DEED is currently using Title II, Part A funds to support a project to develop an online professional development network that allows teacher teams to support personalized professional learning. Learning paths for both the English Language Arts and Mathematics have been developed using open-source videos with interactive and discussion activities. Using this online environment, the project partner has enhanced online courses and extended the learning from statewide conferences. Creating additional learning paths on effectively integrating technology, digital literacy, identifying and meeting students with specific learning needs will be explored during the next year of this project.

Supported by Title II, Part A funds, DEED will continue to assist with the dissemination of the lessons learned from a state-funded initiative that focused on the delivery of high-quality, interactive blended learning models. This project focused on removing barriers, providing specific technology enhancements, and strengthening and enhancing current technology-based instructional programs.

DEED will reserve the 3% of district Title IIA funds to support Principals and other school leaders based on results of the Alaska's Education Challenge and State Board of Education strategic priorities.

Supporting All Students

The state will expand its distance-delivered eLearning Program. This program currently offers 50 online courses to more than 16,000 users and employs state-of-the-art technology to deliver timely and cost effective asynchronous educational training to teachers, other district personnel, school service providers, and parents. This system delivers educator and other education stakeholder training on many health, safety, and educational topics that play a vital role in improving academic achievement.

Learn More

Find more information on Alaska's ESSA-related work and a link to the most up-to-date state plan at <https://education.alaska.gov/akessa/>.

Arizona: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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 accountability system includes the following indicators: Academic Achievement; Academic Progress (which includes Student Growth Percentiles and Growth to Target); 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 cut score on any nationally recognized college entrance examination used by AZ postsecondary institutions;

meets cut score 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).

For academic proficiency, Arizona will award partial and extra credit. Proficiency is calculated based on 0.6 for partial proficient, 1.0 for proficient, and 1.3 for highly proficient.

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/>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/az.html>.

Arkansas: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Vision

The Arkansas Department of Education's (ADE) vision is to transform Arkansas "to lead the nation in student-focused education so that every student graduates ready for college, career, and community engagement. The vision has five specific goals. The first four are student-focused. The fifth goal sets the tone for the leadership, support, and service the ADE will provide to LEA's through development of the personnel within the agency." The goals are as follows:

1. Prepared Graduates – Each student will meet or exceed education milestones along pathways to graduate prepared for college, career, and community engagement.
2. Student Growth – Each student will meet or exceed his/her expected individual growth annually.
3. Personal Competencies – Each student will develop personal competencies that foster learning, community engagement, and success in life.
4. Student Success – Each student will be actively engaged in college, career preparation, military service, and/or competitive employment one year after graduation.
5. Customer Service – The ADE will build the capacity of each team member to provide efficient and effective customer service.

Long Term Goals

In addition to academic proficiency and the 4-year Adjusted Cohort Graduation Rate, Arkansas proposes to include a 5-year Adjusted Cohort Graduation Rate long term goal of 97% within 12 years.

Accountability

Arkansas will redesign its accountability system to provide an annual School Performance Rating, which will include summaries of performance on the following indicators: achievement, growth, graduation rate, English learner progress, and School Quality/Student Success indicators for each grade span. While the School Performance Rating does provide an annual snapshot of performance on each indicator, it is designed to emphasize continuous improvement by being a reference point for schools to measure progress towards 3-year checkpoints for accountability purposes.

To incorporate academic achievement into its annual meaningful differentiation of schools, Arkansas will use a weighted achievement calculation to assign different point values to each of the four achievement levels on Arkansas' grade level assessments for math and ELA, aggregating those points at the school level for all students and for each student group, and calculating the proportion of points earned by a school based on the number of students tested. Using an achievement scale ranging from Level 1 (In Need of Support) to Level 4 (Exceeding), schools earn 0 points for students scoring at Level 1, 0.5 points for each student at Level 2, 1

point for each student at Level 3, and 1 point for each student at Level 4. However, schools earn extra points by subtracting the number of Level 1 students from the number of Level 4 students and adding an additional 0.25 points for each Level 4 student in excess of the number of Level 1 students.

For School Quality/Student Success indicators, Arkansas proposes to immediately measure attendance, chronic absenteeism as a proxy for student engagement, and % of students obtaining at least one credit in AP/IB/Concurrent Credit. Among the other measurements in this indicator, Arkansas will also explore access to student-focused learning systems (personalized, competency-based), the percentage of students completing high-quality internships or apprenticeships, and the percentage of graduates earning High-Value Industry Certification.

The ADE will implement a weighting index that is bifurcated between grades K-8 and grades 9-12. At the K-5, 6-8 level, 35% of a school's overall score will be based on academic achievement, 50% will be based on growth (which includes English Language Proficiency), and 15% will be based on School Quality/Student Success indicators. At the 9-12 level, 35% will be based on academic achievement, 35% on growth, 10% on 4-year adjusted cohort graduation rates, 5% on 5-year adjusted cohort graduation rates, and 15% on School Quality/Student Success indicators.

Supporting Excellent Educators

Arkansas has a multi-tiered system of support for educators through its Teacher Excellence and Support System (TESS) and Leader Excellence and Development Systems (LEADS). Within TESS and LEADS, Arkansas educators have quality standards for teaching and leading as well as access to data-driven professional growth plans that are used for evaluative purposes as well as professional development.

Arkansas's Theory of Action includes transforming to a system of competency-based, personalized mentoring and professional learning for teachers. Arkansas will expand its mentoring system to create ongoing, personalized learning opportunities that will provide access to competency-based, personalized learning tools through micro-credentials. The digital badges issued upon attainment of micro-credentials will signify skill attainment of educators based on specific growth areas identified in professional growth plans. The state will further encourage advanced licensure opportunities by incentivizing districts to align compensation to advanced licensure.

Competency-based, personalized professional development (PD) will be available for both teachers and leaders. The Educational Service Cooperatives will provide direct support to teachers through face-to-face meetings, virtual options, and micro-credentialing support. The state's administrator association will support beginning administrators by providing first year mentoring and access to the Arkansas Leadership Quest program, which will also offer micro-credentialing opportunities. The state will develop an online platform wherein teachers and leaders can get micro-credentialed and the state can standardize the process and review credentials.

To cultivate a pipeline prepared to teach in student-centered environments, Arkansas will also offer high school cadets opportunities to receive micro-credentials through the Educators Rising Program. At the postsecondary level, educator preparation programs will be encouraged to provide a variety of internship opportunities.

Supporting All Students

Arkansas intends to use Title IV, Part A funds to provide dual enrollment and AP credit opportunities, as well as opportunities for participation in the Schools of Innovation program, among other opportunities, which gives districts flexibility from many rules and regulations and incentivizes new school models designed for 21st century needs.

Learn More

Find more information on Arkansas' ESSA-related work and a link to the most up-to-date state plan at <http://www.arkansased.gov/divisions/public-school-accountability/every-student-succeeds-act-essa>.

California: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long Term Goals

In addition to the long-term goals the state will establish around academic achievement, academic growth, English language proficiency, four-year adjusted cohort graduation rates, and other school quality indicators, California proposes to set goals around an extended graduation rate.

Accountability

California has developed a multiple measures accountability system that uses percentiles to create a five-by-five grid. This five-by-five grid provides 25 results that combine “Status” and “Change” to make an overall determination for each of the indicators. The accountability system provides equal weight to both “Status” and “Change.” “Status” is determined using the current year performance and “Change” is the difference between performance from the current year and the prior year. To determine the percentile cut scores for “Status,” LEAs and schools were ordered from highest to lowest and four cut points were selected based on the distribution. These cut points created five “Status” levels: Very High, High, Medium, Low, and Very Low. For “Change” cut scores, LEAs and schools were ordered separately from highest to lowest for positive change and lowest to highest for negative change. These cut points created five “Change” levels: Increased significantly, Increased, Maintained, Declined, and Declined significantly. By combining the results of both “Status” and “Change,” a “Performance Level” can be assigned one of the following colors for each indicator: Blue, Green, Yellow, Orange, and Red.

California is in the process of incorporating the five-year cohort graduation rate into the accountability system and anticipates incorporating the five-year cohort data into the accountability system for the fall 2018 release.

California also plans to include a Career/College Indicator (CCI). For high schools, the grade 11 state assessment results are incorporated into the CCI. To ensure transparency, grade eleven state assessment results are also reported separately as the average distance from the lowest scale score associated with Level 3 (Standard Met) by schools and LEAs. The CCI is designed to include multiple measures in order to value the multiple pathways that students may take to prepare for postsecondary. The CCI currently has three levels (Prepared, Approaching Prepared, and Not Prepared) and is designed to allow new measures to be added when they become available. To determine how well schools have prepared students for postsecondary, the CCI evaluates all students in the four-year graduation cohort.

The following measures might be included (subject to SBE approval) in the fall 2017–18 release of the CCI:

- Grade 11 state results in ELA and mathematics,
- a-g Completion,

- Dual Enrollment,
- Advanced Placement (AP) exam,
- International Baccalaureate (IB) exam,
- CTE pathway completion.

Support / Improvement for Schools

The State is also working to give more students access to career pathways through funds that support districts in expanding, improving, or establishing new career technical education programs.

Supporting Excellent Educators

California will use Title II, Part A funds and funds available through related programs to design and provide professional learning opportunities for educators to support student achievement of the standards. Further, to support the success of every student, the state will incorporate best practices such as social emotional learning.

California will also reserve 3% of Title II, A funds for leadership development grants to strengthen leadership skills in supporting teachers and staff in engaging students in differentiated teaching and learning so that all students have access to high quality standards-based instruction.

Supporting All Students

The state is working to promote and expand student access to career pathways in the 15 Industry Sectors. For three years (2015-16, 2016-17, and 2017-18) the CDE has allocated \$900 million to provide incentive funds to districts to expand and improve career technical educational (CTE) programs or in some cases to establish new programs.

Learn More

Find more information on California's ESSA-related work and a link to the most up-to-date state plan at <http://www.cde.ca.gov/re/es/draftplantoolkit.asp>.

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_stateplandevlopment.

Connecticut: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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>.

Read the USDE’s approval feedback and the state’s approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/ct.html>.

Delaware: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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 student's 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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/de.html>.

District of Columbia: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/dc.html>.

Florida: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Academic Assessments

Florida requires each school that includes middle grades to offer at least one high school level mathematics course. For middle grade students (grades 6-8), offerings include courses for each middle grade with standards from higher grade levels, International Baccalaureate middle years program mathematics courses, Cambridge Secondary mathematics courses, and pre-Algebra. Florida's Academically Challenging Curriculum to Enhance Learning (ACCEL) program is targeted at providing advancement strategies in many areas including mathematics. ACCEL options provide academically challenging curriculum or accelerated instruction. At a minimum, each school must offer the following ACCEL options: whole-grade and mid-year promotion; subject matter acceleration; virtual instruction in higher grade level subjects; and the Credit Acceleration Program. Additional ACCEL options may include, but are not limited to: enriched science, technology, engineering, and mathematics coursework. Florida also incentivizes acceleration opportunities for students through the use of the middle school acceleration indicator in the school grades calculation. This includes the percentage of students in middle school passing high school level statewide standardized end-of-course assessments as one of the components of Florida's school grading system.

Accountability

At all levels, academic progress is measured by learning gains in ELA and math, learning gains by the lowest-performing 25% of students in ELA and the lowest-performing 25% of students in math. While Florida is focused on the acceleration of the lowest 25% of students, the state will only report on subgroup performance instead of incorporating subgroup performance into its accountability system. This appears to be in violation of ESSA requirements and will likely be a topic of further exploration with USED as it considers approval of the state's plan. Florida's school and district report cards will provide the performance of each subgroup separately for each component of the school and district grade, including achievement and learning gains. These report cards will be provided on the department's EdStats tool available online.

At the elementary and middle school levels, academic progress is weighted at twice the amount of academic success.

The School Quality/Student Success indicator includes four components: science achievement for all levels, social studies achievement for middle and high school, middle school acceleration, and high school acceleration (college and career acceleration). The high school acceleration measure is based on student achievement at levels that make them eligible for college credit through AP, IB, or AICE exams, in dual enrollment courses, or by earning nationally recognized industry certifications.

Support / Improvement for Schools

The state will focus efforts on achieving its long-term goals through a three-tiered system of support. Tier 1 supports will be available to everyone via online access. Resources online will

be provided not only for teachers, but also other stakeholders. Students and parents may access tutorials and assistance online. Tier 2 supports are offered to groups of districts, schools, or grade-level content areas with common identified areas for improvement. The idea is to provide a collaborative effort that brings together silos of specialties into one orchestrated focus. Tier 3 supports are intense interventions, including individualized, face-to-face supports for districts or schools.

The state provides a professional development opportunity for high impact teachers (according to statewide student learning growth models) at schools that receive a D or F rating called High Impact Teacher Corps. The year-long professional development community provides in person session, virtual sessions, and individual coaching to support high impact teachers and encourage them to remain in their schools, and support them in developing the knowledge, skills, and networks necessary to improve student outcomes in classes that are not their own. This program will also be utilized to support rural low-income schools that qualify under Title V.

Supporting Excellent Educators

The state will build statewide communities of practice to engage in meaningful job-embedded and actionable professional learning with clearly articulated and measurable outcomes through professional learning for principals and other school leaders.

Florida aims to increase the capacity of school leaders to recruit, develop, retain, and support effective educators. Additionally, the state will continue to provide technical assistance to evaluate the effectiveness of district-level professional development activities grounded in research showing improved student learning; to ensure individual professional development is based on data that promotes student learning growth; to monitor feedback on professional development systems, including alignment to state PD standards; and statewide support to districts in building capacity for a common language of instruction that includes classroom level learning goals and formative assessments based on Florida's standards and supports.

Supporting All Students

Each high school is required to advise each student of courses through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment, early admission, and courses that lead to industry certification, as well as the availability of course offerings through virtual instruction. Each high school is also required to advise students of the early and accelerated graduation options under the Early High School Graduation statute. Students must be advised of eligibility requirements for state scholarship programs and post-secondary admission.

Florida's Academically Challenging Curriculum to Enhance Learning (ACCEL) program is designed to provide advancement strategies in many areas. Schools must offer the following ACCEL options at a minimum: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and the Credit Acceleration Program. Additional options include enriched science, technology, engineering, and math coursework, among others.

Florida will use Title I, Part A funds by readily utilizing available data provided through early warning systems to target appropriate intervention strategies toward students who are at-risk or in jeopardy of not graduating on time. A school-based team is responsible for implementing the early warning system.

School districts prepare and annually update a Student Progression Plan that addresses how qualifying students, including students experiencing homelessness, are to receive partial credits. Districts will work through the plans to formalize assistance for homeless high school youth to maximize credit opportunities.

Learn More

Find more information on Florida's ESSA-related work and a link to the most up-to-date state plan at <http://www.fldoe.org/academics/essa.stml>.

Georgia: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long Term Goals

In addition to academic proficiency and the 4-year Adjusted Cohort Graduation Rate, Georgia proposes to include a long term goal for the 5-year Adjusted Cohort Graduation Rate. This long term goal is to close the gap between baseline performance on the extended graduation rate and 100% of expected performance by 45% over a period of 15 years. This represents an annual 3% improvement target towards expected performance. Annual targets will be set for each school, ensuring that a school's starting point is taken into consideration.

Academic Assessments

Appendix H of Georgia's plan outlines the state's intent to participate in the Innovative Assessment pilot, echoing Senate Bill 211, which requires the State Board of Education to "pursue maximum flexibility for state and local assessments from federal law."

Georgia is committed to providing accelerated learning opportunities for all students. The state provides a variety of advanced academic and career pathway courses that strengthen student readiness for college, careers, and life. Opportunities for advanced coursework are offered to middle school students, primarily but not exclusively, in the content area of mathematics. The state plans to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course (EOC) assessment from the mathematics assessment typically administered in eighth grade.

Georgia has suggested acceleration models available to all districts, but districts have flexibility in choosing how best to accelerate coursework. Districts electing to use the state's suggested acceleration model will begin gradual acceleration in grade 6, resulting in grade 8 students completing high school coursework. Other districts may choose to simply embed grade 8 content into high school coursework resulting in the passage of an appropriate high school EOC assessment.

Such advanced opportunities are also available to all students throughout Georgia via the Georgia Virtual School (GAVS), a supplemental online instructional program featuring 27 AP courses.

Georgia also offers flexibility in the area of science. Middle school students are able to take high school Biology and Physical Science. Georgia will assess those students on the appropriate high school level EOC instead of the usual End-of-Grade (EOG) exam for 8th grade science.

Georgia will also offer middle school students the opportunity to take high school ELA coursework in the areas of 9th grade Literature and Composition. Accordingly, accelerated students will be assessed on the appropriate EOC exam.

Students who complete core requirements are eligible to complete more Advanced Placement courses as well as enroll in Georgia's highly successful dual-enrollment program, Move on When Ready (MOWR). Currently, these students earn both high school and postsecondary credit at no cost; the state pays tuition for all MOWR high school students.

Accountability

The College and Career Readiness Performance Index (CCRPI) is the state's annual accountability report, which is reported on a 0-100 scale. Concerning achievement scores, districts will earn partial credit for partial proficiency and extra credit for above proficiency. Beginning Learners earn 0 points, Developing Learners earn 0.5 points, Proficient Learners earn 1.0 point, and Distinguished Learners earn 1.5 points. The state will use a similar approach for its academic growth indicator, its progress on achieving English Language Proficiency indicator, and its indicator to measure closure of achievement gaps. The academic growth indicator, for example, would assign 0 points for Student Growth Percentiles (SGP) that fall between 1 and 29, 0.5 point for between 30 and 40, 1 point for between 41 and 65, and 1.5 points for between 66 and 99.

The state will also adopt a Readiness indicator to encourage a more holistic approach of educating "the whole child" and ensuring all students are prepared for success both in school and beyond. The Readiness indicator emphasizes literacy, attendance, and credit earned on a well-rounded curriculum, as well as the following indicators for high school:

- Percent of graduates earning credit for accelerated enrollment via Move On When Ready (dual enrollment), Advanced Placement, or International Baccalaureate courses;
- Percent of graduates completing an advanced academic, CTAE, fine arts, or world language pathway;
- Percent of graduates entering the Technical College System of Georgia and the University System of Georgia without needing remediation; achieving a readiness score on the ACT, SAT, two or more AP exams, two or more IB exams; passing a pathway-aligned end of pathway assessment (EOPA) resulting in a national or state credential; or completing a work-based learning experience.

The readiness indicator accounts for 20% of the total CCRPI score in elementary and middle school and 15% in high school.

Support / Improvement for Schools

Georgia Department of Education (GaDOE)'s Consolidated Funds Pilot, which will allow schools more flexibility on how to leverage and use federal funds, empowers districts to position federal funds around school improvement goals and priorities. Currently, the GaDOE is working with several LEAs on this initiative to fully consolidate federal, state, and local funds in specific Title I schools that operate school-wide programs, offering them maximum flexibility to position funds around identified improvement goals. (p.40-41)

Supporting Excellent Educators

The GaDOE Teacher and Leader Support and Development team (TLSD) facilitates the statewide educator evaluation systems that provide real-time data to inform the professional learning of teachers and school leaders.

TLSD provides face-to-face training and online professional learning resources for evaluators designed to increase the accuracy of performance evaluation and specific targeted feedback directly related to classroom and school practice standards, currently the Teacher Assessment on Performance Standards (TAPS) and Leader Assessment on Performance Standards (LAPS). Online personalized professional learning opportunities aligned to challenges identified through the evaluation process are available to all educators through a performance management and professional learning platform and may be self-selected or assigned as deemed appropriate by evaluators.

GaDOE will collect and compile effectiveness data as well as other identified data elements to provide focus and direction for LEA efforts to improve the educator workforce. This data will inform the development of training and resources to support mentoring and coaching across the career continuum. Georgia will develop professional learning resources that support mentors and coaches and their protégés.

To recognize the various stages of professional advancement, Georgia also offers four different tiers of educator certification.

Supporting All Students

Career, Technical, and Agricultural Education (CTAE)'s Career Pathways and Educating Georgia's Future Workforce Initiatives

The Georgia Department of Education's Career, Technical, and Agricultural Education (CTAE) team assists LEAs as they prepare Georgia's students for their next step after high school - college, beginning a career, registered apprenticeships, or the military. Georgia CTAE pathway course offerings, and the new Educating Georgia's Future Workforce initiative, leverage partnerships with industry and higher education to ensure students have the skills they need to thrive in the future workforce. CTAE offers students more than 130 career pathways within the 17 Georgia Career Clusters. Also, GaDOE's Development and Transition unit of the CTAE division provides direction in the development of the CTAE high school and middle school curricula, assessment, work-based learning experiences, professional learning, and instructional resources to enhance student achievement.

- **Move On When Ready (MOWR):** In addition, the CTAE division promotes successful transitioning of students from middle school to high school and from high school to college and careers, including promotion of postsecondary credit while still in high school. Move On When Ready (MOWR) is a program available throughout the state for students at eligible Georgia high schools that wish to take college level coursework for credit towards both high school and college graduation requirements.

Georgia also ensures that students moving on to technical colleges are prepared to enroll without remediation by providing high school courses that fall under the Technical College Readiness banner, such as Technical College Readiness math or ELA courses.

- **Counselor Companion Tool:** The Georgia Department of Education's Career Development Initiative provides the necessary tools, knowledge, and resources for systematic, developmental, and comprehensive career planning for all students in grades K-12. The Georgia Department of Education is currently developing a virtual Counselor Companion tool that will support students, parents, and school counselors in planning for middle school, high school, and postsecondary success.
- **Career Coaches:** The Georgia Department of Education is currently conducting a Career Coach pilot in Rockdale County schools. Career Coaches support the school's counseling and advisement program by helping all students identify their interests, aptitudes, and skills which help guide these students in planning and navigating their path toward their future career goal. Education and career opportunities range from apprenticeships and industry credentialing for job readiness to careers requiring formal education beyond high school, and Career Coaches help students make these connections. Career Coaches are trained to administer various career-related assessments. These assessments help students determine areas of interest in careers as well as the abilities and skills needed to pursue these careers. In addition, Career Coaches share and support other programs such as Move On When Ready and Work Based Learning, which provide opportunities for students to earn college credit and high school credit simultaneously, as well as broadening their knowledge of career choices and the training needed for each. Career Coaches also help students to identify high demand career areas in the state and how their own personal education and training impact workforce and economic development. Finally, Career Coaches work collaboratively with high school counselors, Career, Technical and Agricultural Education (CTAE) staff, and Work-Based Learning coordinators to provide events for college and career exploration with activities, such as assisting students and parents in completing Free Application for Federal Student Aid (FAFSA) forms and coordinating career and college fairs, job shadowing, mock interviews, employability skills, training workshops, and business visits.

Learn More

Find more information on Georgia's ESSA-related work and a link to the most up-to-date state plan at <http://www.gadoe.org/External-Affairs-and-Policy/communications/Pages/ESSA.aspx>.

Hawaii: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

Hawaii's vision is that "students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society."

Hawaii's schools serve the community by developing the academic achievement, character, and social-emotional well-being of their students to the fullest potential. They work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Hawaii's planning is based on a process and beliefs that are central to the unique values and traditions of Hawaii.

Academic Assessments

Hawaii currently administers the Smarter Balanced Assessment (SBA), an English language arts and mathematics assessment, to assess students' achievement of the Hawaii Common Core Standards. However, for students enrolled in Ka Papahana Kaiapuni, the Hawaiian language immersion program, Hawaii administers the Kaiapuni Assessment for Educational Outcomes, a standards-based assessment in the Hawaiian language. The State of Hawaii and the Board of Education (BOE) recognizes the Hawaiian language as an official language of the state in addition to English. The Kaiapuni Assessment of Educational Outcomes (KAEO) is a series of high-quality assessments of state academic content and performance standards that were developed and are administered in the Hawaiian language. The decision to create an assessment written in the Hawaiian language was made to provide students in Ka Papahana Kaiapuni with an assessment based on the indigenous culture and native language in which their learning occurs. HIDOE's Office of Hawaiian Education, teachers from the Ka Papahana Kaiapuni schools, the University of Hawaii at Manoa's College of Education, and community partners participated in the development of the assessment from item writing and review to scoring and alignment studies.

KAEO for Hawaiian language arts and mathematics is currently administered to grades 3 and 4 students enrolled in Ka Papahana Kaiapuni. The KAEO science assessment, which assesses the BOE-approved Next Generation Science Standards, are administered to grade 4 students enrolled in Ka Papahana Kaiapuni. KAEO will be submitted for peer review in Fall 2017 with evidence from prior administrations. Hawaii plans to expand the administration of the KAEO to grades 5 through 8 in Spring 2019 with field tests in Spring 2018. During the Spring 2018 field tests for KAEO, grades 5-8 students enrolled in Ka Papahana Kaiapuni (approximately 775) will be expected to take an assessment of language arts and mathematics – either the KAEO field tests or SBA – and grade 8 students in Ka Papahana Kaiapuni will take either the HSA-Science (a bridge version based on standards common to both Hawaii Content and Performance Standards III and the Next Generation Science Standards) or the KAEO Science field test, based on the Next Generation Science Standards.

Hawaii will continue to monitor its assessment program to ensure it is effectively measuring student achievement and school and system performance and will evaluate the ESSA Innovative Assessment Demonstration Authority opportunity when the US Department of Education issues the application.

Accountability

Hawaii's accountability system will provide information about each school's progress on the state's Strategic Plan Student Success Indicators (Strive HI) and ESSA-required indicators. Annual public reports will provide comprehensive information on schools' progress. The Strategic Plan Student Success Indicators include chronic absenteeism rate; school climate; inclusion rate; third-grade literacy; ninth-grade on-track; academic achievement in language arts, mathematics, and science; achievement gap in language arts and mathematics; high school graduation; career and technical education. For ESSA statewide accountability, Hawaii will include academic achievement as measured by language arts and mathematics proficiency, academic progress as measured by median Student Growth Percentile, graduation rate, progress in achieving English language proficiency, and school quality/student success as measured by chronic absenteeism rates.

Accountability reports are based on four objectives:

1. Empowered: All students are empowered by their learning to set and achieve their aspirations for the future.
2. Whole Child: All students are safe, healthy, and supported in school so they can engage fully in high quality educational opportunities.
3. Well-Rounded: All students are offered and engage in a rigorous, well-rounded education so that students are prepared to be successful in their post-high school goals.
4. Prepared and Resilient: All students transition successfully throughout their educational experiences.

Schools may select an extended-year graduation or completer rate as a locally-selected measure for Strive HI, the state's school accountability and performance reporting system.

Supporting Excellent Educators

The Hawaii department of education's strategic plan outlines four professional learning networks that align with the strategic plan: whole child—social-emotional learning, well-rounded curriculum—evidence-based practices, transitions—9th grade on-track, and equity—inclusive practices.

Hawaii allows licensed teachers multiple pathways to show subject matter competence in content areas other than the one they are licensed in. Hawaii encourages teachers to be certified in multiple subjects.

Supporting All Students

Ensuring all students are safe, healthy, and supported in school so that they can engage fully in high-quality educational opportunities is a priority for Hawaii. Creating and sustaining safe,

caring, and nurturing learning and teaching environments are foundational to achieving success for all students. The state department supports a broad comprehensive transactional approach in addressing the whole child through early intervention and prevention.

Hawaii utilizes a Comprehensive Student Support System to identify student needs and supports necessary to address students' physical, mental, and behavioral health needs.

Hawaii has identified key transitions to support students. One area is to create innovative learning options to earn a high school diploma. Another is to make sure that every student who completes high school has identified a next step that aligns to their future aspirations.

Hawaii is exploring programs to support students in alternative school settings. Hawaii currently provides alternative education through two community schools for adults. They both employ a competency-based program and a high school equivalency preparation program. To support the transition from high school to college, HIDOE will support schools to expand AP and dual credit offerings. High school students can also participate in the Early College program in partnership with the University of Hawaii Community Colleges. HIDOE also supports career academies and pathways. Students also have access to the Career Technical Education Program.

Secondary migratory students are supported to develop educational personal transition plans or graduation/career plans that are appropriate to their goals and needs at least annually.

The Migrant Education Database is updated every night so that family eligibility information is updated daily. This enables transfer of records that includes demographics, assessment, health, and course history data.

The Multilingualism for Equitable Education policy aims to create learning environments that draw on the linguistic and cultural assets of our students by providing diverse language programming, effective teachers, and outreach supports for families.

Title II, Part A funds will be used to ensure students are college- and career- ready by providing the means to offer educators professional development focused on programs allowing students to earn college credits while in high school, such as Advanced Placement, International Baccalaureate, dual credit college courses, and programs aimed at building employability skills, such as the career academics and Career and Technical Education.

Hawaii's main strategy for focusing on the whole child is through increased attention to social-emotional learning as well as through family, community and industry partnerships. Focused on academics, health and well-being, and connection to community and place, these partnerships aim to provide relevant learning experiences for students and remove barriers to learning.

Learn More

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

<http://www.hawaiipublicschools.org/VisionForSuccess/AdvancingEducation/StriveHIPerformanceSystem/Pages/ESSA.aspx#next>.

Idaho: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long Term Goals

Idaho plans to create long-term goals for the extended graduation rate once it establishes the reporting necessary to calculate the extended cohort graduation rate.

Accountability

Idaho's proposed accountability system will include a school quality indicator for high school and alternative high schools focused on college and career readiness, determined by student participation in advanced opportunities, earning industry recognized certifications and/or participating in recognized high school apprenticeship programs.

Idaho is also developing a five-year cohort graduation rate that is not yet being implemented.

Support / Improvement for Schools

ISDE has built a system to engage parents within the improvement process. The family and community engagement coordinator identifies, plans, and implements methods that would support school district leaders and their schools in engaging families and the community at large in the discussion of continuous school improvement. In addition, Idaho has collaborated with the Academic Development Institute, the parent organization for the Center on Innovation and Improvement, to provide the Family Engagement Tool (FET) as a resource to all Idaho schools. The FET guides school leaders through an assessment of indicators related to family engagement policies and practices. The resulting outcome is a set of recommendations that can be embedded in the school's improvement 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.

Idaho is interested in supporting both principals and teachers. For principals, The Idaho Principal Mentoring Project matches early career principals with a state trained mentor principal. This mentor is selected based on the needs of each individual school and experience of the principal. They create a customized mentorship plan that develops the mentees leadership.

Idaho provides financial support for concurrent high school and college credit, but at present, no courses are offered that fulfill requirements for an education degree. While Idaho explores increasing the opportunities for high school students in this area, the Idaho department of education is investigating scholarship opportunities for high school students who commit to teaching in high-need areas for a designated amount of time.

Idaho offers multiple alternative routes to certification, including teacher to new certification/endorsement, content specialist, and CTE occupational specialist.

Idaho's content teaching standards include a section on the learner and learning that includes teachers gaining skills in learner development, learning differences, and learning environments.

Supporting All Students

Eighth graders are required to complete learning plans for high school and beyond before transitioning to 9th grade. The state has developed a career information system for middle school and high school students that enables a student to learn about the skills and dispositions required in a wide range of jobs and professional fields. Eighth grade students also have access to college and career advisers.

The legislature has appropriated state funds for students to offset costs associated with college entrance exams, dual credit, Advanced Placement, International Baccalaureate, and overload courses.

Among the key strategies for meeting the outcomes for migrant students is to use qualified staff to provide supplemental ELA extended school services aligned with state standards and proficiencies (e.g., summer school for ELA, IDLA-advancement, Plato, dual enrollment, community colleges, academies offered by Institutes of Higher Education, Portable Assisted Study Sequence, after school tutoring, and home-based instruction). Another is to provide professional development on migratory lifestyle and unique needs of migrant students (e.g., program and cultural awareness presentation, field or home visits for teachers and administrators, and training on mobility/academic/social gaps).

For children or youth who are neglected, delinquent, or at-risk, Title I, Part D programs provide for the individualization of instructional experiences with an intake process that includes identifying the academic strengths and weaknesses in reading and math for neglected and/or delinquent students.

Idaho is leveraging and expanding resources and support of the governor's STEM Action Center which includes STEM activities such as hands-on learning and integration into other subjects.

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 approved by the USDE.

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.

Accountability

Public comment and the Governor's comments argued that growth is of greater importance than proficiency. As such, Illinois' accountability system will weight academic growth in ELA and math at the elementary level, at 50%. At the high school level, graduation (4-,5-, and 6-year) will be weighted at 50%. The state has chosen to weigh these indicators heavily in order to ensure they are closing equity gaps. Other academic accountability measures include academic proficiency; English Language Proficiency; Science proficiency (set at 0% weight until 2019-2020, then set at 5%).

The accountability system will also include a measure of college and career readiness; chronic absenteeism; a fine arts indicator (not weighted until 2019-2020); 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.

The state's college and career readiness measure will be weighted at 6.25% at the high school level. Indicators (minimum of 3) include workplace learning experience, industry credential, military service (ROTC included), dual credit career pathway course, completion of a Program of Study, attaining and maintaining consistent employment for a minimum of 12 months, consecutive summer employment, 25 hours of community service, two or more organized co-curricular activities.

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 have 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 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.

Illinois is launching an educator dashboard called Ed360. Ed360 will have a formative assessment expansion with additional professional learning focusing on: 1) 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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/il.html>.

Indiana: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Accountability

Indiana's accountability system was built on the following guiding principles, which were applied when developing its plan:

- The accountability system should be student-centered, and set targets that encourage high expectations and increased levels of achievement for all students.
- The accountability system should be comprehensible, and provide actionable information for schools to utilize in improving educational opportunities for its students.
- To the extent practicable, the accountability system should reflect the complex nature of education.
- The accountability system should focus attention on schools that need support in order to provide all students in the state with an equitable academic experience that contributes to post-secondary and workforce success.

The graduation rate indicator is based on two metrics: the four-year graduation rate and the five-year graduation rate improvement. The five-year graduation rate improvement metric considers how many more students the school was able to graduate at the end of five years. The difference between the five-year adjusted cohort graduation rate and the four-year adjusted cohort graduation rate for the same cohort is used to identify the additional students that graduated, and points are awarded based on this difference.

The school quality/student success indicator for grades 9-12 is a college- and career-readiness achievement rate, calculated for grade 12. This metric considers how many graduates completed an activity to prepare for post-secondary education or demonstrate workforce readiness. The college- and career-readiness achievement rate is based on the total number of graduates who completed at least one of the following:

- Earned a passing score on an International Baccalaureate exam,
- Earned a passing score on an Advanced Placement exam,
- Earned at least three (3) college credit hours from an approved course, or
- Earned an approved industry certification.

Indiana has established a goal that at least 25 percent of graduates demonstrate college- or career-readiness. Therefore, if a school's college- and career-readiness achievement rate is 25 percent or higher, then its college- and career-readiness achievement score defaults to 100.0 points. If this achievement rate is below 25 percent, then the actual achievement rate is multiplied by a state goal to yield the final overall domain score.

Supporting All Students

Indiana is putting various supports in place to support the whole child. In doing so, it's creating an integrated, student-centric, aligned system that provides many foundational elements to support personalized learning.

The state's vision for a Multi-Tiered System of Support (MTSS) is to provide academic, behavioral, and social-emotional support, grounded in culturally responsive practices, to all students. Indiana has developed guidance for academic and behavioral support and is currently expanding this draft to include a social-emotional component. The current guidance includes a multi-tiered approach to the early identification and support of students with learning and behavioral needs across the pre-K to 12 continuum. The process begins with high-quality instruction and universal screening of all children in the general education classroom. This strengths-based model systematically identifies and provides all students with the supports they need to succeed.

The state's Interconnected System Framework is supported through the newly-formed Indiana School Mental Health Initiative at the Indiana Resource Center for Autism at Indiana University. The shared goal is to ensure that all students are mentally and emotionally healthy. The initiative aims to provide guidance, resources, trainings, and coaching to aid schools and their community partners in providing a continuum-of-care that addresses everything from prevention through crisis intervention in an integrated way that focuses on all barriers to student learning. In recognizing that schools cannot do this alone, a primary focus will also be to help develop partnerships at the community, regional, and state level.

Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences. Recognizing that the way individuals learn can be unique, the UDL framework calls for creating curriculum that provides:

- Multiple means of representation to give learners various ways of acquiring information and knowledge.
- Multiple means of expression to provide learners alternatives for demonstrating what they know.
- Multiple means of engagement to tap into learners' interests, challenge them appropriately, and motivate them to learn.

Indiana is committed to setting students up for success by expanding access to and increasing the rigor of advanced placement (AP), International Baccalaureate (IB), and dual credit programs throughout local schools and local education agencies in Indiana. The state is also committed to providing quality career and technical education (CTE) through career pathways. Many of these career pathways lead to a valuable industry certification and all pathways have support from local business and industry partners. Students connect pathway experiences to the workplace and build employability skills through work-based learning experiences.

The state's department of education provides resources to assist local education agencies in providing a smooth transition from middle to high school. These resources include, but are not limited to, a transition presentation for students and parents, which includes a thorough explanation of diploma and assessment requirements; a road map of recommended expectations/activities and academic, post-secondary and social-emotional competencies by grade level spans; and the Indiana School Counseling Competencies, which address the academic, college/career, and social-emotional developmental needs of students.

Based on stakeholder feedback, Indiana's state department of education will include social and emotional supports as a category choice for its Student Support and Academic Enrichment Grants provided through Title IV, Part A in ESSA.

Learn More

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

Iowa: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long Term Goals

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

Accountability

Iowa will use average scale scores, proficiency, and student growth percentiles to measure academic achievement. The state will use four- and five-year graduation rates for the graduation rate indicator.

The state will also use a postsecondary readiness indicator as a measure of school quality and student success, and will work for the remainder of the 2017-2018 school year to develop a robust indicator/set of indicators that will reflect stakeholder input and can be piloted and scaled across the state.

Iowa will use the Iowa Youth Survey as an indicator for school quality and student success. The survey focuses on safety, engagement, and the environment. The state will increase the grades participating in the survey and will give the survey increasing weight in the accountability score for a school through a four-year roll-out process.

Iowa will weigh student growth at a substantially higher percentage than academic achievement in its accountability index.

Support / Improvement for Schools

During the planning year, all districts with at least one school identified in need of Comprehensive Support and Improvement will participate in a resource allocation review. The review will be common across districts and focus on the equitable distribution of programs and personnel. For example, the review may consider equitable access to preschool programs, advanced coursework, and licensed teachers. The review will be facilitated by area education agencies and Iowa state department of education staff. Districts will participate with a leadership team. Findings of inequity will be expected to be addressed within the school improvement plan developed during the planning year.

The state will support STEM and CTE efforts as it focuses on successful school transitions for its students. The Iowa effort includes ways to purposefully include female students, minority students, low-income students, and other students who are underrepresented in STEM careers. STEM efforts in Iowa are supported by numerous stakeholders through the Iowa Governor's STEM Advisory Council. The STEM Advisory Council is made up of leaders in higher education, business, educators in preschool through grade 12, as well as state and local government officials. Council efforts have provided student experiences ranging from building robots and writing coding programs to conducting agriculture field experiences and learning about STEM careers. The Department will collaborate with state-level organizations, such as the Governor's STEM Council and the Iowa Association of Career and Technical Education to

create and disseminate exemplars of how STEM and CTE can promote high levels of achievement across all students, as well as identify and disseminate evidence-based practices in STEM and CTE. The Department will align professional learning to Iowa's Unified Differentiated Accountability and Support System and Teacher Leadership and Compensation framework, and support evidence-based professional learning, based on the needs of schools.

Supporting Excellent Educators

As needed, the state will provide continued professional learning support for schools and districts with English Learners. Every year, a menu of available technical assistance across the state will be released. The learning will be focused around evidence-based practices in each conceptual area of the Differentiated Accountability Model. Schools will choose training(s) to attend based upon their priority areas. The Iowa Professional Development Model will be used to support schools in utilizing best practices in professional learning.

Iowa will use 4% of its set-aside of Title IV, Part A, Subpart 1 funds to provide necessary professional development to support its Conditions for Learning Survey.

Supporting All Students

In addition to the Iowa Core in ELA, mathematics, science, and social studies, students are required to master standards in 21st Century Skills (civics, literacy, financial literacy, health literacy, technology literacy and employability skills).

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

1. 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.
2. Learning Supports for instruction; family supports and involvement; community partnerships; safe, healthy and caring learning environments; supports for transitions; and child/youth engagement.
3. STEM and 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. CTE in Iowa includes organized educational programs offering a sequence of courses which are directly related to the preparation of individuals in employment in current or emerging occupations.

The state's department of education will collaborate with the Iowa Department of Human services (DHS) and the Iowa Department of Corrections (DOC) to create seamless transitions for youth leaving correctional institutions in Iowa. The three agencies will work collaboratively to provide quality programming at each stage of a youth's transition:

- Entry into secure care,
- Residence,
- Exit from secure care,
- Aftercare.

The program for youth in secure facilities includes numerous objectives and outcomes including the following:

- Youth receive meaningful career exploration, career planning, guidance and job training services, as well as comprehensive social emotional and 21st Century Skills to identify, obtain, and sustain employment. Youth have access to career/ technical education programs that offer industry-recognized credentials and certificates;
- Youth are exposed early to postsecondary education opportunities, receive academic and other support to achieve their future education goals, and are supported by a culture that reinforces their ability to attend and succeed in higher education or training.

Iowa's department is committed to district flexibility to address student needs. Included in a list of areas for local flexibility defined by the department includes access to personalized learning experiences supported by technology and professional development for the effective use of data and technology.

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>.

Kansas: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

In October 2015, the Kansas State Board of Education announced a new vision for education in Kansas: Kansas leads the world in the success of each student.

This vision, called "Kansas Can," calls for a more student-focused system that provides support and resources for individual success.

Definition of a Successful Kansas High School Graduate: A successful Kansas high school graduate has the academic preparation, cognitive preparation, technical skills, employability skills and civic engagement to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

Outcomes for Measuring Progress:

- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation rates
- Postsecondary completion/attendance
- Social/emotional growth measured locally

Accountability

For its Student Success Indicator, Kansas will utilize elements of the Academic Progress Indicator (API) to incentivize progress for the lowest performing students. The API divides the four assessment performance levels into eight levels. API levels 1 and 2 correspond to performance level 1 (lowest level), API levels 3 and 4 correspond to performance level 2, API levels 5 and 6 correspond to performance level 3 and API levels 7 and 8 correspond to performance level 4 (highest level). The focus of the Student Success Indicator will be on the percent of students scoring at API levels 1 and 2. The desired outcome is an increase in student achievement as represented by fewer students performing at the lowest level. The Student Success Indicator will apply to all assessed grades, 3-8 and 10, in both ELA and math.

Support / Improvement for Schools

The Kansas State Department of Education (KSDE) has developed a coordinated system of technical assistance for schools identified for comprehensive or targeted support and improvement. The technical assistance will look different in every school or district. The KSDE, along with our partners, help districts develop individualized plans for support and improvement that may include, but is not restricted to, the following:

- Infinitic - The Kansas Infinitic project provides educators in Kansas with access to resources, information, and training on state of the art assistive technology (AT) and Universal Design for Learning (UDL).

- Kansas College & Career Competency Framework - The College and Career Competency (CCC) Framework supports middle and high school educators in systematically embedding intrapersonal, interpersonal, and cognitive competencies into course content.
- Kansas LETRS Training Cadre - The Kansas LETRS Training Cadre is a group of educators from across the state of Kansas who have received training and ongoing professional development to be able to provide the deep knowledge contained with the LETRS professional development modules on an as needed basis to educators and districts statewide.
- TASN Co-Teaching - The Kansas Co-Teaching project and training cadre provides training, coaching and support to districts and educators state wide to effectively use co-teaching practices within classrooms at all levels.
- TASN Evaluation - The TASN Evaluation project assists the entire TASN system in designing and implementing an evaluation system that focuses on measuring the effectiveness, implementation, and sustainability of efforts.

Support on Improving School Conditions: The KSDE will provide supports to meet the outcome at the systems level, working with districts across Kansas that have self-identified the need for Universal Support and Improvement in the area of social emotional character development.

The KSDE will seek out expertise in social and emotional character development, including the Kansas Technical Assistance System Network (TASN) providers and Kansas MTSS. Kansas has a history of implementing the CHAMPS program for increasing positive behaviors, interventions, and supports and environments focused on instruction.

Supporting Excellent Educators

Kansas offers multiple routes to obtaining teaching credentials in addition to the route of graduating from a traditional state-accredited teaching program:

1. out-of-state reciprocity;
2. a STEM license for those holding a bachelor's degree and five years of related work experience;
3. a restricted teaching license for those passing appropriate content test and simultaneously completing pedagogical coursework during first two years;
4. a CTE certificate for those with experience and skills in the related CTE area; and
5. a foreign exchange licensure for visiting international teachers.

The state will also focus on individualized leader mentorship.

The Kansas State Board of Education has adopted a set of educator program standards as it focuses on improving educator preparation. These standards provide guidance to institutes of higher education as well as providing standards for professional learning at the state and district levels. The standards are student-focused and tailored to ensure that teachers understand and can accommodate individual learning needs, including needs around the learning environment and instructional delivery.

Supporting All Students

The Kansas State Board of Education requires that all districts implement Individual Plans of Study for students in grades 8-12. Counselors will make sure the students continue to work and update an Individual Plan of Study that provides a suitable vision for the student's path toward college and career readiness. This is the student's individualized plan to assist and guide the student to prepare for success after high school graduation.

Learn More

Find more information on Kansas' ESSA-related work and a link to the most up-to-date state plan at <http://www.ksde.org/Portals/0/ECSETS/PubComment/ESSAStatePlan-Proposed.pdf>.

Kentucky: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

Kentucky's plan is based on a set of ideas, including that a well-rounded education is important and necessary and that all subjects, both tested and non-tested, need to be valued.

Academic Assessments

Kentucky's accountability system includes an optional competency-based education and assessment pilot. Senate Bill 1 established the requirement for Kentucky-developed assessments. It also outlines processes to ensure the alignment between the state's standards and its assessments. The new law defines the state testing requirements and provides broad parameters for the accountability system. With the exception of a college admissions exam at grades 10 and 11, summative assessments must be developed by Kentucky educators. Senate Bill 1 also permits a variety of assessment types including multiple-choice, open response, competency-based and performance items. A subset of operational items will be released from the summative tests annually.

The content area assessment for mathematics at the high school level is an Algebra II end-of-course assessment. The assessment is available for all students who complete the standards associated for Algebra II. Students who receive high school credit for Algebra II take the end-of-course assessment. Kentucky plans to revise high school assessments in the future and provide more end-of-course test options. Kentucky supports an individualized approach to student attainment of standards that enables students to move on when ready. Eighth graders are able to take this assessment.

Kentucky values all academic areas and a well-rounded education. KDE encourages the U.S. Department of Education to allow for advanced testing beyond eighth-grade mathematics.

Accountability

Kentucky's school report card provides a more complete (with academic and non-academic indicators) and transparent view of each school's and district's strengths and weaknesses.

The state's accountability system recognized options for a student to pursue an industry certification, especially in the state's high-demand industries; engage in an approved apprenticeship; or earn dual and/or articulated credit in approved career and technical education courses while still in high school.

Growth for elementary and middle school looks at students who meet or are on track to meet their annual personal target for improvement based on an individual student trajectory towards proficiency rather than a comparison to other students. Credit is based on how much students catch up, keep up, or move up their performance. Growth also includes progress of English learners towards English language proficiency.

Kentucky uses a four- and five-year graduation rate. It averages the two scores for its graduation rate indicator.

Kentucky has an "opportunity and access" indicator that looks at rich curricula, school quality, equitable access, and support for the whole child more broadly than just through tests and tested content areas. The indicator also emphasizes the development of essential skills and characteristics needed for postsecondary and workforce success. This indicator looks at building a solid, well-rounded foundation in elementary school and an enhanced foundation and introduction to career exploration and essential skills in middle school. In high school it recognizes demonstration of essential skills and career and technical education measures including completion of career pathways together with those in high-demand industry sectors and specialization in non-tested areas. It also includes thinking skills, communication, working with others, and the skills associated with continuous learning. A menu of whole child supports are also included in the opportunity and access indicator. The indicator also looks at participation in advanced coursework such as AP, IB, or dual credit.

The transition readiness indicator gives students a choice by offering academic readiness, career readiness, and military readiness. A student may choose to pursue more than one readiness area. Transition readiness is the attainment of the necessary knowledge, skills, and dispositions to successfully move to the next level of education, work, or life. For high school students, a variety of experiences can be evidence of readiness so that students may personalize their pathway to readiness in their area of focus. For academic readiness, this includes benchmarks on a college admissions exam, dual credit, AP, IB, or Cambridge Advanced International exams. For career readiness this means benchmarks on industry certifications of articulated credit and CTE dual credit, enrollment in the next credit for CTE, apprenticeship, or KDE-approved alternative process.

Reporting includes an overall rating and a dashboard that shows performance on all indicators that roll up into the overall rating. In order to get a four or five star rating, a school/district must have reduced achievement gaps.

Growth includes a recognition of a low and high category within the lowest student performance levels. This more precise measure of high and low incentivizes improving students within the lowest performance levels.

Achievement gap closure is at the center of the system with other components designed to close the gap faster. This includes gaps between groups and gaps to proficiency. Gap to group counts for 33%, and gap to proficiency counts for 67%.

Under Kentucky's Senate Bill 1, annual overall summative performance evaluations for each school and district cannot consist of a single summative numerical score that ranks schools against each other. It requires that the evaluation be based on a combination of academic and school quality indicators and measures, with greater weight assigned to the academic measures.

Support / Improvement for Schools

Schools will be identified for improvement based on the indicators of proficiency, separate other academic indicators for science and social studies, and growth at elementary and middle school. For high school, indicators of proficiency, academic indicator for science and social studies, and transition readiness will identify schools for improvement.

Supporting Excellent Educators

Kentucky's Adaptive System of School Improvement Support Tools system streamlines and simplifies the planning and reporting processes. This system is used to submit plans and data for compliance, and it also supports schools/districts in identifying root causes for performance and helps in creating strategic plans.

The state's professional learning system includes personalized support, regional learning labs, statewide networking opportunities, and Plus One thought partnering. The intended outcome of this professional learning is to ensure educators are supported through meaningful, formative feedback cycles that promote peer-to-peer learning and distributed leadership models.

The New Teacher Institute offers a 24-month professional learning experience to CTE teachers coming into the profession with multiple years of work experience. It provides just-in-time instruction, mentoring, face-to-face meetings, online meetings, and professional learning communities to first year CTE teachers.

Kentucky has eight alternative pathways to licensure: exceptional work experience certification, local district training program certification, college faculty certification, adjunct instructor certification, veterans of the armed forces, university-based alternative route to certification, institute alternative route to certification, and Teach for America alternative route to certification.

Supporting All Students

Kentucky's plan seeks to ensure that all students have the opportunity for rich learning experiences and a well-rounded and supportive education with emphasis in providing students with opportunities in Career and Technical Education.

Kentucky's plan spotlights CTE as a viable means to a high school diploma and preparation for postsecondary education and a career. Kentucky's approach blends the lines between traditional academics and CTE without sacrificing the quality of either. The state's effective career pathway system includes opportunities for students to obtain a strong academic foundation along with career and technical content that is provided through seamless programs of study at the high school and postsecondary levels that lead to certifications and credentials. Special emphasis has been placed on the ability to prepare students for the state's five highest demand industry sectors: advanced manufacturing, business and IT services, construction, healthcare, and transportation and logistics.

For all students, the system promotes career exploration as early as middle school and other coursework that focuses on the attainment of essential workplace skills. At the high school level, the demonstration of essential workplace skills is incentivized through a work ethic certification to capture the evidence of a student's participation in a variety of co-curricular learning and leadership experiences. The Kentucky Work Ethic Certification incorporates aspects of student attendance, work based learning, and leadership.

For migrant students, regional data clerks upload new student enrollment records, withdrawals, and other data into the database on a daily basis.

Students transitioning from the correctional system receive individualized transition plans. Among the objectives for the Title I, Part D program are to provide individual instructional plans using Individual Learning Plans or Individualized Graduation Plan and beginning with their intake process, to include identification of students' academic strengths and weaknesses. Another objective is to provide individualized transition or aftercare plans for students in their facility.

Counselors will work with students identified under McKinney-Vento to provide supportive services that address the academic, personal, and career readiness needs of all students. They will provide transition guidance in the areas of dual credit, advanced course work, career and technical training, and preparation for college and/or career readiness opportunities.

Learn More

Find more information on Kentucky's ESSA-related work and a link to the most up-to-date state plan at <http://education.ky.gov/comm/Pages/Every-Student-Succeeds-Act-%28ESSA%29.aspx>.

Louisiana: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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>.

Read the USDE’s approval feedback and the state’s approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/la.html>.

Maine: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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.

Schools will be divided into quartiles based on their proficiency in content areas. The quartile the school fits into will determine the weighting scheme for proficiency and growth used in the Academic Progress calculation. For instance, schools in the top quartile, that fit in the 76th-100th percentile on proficiency will be weighted at 75% for academic proficiency and 25% for academic growth, while those schools in the 4th quartile (1st-25th percentile in proficiency) will be weighted at 25% proficiency and 75% for growth.

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 disaggregated 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 disaggregated 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/>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/me.html>.

Maryland: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Long Term Goals

Maryland will incorporate a five-year extended cohort graduation rate into its long-term goals because it recognizes that students are entitled to a public education until they are 21 years old and may need additional time to complete graduation requirements.

Academic Assessments

Maryland is field testing the new Maryland Integrated Science Assessment (MISA) in the 2017-2018 school year for elementary and middle school, and the 2018-2019 school year for high school. This assessment 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.

Maryland's LEAs now use a variety of methods to provide students the opportunity to be prepared to take advanced mathematics coursework in middle school. Algebra I is available to all eighth grade students in Maryland. Approximately 50 percent of Maryland students exit middle school having engaged in high school level mathematics. Therefore, the state plans to permit eighth grade students to take an end-of-course math assessment consistent with their current level.

Accountability

Maryland's accountability system will include the following:

- Academic achievement - Half of a school's score will be the percentage of students performing at the "met expectations" (4) or "exceeded expectations" (5) levels on PARCC assessments, or the equivalent on the Maryland State Alternative Assessment (level 3 or 4 out of a possible four levels). Half will be a performance index, equal to the average of student performance levels on PARCC assessments (or the equivalent on MSAA).
- Academic growth - Elementary and middle schools will use a median student growth percentile (SGP) in ELA and mathematics. MSDE will study a growth-to-standard measure for reporting and inclusion in the accountability system, in combination with SGP. The State Board will then revisit growth-to-standard for inclusion in the accountability system. The anticipated timeline for study and determination of feasibility is three years. This indicator will carry slightly more weight than the academic proficiency indicator.
- Credit for completion of a well-rounded education - The elementary measure will take into account: a) Percent of students scoring proficient on MISA; and b) Percent of 5th grade students passing one each of coursework in social studies, fine arts, physical education, and health. Early Childhood Education is a priority for the State Board and

the State Superintendent of Schools. The MSDE will identify gauges for kindergarten readiness and academic growth through grade 3, to be deployed no later than school year 2018-2019, and incorporated into the ESSA accountability system in this measure. The middle school measure will take into account: a) Percent of students scoring proficient on MISA; b) Percent of students scoring proficient on the Middle School Social Studies Assessment (MSSA); and c) Percent of 8th grade students passing one each of coursework in mathematics, ELA, social studies, and science. The high school measure will take into account: Percent of students graduating or exiting with a certificate of program completion and achieving at least one of the following: - score 3 or higher on an Advanced Placement (AP) examination, or 4 or higher on an International Baccalaureate (IB) Program examination; - met a standard set by the College Board on the SAT examination (score of 530 or higher (math) and 480 or higher (reading)); - met a standard set by ACT, Inc. on the ACT examination (score of 21); - earned credit for dual enrollment; - met the University of Maryland entry requirements; - completed a career and technical education youth apprenticeship; - completed a career and technical education industry certification; - completed a MSDE-approved career and technology program; - met a standard on the ASVAB examination (standard to be determined pending study); - received The Seal of Biliteracy; or, - Students obtaining a Maryland High School Certificate of Program Completion: Entered the world of work through gainful employment; postsecondary education and training; supported employment; and/or other services that are integrated in the community.

- 4- and 5-year graduation rates.
- Progress toward achieving English Language Proficiency.
- A chronic absenteeism indicator for all grades.
- School climate for all grades as measured by a survey of students, educators, and parents.
- Access to a well-rounded curriculum - For elementary schools this includes: Percent of 5th grade students enrolled in science, social studies, fine arts, physical education, and health. For middle schools this includes: Percent of 8th grade students enrolled in fine arts, physical education, health, and computational learning. For high schools this includes: Percent of students enrolled in AP or IB, a dual enrollment course, or a career and technical education concentrator. For students pursuing a certificate of program completion, percent of students enrolled in a general education course.
- An on-track in 9th grade indicator.

Support / Improvement for Schools

The MSDE uses the Four Domains of Rapid School Improvement: A System Framework (2017) developed by the Center for School Turnaround at WestEd as a framework for school improvement. The four domains include turnaround leadership, talent development, instructional transformation, and culture shift which have been identified as the areas of critical practices for successful school improvement. An essential component of this framework is involvement of the community in the school improvement process. Each of the four domains emphasizes community partnerships to promote student academic success and well-being. This framework

embraces and expands the concept of community schools by identifying actions at the State, local school system, and school level for community involvement in school improvement.

All the Comprehensive Support and Improvement schools will be required to complete a needs assessment developed by the MSDE and have a root cause analysis conducted by a third party to uncover causes for school performance problems. The needs assessment and root cause analysis will be closely aligned with the Maryland accountability system, including Maryland school quality and school success indicators. The LEAs will be required to implement a collaborative process that includes input from diverse stakeholder groups (school administration, parents, community members, teachers, representatives of teacher bargaining units, early childhood community partners, business partners, higher education partners, etc.) to complete and review the needs assessment and root cause analysis.

Based on the needs assessment and root cause analysis, the LEAs will be required to develop action plans for each school that include evidence-based interventions to address identified needs. The LEAs must demonstrate that the action plan was developed by a diverse stakeholder group. The LEAs must also identify in their plans community partnerships that will be established to promote student achievement and overall student well-being.

Supporting Excellent Educators

Feedback from the State-wide ESSA plan survey, as well as from the ESSA Listening Tours held regionally around the State strongly supported the need for professional learning that is job embedded and personalized to meet teacher and student needs. The State will develop a plan of personalized professional learning for teachers, principals, and principal supervisors that is aligned to student data and needs. The professional learning shall:

- Support LEAs in identifying all educator professional learning needs regarding student achievement;
- Encourage innovative, evidence-based instructional strategies;
- Support LEAs in the development of personalized professional growth plans for all educators;
- Research and gather information on methods to evaluate the effectiveness of professional learning initiatives; and
- Strengthen and support job embedded professional learning strategies, including but not limited to peer coaching, peer collaborative, and communities of practice.

The State will develop an educator growth-mindset through personalized educator professional learning that is aligned to student needs in each LEA. The State will provide opportunities for collaboration across LEAs, specific instructions, guidance, models, and templates.

The State shall hold back up to three percent of Title IIA funds for professional learning programs to build leadership capacity on the school level. This professional learning shall be targeted to principal supervisors, principals, assistant principals, aspiring principals, and 54 other school leaders. In collaboration with the LEAs, the State shall develop a strategy for professional learning for principal supervisors, principals, assistant principals, aspiring

principals, and other school leaders, aligned with Professional Standards for Educational Leaders (PSEL), which were adopted by the Maryland State Board of Education on February 28, 2017.

During the next two years, the MSDE will explore the development of an undergraduate, online/hybrid teacher education program with as yet undetermined partners in concert with the State's priorities of assuring broad access for all potential teachers to a high-quality program leading to certification. As identified, the MSDE will assure that these programs address the needs of a vastly diverse population. While a wide variety of online programs is available, the MSDE will seek to facilitate a Maryland-developed and approved program containing the rigor and accountability of all other programs in the State.

Supporting All Students

In secondary education, student-centered approaches provide for a seamless transition to positive outcomes including graduation, competitive employment, enrollment in post-secondary education, and active participation in the community. Beginning early in middle school, a comprehensive program of academic and career advisement, including opportunities to practice self-advocacy and self-direction strategies within school and the community, empowers youth to exercise informed choice and decision-making. This includes lessons in career awareness based on Maryland's 10 career clusters, engaging in career interest inventories, exploring careers through Career and Technology Education (CTE) programs of study, and participating in work-based learning experiences as well as student leadership organizations. Enrollment in rigorous academic courses, combined with students receiving ongoing academic and career advisement, allows for better alignment of courses taken in high school to what students want to do when they leave high school.

To ensure effective student transitions and decrease the risk of dropping out, the MSDE will:

- Provide technical assistance on the implementation of evidence-based strategies such as Career Academies, Middle College High School, Talent Search, and Check and Connect, all specifically designed to keep students engaged.
- Offer alternate paths for students through online student courses and support LEAs in the implementation of data driven personalized and blended learning opportunities.
- Provide access to multiple formats of digital resources that have been vetted for content and accessible to students with disabilities and EL students through a state repository and school library media databases.

The state will use its Title IV funds to support LEAs in the following activities:

- Provide support for students taking the Advanced Placement (AP) or International Baccalaureate (IB) exams;
- Advanced level coursework for all students;
- Diverse fine arts options for all students to foster creative problem solving, individual growth, meaningful expression, and innovation;

- Schools/LEAs need to continue to increase career and technology programs/options offering high skill/high wage opportunities for all schools;
- Provide and/or expand access to high quality digital learning experiences and resources through a state-wide learning management system, a digital repository, and school library media databases (MDK12 Digital Library);
- Collaborate nationally to identify, evaluate, and integrate Open Educational Resources into teaching and learning;
- Provide a flexible delivery format that allows for participation in online professional development and student courses (Learning Management System); and,
- Provide additional support to LEAs for school library media programs that encourage the development of digital literacy skills for educators and students.

The MSDE will facilitate the collaboration with LEAs and juvenile justice system agencies in order to coordinate and eliminate gaps in a child or youth's education and to ensure that youth are placed in appropriate educational programs that meet their needs. Included in this strategy are efforts to establish or expand pre-placement programs that allow adjudicated or incarcerated youth to audit or attend courses on college, university or community college campuses, or through programs provided in institutions.

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 approved by the USDE.

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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/ma.html>.

Michigan: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

Long Term Goals

Michigan's long-term goal is to raise the statewide average to the 2015-16 statewide four-year graduation rate at the 75th percentile baseline target. This component includes graduates who earn regular diplomas within four years of entering high school.

Michigan's long-term graduation rate goals are ambitious because the expectation is to move the majority of students and subgroups to attaining a graduation rate of almost 95% within the next ten years. The current four-year graduation rate average for Michigan is just under 80%.

The long-term goals for the extended year graduation rates were established to align with Michigan's initiative to become a top 10 educational state in 10 years (ending in the 2024-25 school year). The five- and six-year graduation rate targets will be 96.49% and 97% respectively. The long-term goal is to raise the statewide averages to meet the current extended year graduation rate averages at the 75th percentile 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).

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.

Additionally, the academic component of the “whole child” comprehensive needs assessment will push districts to evaluate to what extent they are making these opportunities available for all students, and will provide the MDE with the opportunity to engage in technical assistance, as well as monitor these areas.

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.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/mi.html>.

Minnesota: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Accountability

Minnesota will use a four-year graduation rate, as well as a seven-year graduation rate to ensure they are capturing all students. The four-year rate will be weighted more than the seven-year rate.

In response to stakeholder feedback about transparency, Minnesota will provide a dashboard with a variety of measures so users can fully understand the context of a school, including student outcomes, climate indicators, funding information, access to a well-rounded education, teacher and school leader factors (including student support services), and student demographics. The state will also ensure users can easily access an at-a-glance report on school performance at a high level, possibly by combing measures into an easy-to-understand visual, while also allowing users to dig deeper into particular areas as desired.

Minnesota will consider including additional accountability indicators to recognize school success in a number of areas including equitable access to rigorous coursework, school climate measures, and equitable access to qualified teachers. Beginning in the 2020-21 school year, Minnesota intends to add a measurement of equitable well-rounded instruction for all students, including in high school courses focused on career readiness and those focused on college readiness, as reported in the Minnesota Common Course Catalogue (MCCC).

Minnesota will use an individualized model to help English learners achieve proficiency. The state will use a four-step process to do so:

- Step 1. Determine the maximum amount of time expected to achieve proficiency, based on the student's starting grade and ACCESS composite proficiency level.
- Step 2. Set annual growth targets for the student, based on the understanding that progress tends to be quicker at lower levels and slower at higher levels.
- Step 3. Calculate the points a student received in the current year, based on their score relative to their target for the year.
- Step 4. Update annual targets, based on the current year's score.

The state will use a transition matrix growth-to-proficiency model for elementary and middle schools that awards points for the change in achievement levels between previous and current tests, based on students progressing in achievement levels on the state math and reading/language arts tests.

Support / Improvement for Schools

The state's Regional Centers of Excellence will support district's and identified school's focus on facilitating improvement by establishing leadership teams, using continuous data and feedback loops to inform implementation of the school's improvement plan, and developing

implementation infrastructure at three levels. Intensity of supports from the Regional Centers will differ based on levels of identification under Minnesota’s accountability system.

The Department has developed eight different groups focused on developing and modifying the tools and processes they use to support school improvement. Included in the eight groups is a “teaching and learning conditions” group focused on embedding social-emotional and school climate indicators in the comprehensive needs assessment and identifying tools for assessing teaching and learning conditions, as well as a “school leadership” group that will be designing activities to support school leaders in school improvement and design activities for new school leaders.

Minnesota will create a tiered (non-exhaustive) menu of evidence-based improvement options for schools and districts to choose from. The state’s stakeholders have requested that the state includes grade spans, social emotional issues, as well as supports that focus on issues outside of traditional instructional practices, such as leadership development.

The state has some additional pilot programs to increase school improvement, including a leadership institute for schools with high EL populations, a pilot program to improve student reading from grades three to five, and full services community schools’ grants to establish, implement, and improve full-service community schools.

Supporting All Students

The state requires all students have a personal learning plan no later than 9th grade. This plan should be looked at as a life plan that includes academic scheduling, career exploration, career and employment-related skills, community partnerships, college access, all forms of post-secondary training, and experiential learning opportunities. Districts must recognize the unique possibilities and talents of each student and ensure the contents of each student’s plan reflect the unique talents, skills, and abilities.

An early/middle college program is a partnership between a state-approved alternative program and an eligible post-secondary institution, which is specifically designed to offer high school students well-defined pathways to post-secondary degrees and credentials. This model allows traditionally at-risk students the opportunity to earn dual credit with intentional academic and wraparound supports offered by the partnership—an option that was formerly not available for this population of students.

The state offers online learning opportunities for students, CTE opportunities, including access for students with disabilities, and work-based learning.

For students at risk of not graduating, the state also has a “Check and Connect” program, designed as a pilot program in four large districts. The program supports students with disabilities who are African American or American Indian to provide mentors and monitors that liaise between home and school to ensure student success through constructive family-school relationships.

Minnesota's education department will continually collaborate with the state's Department of Corrections and locally operated programs to ensure successful and seamless transitions for students between correctional facilities and local programs within their communities. Personal Education Plans, college and career readiness/job training opportunities, assistance with transition programs and services, and Check and Connect services will assist in those efforts.

Minnesota recognizes the role of technology and digital learning tools in supporting a well-rounded education. In 2015, the department issued a legislative report on one-to-one technology devices. Information in the report was based on findings from a survey completed by 80 percent of Minnesota school districts. Of those who responded, 55 percent of schools indicated that they currently utilize technology for personalized learning and an additional 15 percent indicated that they were planning to implement initiatives that year. Minnesota plans to utilize federal Future Ready guidance and needs assessment tools to support districts in their effective use of technology.

Learn More

Find more information on Minnesota's ESSA-related work and a link to the most up-to-date state plan at <http://education.state.mn.us/MDE/dse/essa/>.

Mississippi: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

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, students who take Algebra I in the 8th grade will now have to take a high school math assessment. Since 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 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.

Scores of students taking Algebra I, Biology I, English II, or U.S. History end-of-course assessments in a grade below 10th grade will be “banked” for proficiency/achievement and growth calculations until the student is in the 10th grade and then applied to the student’s 10th grade school.

Accountability

Mississippi 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 in 2016-17 and then 25 points in subsequent years, and 20 points for student performance in 2016-17 and 25 points in subsequent years.

The Mississippi growth model incentivizes schools to move students to the next level regardless of their current level and penalizes schools that allow a student’s proficiency level to drop. In the Mississippi model, the school gets as much credit for moving a student from Performance Level 1 (Minimal) to Performance Level 2 (Basic) as for moving a student from Performance Level 2 to Performance Level 3 (Pass). Likewise, if a student slides from Performance Level 2 to Performance Level 1, the school loses as much as a student sliding from Performance Level 5 (Advanced) to Performance Level 4 (Proficient). Academic growth is measured by the MAP for grades 3-8 ELA and Mathematics, and for English II and Algebra I in high school.

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. The state 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 intends to use its Title IV, Part A statewide funds to support emerging initiatives designed to provide an equitable education to all Mississippi students. Some of these initiatives include:

- Well Rounded Educational Opportunities - Improving access to world languages, arts education, supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA, providing programming to engage all students in science, technology, engineering and mathematics (STEM), including computer science, promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools, and strengthening instruction in American history, civics, economics, geography, government, and environmental education.
- Building an Environment Suitable for Today's Technology Needs - the state department's specific actions toward this goal include supporting high quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement. Creating a network strong and reliable enough to support 1:1 initiatives and blended learning projects requires districts to build technological capacity and infrastructure.
- College and Career Pathways/Individualized Career and Academic Plan - the state department of education, the Mississippi Community and Junior Colleges (CJCs) and Institutions for Higher Learning (IHL) coordinated efforts to align the the state's Career Clusters, the Mississippi CJC Career Pathways, and the IHL Academic Majors to ensure a seamless transition for secondary students to post-secondary institutions. Using the Mississippi Articulation and Transfer Tool (MATT), secondary students will be able to sort by career cluster to locate appropriate programs of study at CJCs and IHLs.
- Dual Enrollment/Dual Credit and Advanced Placement Task Force - The Mississippi Dual Enrollment/Dual Credit and Advanced Placement Task Force seeks to create a College and Career Access Pathways partnership between K12 districts, Mississippi Community and Junior Colleges, and the Mississippi Institutions of Higher Learning. The goal of the partnership is to provide admission for qualified secondary students and seamless transfer of credits earned to college and career post-secondary institutions.

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>.

Missouri: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Academic Assessments

Missouri Department of Elementary and Secondary Education (MO-DESE) will continue its implementation of its “right test, right time” administration of End-of-Course (EOC) assessments, particularly in the area of mathematics.

MO-DESE’s plan encourages LEAs to offer students access to courses that prepare them for college and a career, and similarly to offer elementary students access to courses that prepare them for high school. For many students, an accelerated course pattern is optimal because it keeps them engaged in rigorous content. Further, this approach provides subsequent flexibility in high school schedules for advanced mathematics and/or advanced career and technical opportunities. It is imperative that students be provided the opportunity to move into the advanced content once individual readiness has been established.

MO-DESE will continue the process outlined in the approved NCLB Flexibility Waiver Request (June 2015). The following will be used for accountability purposes:

- Proficient Algebra I in middle school + Algebra II in high school
- Proficient Algebra I and Geometry in middle school + Algebra II in high school
- Proficient Algebra I, Geometry and Algebra II in middle school + plan from LEA

For accountability purposes, LEAs and schools will need to determine which assessment, the Grade Level Assessment (GLA) or EOC, is the most appropriate measure for each individual student. When a student fails to score proficient or better on Algebra I prior to ninth grade, the student may be reassessed on the same or a higher mathematics examination in high school for school accountability purposes.

Accountability

The academic achievement metrics include status, growth and progress. The college-and-career readiness measures include multiple opportunities for students to demonstrate they are prepared for postsecondary success, including earning qualifying scores on AP or IB courses, dual credit, or industry-recognized credentials. In addition, each LEA submits 180-day follow up data on their graduates.

Supporting Excellent Educators

The Missouri Leadership Development System (MLDS) is currently under development and is intended to address the needs of emergent educational leaders. An array of professional learning experiences has been developed to support principal growth across a continuum of leadership competencies. Individual competencies are not addressed separately or in sequence, but are embedded in distinct Learning experiences across five identified leadership domains: Visionary, Instructional, Managerial, Relational and Innovative. The MLDS serves as a blueprint for developing and supporting transformational school principals through a

comprehensive system of learning modules that are engaging and relevant. MLDS training and support are provided to all principals through leadership specialists located in regions across the state.

Supporting All Students

MO-DESE's online content delivery system will include material from the Missouri Model Guidance Curriculum that will support LEAs in providing students with effective transitions to middle and high school grades. The Missouri Post-Secondary Success Project (MPSS) is a college-and-career competency framework educators may use to systematically embed these competencies into course content. These competencies are integral to both in-school and post-secondary success by supporting students to be career equipped, lifelong learners who are socially and emotionally engaged. This training is available to any LEA free of charge in both face-to-face and electronic formats.

Based on identified shortages in the number of opportunities for advanced coursework, MO-DESE intends to use Title IV-Part A funds to increase access to advanced coursework for all students, but particularly for minority and economically disadvantaged students as well as for those whose rural or small school settings reduce access. Furthermore, where advanced coursework is locally unavailable, MO-DESE will subsidize course fees for the Missouri Virtual Instruction Program.

Learn More

Find more information on Missouri's ESSA-related work and a link to the most up-to-date state plan at <https://dese.mo.gov/>.

Montana: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Accountability

Montana's accountability system will include the following for its School Quality and Student Success Indicators. For elementary and middle schools:

- Satisfactory attendance;
- Proficiency on the statewide science assessment;
- Indicators for improving school climate, reducing behavior issues, and increasing student engagement.

For high schools:

- Satisfactory attendance;
- Percentage of students determined to be college and/or career ready, met by students meeting one or more of the following criteria: College-ready benchmark on ACT composite, or - Concentrator in a Career and Technical Education pathway, or - Completion (with passing grade) of a dual enrollment course, AP or IB Program;
- Indicators for improving school climate, reducing behavior issues and increasing student engagement.

Support / Improvement for Schools

Montana will enhance its more traditional approach to school improvement by providing districts and schools with direct technical assistance in the following school improvement strategies:

- Building community capacity to support kindergarten transitions;
- Building school board efficiency through a school board coach;
- Providing wraparound services to students and their families (e.g., mental and physical health services, mentoring);
- Engaging students in school improvement through youth voice and advocacy work;
- Supporting culturally responsive practices, particularly for American Indian communities;
- Implementing systemic literacy improvements (as described in the Montana Literacy Plan); and
- Use of the Montana Early Warning System to identify students at risk of dropping out of school, apply targeted interventions based on student needs, and track interventions over time to determine if the interventions are working.

Supporting All Students

Montana will support high school students in the transition to college and career by focusing on the following strategies:

- Career and Technical Education (CTE) programming that gives students an opportunity to earn industry-recognized credentials and move into further training after high school through the Big Sky Pathways;
- Advanced Placement (AP) courses and International Baccalaureate (IB) programs;
- Dual enrollment opportunities in academic and CTE courses;
- Career and Technical Student Organizations which give students the ability to explore career options, gain practical job skills and certifications, and meet experts and employers;
- Jobs for Montana Graduates, which teaches job skills including public speaking and leadership as well as how to prepare college applications and financial planning;
- Specific post-secondary planning for students with Individualized Education Plans (IEPs);
- Montana Career Information System (MCIS) High School Career Development Framework offered by Montana’s Department of Labor and Industry.

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>.

Nebraska: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long Term Goals

Nebraska will incorporate four-year and extended year graduation rates into its long-term goals. By 2026, the state has proposed that the dropout rate of all Nebraska students including subgroups will be less than 1% and the 4-year cohort graduation rates for all Nebraska students will be greater than 92% and not less than 85% for any one subgroup. Also by 2026, the state has proposed that the 7-year cohort graduation rates for all Nebraska students will be greater than 95% and not less than 90% for any one subgroup.

Academic Assessments

Nebraska has developed a model to demonstrate the flow of how learning goals are established through the state's content standards. The top two tiers of the model include standards and indicators, developed by the state. The third tier, encompassing classroom-level instruction and individual student needs, includes a focus on guidance and data based on formative, summative, authentic, and diagnostic assessments to help teachers identify gaps in individual students' knowledge and skills.

Accountability

Nebraska proposes continuing to use its Accountability for a Quality Education System Today and Tomorrow (AQuESTT) to collect and distribute accountability data for schools. AQuESTT includes an online dashboard that includes data for individual schools and the state as a whole. The system is based on state-level drivers including fairness and sensitivity to change, transparency, ability to support school and district improvement and student achievement, multiple indicators derived from key tenets of successful schools and districts, incorporation of trend data, and grounded in student growth.

AQuESTT includes 6 tenets for student and school success put forth by the state board of education.

1. "Positive partnerships, relationships & student success" includes engagement with families and communities as key to enhancing educational experiences. Included in this area of focus are individualized/personalized learning plans and family engagement, among others.
2. "Transitions" focuses on supports for students transitioning between grade levels, programs, and ultimately college and/or career.
3. "Educational Opportunities and Access" includes a focus on comprehensive instructional opportunities to be prepared for education and career goals.
4. "College and Career Ready" focuses on areas of focus that help every student become ready for college or career opportunities through rigorous standards, technology/digital readiness, and support for career awareness and career/college goals.

5. "Assessment" as a tenet is based on the belief that multiple types of assessment including national, state, and classroom-based, and individualized/adaptive assessments should be used to measure student growth and achievement.
6. "Educator Effectiveness" is based on the belief that students should be surrounded by effective educators throughout their learning experiences.

The state will measure academic progress by reviewing school or district improvement over a three year period. The state will also measure student-level growth on specific statewide assessments.

The state will include 4- and 7-year graduation rates as an indicator.

An additional indicator will measure schools' and districts' responses to questions based on the six AQuESTT tenets put forth by the state. These measures will reflect an "Evidence Based Analysis" for school classifications.

Support / Improvement for Schools

Through the Strategic Planning process NDE has begun identifying new systems of support that could be used to support LEAs in achieving long-term goals. The systems of support are organized by the six tenets of AQuESTT and include the additional category of Leadership. Part of the system of support includes the identification of NDE endorsed evidence-based interventions. NDE is currently engaged in this work.

In a three year cycle, Title I schools that are identified in the lowest of the state's four accountability categories (Needs Improvement), will qualify to be designated as In Need of Comprehensive Support and Improvement.

In addition to identifying schools in need of support under ESSA, Nebraska's AQuESTT system is also required to identify three schools for Priority Support status, which allows the State Board to select schools for interventions led by a team selected by the Commissioner of Education.

In Nebraska, there is a desire to take on the challenges of achievement equity for all students and design specific capacity building policies for the most disadvantaged students. Therefore, identification of Priority Schools was aided by an analysis of the general characteristics of various schools across the state. The department identified four general characteristics of Needs Improvement schools that included recognizing that schools ranged across the state from those that were:

1. Small community schools typified by rural and possibly declining populations;
2. Metro area schools typified by racial and ethnic diversity and populations of poverty;
3. Native American schools that are typified by significant percentages of students residing on tribal nation land and in primarily tribal cultures; and,
4. Demographically shifting community schools typified by substantial populations of English learner students and families across the state.

Supporting Excellent Educators

Nebraska has created a Career Education Teaching Permit to mitigate concerns about teacher shortages. The permit reflects the ESSA-indicated emphasis on Career and Technical Education. The permit is available for individuals hired to teach by a Nebraska school district in a career education where no teaching education program exists, where instructional content of the course exceeds teacher preparation coursework, or for which a school system submits documentation that it has not found a qualified teacher for a specific course in the career education field. Career Education specialists with the department have established a network of supports to encourage instructional success for those new to the field or on a Career Education Teaching Permit who need extra support in ensuring effective instruction.

The state plans to use the 3% optional set-aside of Title II funds to better support principals and school leaders. The state is considering a concerted movement focused on increasing capacity of teachers by supporting principals to create more equitable systems. Additionally, Nebraska plans to hold initial, statewide dialogues to clarify and develop a shared understanding of teacher leadership.

Nebraska proposes using Title II, Part A funding for a number of uses, many of which will evolve over time. These uses include:

- Develop/provide trainings for leaders on how to provide useful and timely feedback to teachers,
- Develop/provide trainings on how to use evaluation results to inform decision-making about professional development and personnel decisions,
- Train educators in implementing blended learning,
- Support early college credit opportunities or dual/concurrent enrollment programs,
- Support STEAM-related efforts,
- Support career and technical education efforts,
- Support an alternate activity with an evidence base.

Supporting All Students

The state will develop a statewide digital course and content repository to ensure all students have access to comprehensive instructional opportunities to be prepared for postsecondary education and career.

The state will focus on creating more equitable access to appropriately endorsed educators in part by increasing the number of classes with endorsed teachers through technology such as distance education.

Nebraska's department of education has an innovative grant fund that is designed to fund district opportunities to support the development, expansion, and investment of innovative best practices that increase outcomes for students at multiple levels. A district may consider using this funding in ways that increase well-rounded education for students. The state will prioritize districts that serve high needs students, include schools in need of improvement, and schools

that leverage technology in the context of innovation to support instructional practice and professional development.

Nebraska plans to use Title IV, Part A funds to support strategies that engage parents, families, and communities. Two of AQuESTT's tenets, Positive Partnerships, Relationships, and Student Success, and Educational Opportunities and Access reflect this priority.

Nebraska has passed legislation requiring a transition plan 60 days before a student exits a youth correctional facility having a Special Purpose School. This assists the youth and parent for reentry into the community and public school or alternative school. Legislation in NE Rule 10 and Rule 18 also requires that school districts accept student credits from approved and accredited schools in facilities. Students can graduate from the 3 Special Purpose Schools awarded Title I Part D funds.

The Nebraska Youth Council (students who have attended facility schools) can provide input and student representatives who can offer student voice for needs while in a juvenile facility and reentry. Special Ed school departments, services for English Language Learners will be included in Education of System Involved Students (ESIS) advisory collaboration.

Learn More

Find more information on Nebraska's ESSA-related work and a link to the most up-to-date state plan at <https://www.education.ne.gov/ESSA/index.html>.

Nevada: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

Accountability

Nevada's accountability system includes the following indicators:

- **Academic Achievement:** This measures performance on state assessments in Math and English Language Arts. This will also include additional measures for third grade ELA proficiency to align with its Ready-By-Grade-Three Legislation, end-of-course examinations in 8th grade math, and end-of-course examinations in high school in math and ELA.
- **Other Academic Indicator (Growth):** Growth will only apply to elementary and middle schools. The state will calculate growth using student growth percentiles and adequate growth percentiles. This will also include an emphasis on closing opportunity gaps for elementary and middle schools. Opportunity gaps are determined for students in need of improvement. Students in need of improvement are students who scored in the lowest two achievement levels (i.e. not proficient) on the state assessments from the previous year. The opportunity gap measure is the percentage of students in need of improvement from the previous year who meet their Adequate Growth Percentile target for the current year.
- **Graduation Rate:** The state will incorporate 4- and 5-year graduation rates.
- **Progress in Achieving 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.
- **School Quality or Student Success:** Chronic absenteeism, science proficiency, percent of students meeting high school readiness, percent of students with academic learning plans, average ACT composite score, percent of students meeting CCR cut scores on end of course exams, and percentage of students who are credit sufficient at the end of 9th and 10th grade.
- **A School Climate Survey Participation measure** is included in the Nevada Accountability System as a bonus of 2%. Schools meeting or exceeding the state participation threshold can receive up to two bonus points.

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 experiences. 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/.

Read the USDE's approval feedback and the state's approved plan at

<https://www2.ed.gov/admins/lead/account/stateplan17/map/nv.html>.

New Hampshire: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

New Hampshire is committed to raising the bar for all students by defining college and career readiness as the knowledge, skills, and work-study practices needed for postsecondary success. This includes not only high levels of academic proficiency, but also deeper skills, such as critical thinking, problem-solving, persistence, communication, and collaboration.

As part of this shift in orientation, New Hampshire supports a competency-based approach to instruction, learning, and assessment. New Hampshire understands competency-based learning, or personalized learning, as defined as: "... a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning." This approach supports high levels of student engagement in learning with the goal of significant improvements in college and career readiness.

Long Term Goals

The State will include the five-year extended graduation rate as the graduation rate accountability indicator in the annual system of meaningful differentiation, but the long-term goals at the State-level are set using both the four- and five-year adjusted cohort graduation rates so that reporting will occur against these goals and interim targets. The inclusion of the five-year extended graduation rate aligns to New Hampshire's State Performance Plan for IDEA. The four-year rate will be 93.96% by 2025.

Academic Assessments

The academic achievement for schools participating in New Hampshire's Performance Assessment of Competency Education (PACE) pilot will use the results of the Smarter Balanced and SAT assessments in grade 3 ELA, grade 4 math, grade 8 ELA and math, and grade 11 ELA and math, respectively. In all of the other tested grades and subjects, the academic achievement will be based on the results of the PACE assessments as documented by numerous reports already provided to the U.S. Department of Education.

Accountability

New Hampshire's vision for state accountability rests on the idea of creating a complete and transparent system of reciprocal accountability. In this system, every stakeholder is responsible for its own contribution to the system.

The New Hampshire DOE's specific role in this reciprocal accountability system will be to:

1. Underscore the use of evidence-based frameworks as best practice for creating and sustaining educational environments that are personalized to the needs of each learner.
2. Support local educational agencies as they work to support parents and students and increase access to effective, personalized, and rigorous learning experiences.

3. While prioritizing the role of parents in the education of their children, listen to input from a diverse group of stakeholders including, but not limited to, families, students, school staff, district staff, policymakers, business organizations, and staff at the New Hampshire DOE to inform all facets of education for New Hampshire students.

New Hampshire has decided to report all indicators on a 1-4 scale for ease and transparency of reporting. A student scoring at Level 4 on a Smarter Balanced assessment, for example, would generate 4 points for the school, a student scoring a 3 would generate 3 points for the school, and so on. An index system provides incentives for schools to move students across all levels whereas simple percent proficient systems only reward schools for moving students from Level 2 to Level 3.

The New Hampshire ESSA Accountability Task Force reaffirmed its desire to continue to use the Student Growth Percentile (SGP) model as the basis for the growth indicator for elementary and middle schools. The mean SGP (MGP) is calculated for each school and evaluated against the following rubric. The growth of schools participating in the PACE pilot will be evaluated using a value table approach.

New Hampshire will calculate and report the 4-year ACGR and the extended 5-year ACGR for all schools and for each subgroup within schools. The state will use the 5-year ACGR to create an index comprising four performance levels.

As its additional indicator of student success in the elementary and middle school model, New Hampshire will use an indicator that focuses additional attention on the growth of the lowest achieving students in each school. This indicator is designed to emphasize competency-based learning and the importance of not letting students fall behind.

For high schools, the additional indicator of student success is a career and college readiness (CCR) indicator. All graduating seniors will be eligible for counting as postsecondary ready by meeting any two of the following ten requirements:

- Completion of a New Hampshire Scholars program of study (Standard, STEM, or Arts).
- A grade of C or better in a dual-enrollment course.
- SAT scores meeting or exceeding the college and career ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Math).
- ACT scores meeting or exceeding the college and career ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science).
- A score of 3, 4, or 5 on an AP exam.
- A score of 5, 6, or 7 on an IB exam.
- Earning a CTE industry-recognized credential.
- Completion of New Hampshire career pathway program of study.
- Scoring at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT).
- Completion of the ACT National Career Readiness Certificate.

The total number of graduating seniors meeting at least one of these requirements will be divided by the total number of students in the cohort to form the career and college ready index for schools. As with the other indicators, the CCR score for schools will be indexed into four performance levels.

New Hampshire will identify elementary and middle schools for improvement based on 60% growth and 40% achievement. For high schools, it will look at 60% achievement and 40% college and career readiness.

Support / Improvement for Schools

During the 2017-18 school year, the New Hampshire DOE will work closely with the remaining Priority and Focus Schools to identify and review the data associated with their continued status. Also during this time, the New Hampshire DOE is committed to starting a partnership with an organization that has evidence of school turnaround expertise. This organization will expand the New Hampshire DOE's capacity by working directly with the New Hampshire DOE, LEAs, and Comprehensive Support and Improvement/Targeted Support and Improvement (CSI/TSI) school leadership to provide guidance for their problems of practice, technical assistance in reviewing and using data, and monitoring of improvement efforts. This partnership will provide greater access to knowledge, including evidence-based practices for personalized learning.

The early results from New Hampshire's Performance Assessment of Competency Education (PACE) pilot program indicate that PACE has been effective for students typically at risk for subpar performance. PACE is built on a "reciprocal" approach to accountability where the state is a full partner with districts to provide the training and support necessary to help the districts shift to competency-based educational approaches focused on deeper learning for students. PACE training and support may be a solution and will be considered for districts with a high percentage of schools identified for CSI and/or TSI.

TSI schools will be required to work with their district leadership to establish an improvement plan that establishes strategies for improving the performance of underperforming subgroups. These plans will be reviewed and approved by the LEA. While the LEA is responsible for supporting identified schools, New Hampshire DOE will support districts with identified schools in developing personalized learning approaches that focus on maximizing the learning of each student. Such approaches could include participation in the PACE initiative, the development of personalized learning plans, providing opportunities for extended learning, providing opportunities to demonstrate competence on assessment tied to the specific learning goals, and closely monitoring the progress of each student's learning against his/her personalized learning plan.

Supporting Excellent Educators

In an effort to create learner-responsive educators, NH is building a system of integrated support across the continuum of a teacher's career. Truly impacting P-20 and economic outcomes for the state requires a deep and ongoing commitment to supporting all educators, regardless of where they are within their careers. To design and execute ongoing systems of

support, relationships among higher education, the NH DOE, and K-12 schools must be strong. Strong efforts are already underway to build new P-20 relationships and enhance those that already exist.

Current leadership opportunities in NH begin with the NH IHE (Institutions of Higher Education) Network, whose members bring significant knowledge, experiences, and resources and have convened a Leadership Preparation Programs Committee to assure that programs in the state prepare educational leaders with the knowledge, skills, and dispositions to lead school communities. This group's purpose is to: understand the emerging demands on school leaders in greater depth; identify the signature approaches of leadership preparation programs in the state related to becoming a principal; specifically as a means of identifying and studying effective practices; identify and study effective change leadership principals in NH in order to describe their skills, practices and challenges; as well as to organize the IHE Network with partner organizations in ways that will enable shared learning and improvement. The IHE Network believes that this will lay the groundwork for new collective and institutional approaches preparing the leaders that have the knowledge base including a level of understanding and proficiency that supports competency-based and personalized learning that allows them to strongly support the developing talents of teachers as they engage in this model of learning and assessment practices.

Supporting All Students

NH is very engaged in transition-focused education that keeps the focus on the student's journey to adulthood. Transition planning involves gathering student and family focused age-appropriate transition information that is used to: a) identify the student's preferences, interests, choices, and needs; b) reflect a summary of student's present level of academic achievement and functional performance; and c) be used as a basis for the development of measurable postsecondary goals in the IEP.

Elements of transition planning include:

- Age-appropriate transition assessment is a process. No one single instrument will provide all the information you need.
- Career assessments (including curriculum-based and situational assessment).
- Interest inventories.
- Academic, cognitive, and adaptive behavior assessments.

The New Hampshire DOE supports schools in the design and implementation of local transition strategies by leveraging and building upon several existing resources, tools, and partnerships to support student success, including New Hampshire Kindergarten Readiness Indicators, Schools Ready! New Hampshire Kindergarten Transition Self-Assessment, New Hampshire's State-level partnerships with IDEA, Spark New Hampshire and Head Start Collaboration, New England League of Middle Schools, New Hampshire Next Steps, Project RENEW, Extended Learning Opportunities (ELO's), and vocational rehabilitation. The support for transitions continues at the secondary level with a vision for high school redesign that encompasses the creation of learning

communities in which every participant is actively involved in the process of learning. New Hampshire's goal is that each student will receive a rigorous and personalized education.

New Hampshire postsecondary priorities include:

- Supporting the development and implementation of high school course-level competencies;
- Providing technical assistance and tools to implement Extended Learning Opportunities;
- Providing multiple pathways for students to experience their learning in a personalized environment;
- Connecting to drop-out prevention, recovery, and Adult Education initiatives;
- Providing multi-state opportunities through the New England Secondary School Consortium;
- Connecting to education technology for 21st century high schools;
- Highlighting charter schools' promising practices; and
- Supporting teacher/leader development initiatives.

New Hampshire has legislation allowing for credit-bearing learning outside the classroom that dates back to 2005. In 2008, the New Hampshire DOE began a multi-year Extended Learning Opportunities (ELO) Initiative with funding from the Nellie Mae Education Foundation (NMEF). Since then, the initiative has provided financial support and technical assistance to ELO pilot sites, facilitating development of school-level systems to provide students of all types with the opportunity to experience an ELO project.

The New Hampshire DOE will use one percent of its Title IV allocation to support administration and monitoring and four percent to support LEAs in their efforts to improve personalized learning environments and teaching conditions and ensuring learning experiences are augmented with technology and rich in digital literacy. Additionally, the New Hampshire DOE will use these funds to prepare resources and materials that schools can use in their initiatives to support evidenced-based practices that support personalized educational experiences in the following areas:

- Robotics and STEM initiatives,
- Arts-based learning strategies,
- Civics education,
- Personalized educational experiences,
- Career pathways,
- Dual-enrollment programs,
- Multi-tiered system of support for behavior and wellness,
- Integration of digital tools and technology.

New Hampshire's 21st Century Community Learning Centers program is designed to support mastery of academic subjects and provide students with a well-rounded education through support for learning and expanded learning opportunities.

Learn More

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

New Jersey: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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/>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/nj.html>.

New Mexico: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/nm.html>.

New York: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

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.

For ELs, New York State further enhances the robustness of its Transition Matrix model by capturing cumulative progress of students through a "safe harbor" provision for earning credit. Safe harbor is based on comparing a student's English language proficiency level with the expected level, based on table below. For example, a student whose initial English language proficiency level is Emerging and is in year three would be expected to have made 1 level of growth or have attained a particular level (in this case a level 4.25 in the model). In this way, schools are not penalized for students who have an idiosyncratic growth year as long as they still demonstrate having attained the appropriate overall level and, therefore, are still on track to exiting in the appropriate timeframe. Additionally, provisions for Long Term ELLs/MLLs will also be made, with growth targets carrying over into additional years for students who have not yet attained proficiency. (46)

As part of the state's accountability system, New York will compute a Progress Measure for each sub-group to measure how it performs in relation to the state's long-term goals for that particular group. The Measure of Interim Progress will adjust levels of success to account for subgroups that show particularly strong growth compared to prior performance, even if the subgroup does not achieve either one or both MIPs. (54)

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. The state will also use mean growth percentiles to measure growth for students.

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. These measures include student experiences outside of school, student access to types of courses and curriculum such as STEM and arts, percentage of students acquiring an industry-recognized license or certificate, and parent surveys/local evidence of participation. (62)

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.

New York State does not explicitly weight indicators, but rather uses a series of decision rules to differentiate between schools. These decision rules give the greatest weight to academic achievement and growth (in elementary and middle schools) and academic achievement and graduation rate (in high schools). Progress toward English language proficiency by ELLs/MLLs is weighted more than are academic progress, chronic absenteeism, and the college- and career readiness index, which are weighted equally, but less than achievement, growth, and the graduation rate. Within the Achievement Index, language arts and math are weighted equally and science and social studies are weighted lower. For example, at the high school level, ELA and math combined are given three times the weight of science and six times the weight of social studies. (63)

Support / Improvement for Schools

New York will require schools to undergo an annual needs assessment. The first year they will complete a Comprehensive Diagnostic Needs assessment, and in subsequent years, they will be required to complete a Progress Needs Assessment to best help the state understand how to differentiate support. (76)

The comprehensive Diagnostic Tool for School and District Effectiveness process serves as the foundation of the improvement cycle by providing an in-depth analysis of the quality of the school's educational offerings, including as an initial diagnostic for a school's Comprehensive Needs Assessment. The DTSDE rubric is a research-based tool that outlines six critical tenets of school and district success, and, within each tenet, five Statements of Practice that are critical for success in each tenet. (The five tenets are district leadership and capacity, school leader practices and decisions, curriculum development and support, teacher practices and decisions, social and emotional developmental health, and family and community engagement.) The DTSDE process allows for teams to examine closely multiple components of school success through the use of a comprehensive rubric. Teams of reviewers provide their feedback on the quality and the effectiveness of the education offered to students, as opposed to visiting a school with a checklist for compliance purposes. This process allows the schools to reflect on both what is being done and how it is being done. This process also provides opportunities to ensure that schools are culturally responsive to the needs of the community. The team of reviewers will examine curricula to ensure that they are culturally responsive, in addition to meeting with students and their families to learn how the school is delivering culturally responsive educational offerings. In addition to the direct technical assistance that the State provides to principals through the DTSDE review process, New York State also uses the DTSDE rubric and review process as a means to build the capacity of LEA leaders and school leaders. (78/79)

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.

As an additional way to promote best practices and to position schools for success, schools in need of comprehensive and targeted support will be required to conduct annual surveys of parents, teachers, and students. These surveys should be used to measure change over time, assist in the Needs Assessment process, and provide data to inform the annual planning process. (86)

The state recognizes the important role that locally elected school boards have in improving student outcomes. The state is hopeful that its deliberate approach toward school and district improvement will further drive efforts at the school board level. Its plan to make critical data more prominent and accessible is intended to spearhead improvement and promote equity both within districts and between districts. (87)

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.

In addition to focusing recruitment efforts on candidates who are academically promising, the Department also believes that it is important to ensure that the pipeline of future educators includes culturally competent and ethnically and linguistically diverse candidates such that the demographics of the educator workforce can better mirror the demographics of New York State's student population. Included in the strategies to do so is the recommendation to create formative assessments of cultural competence and other qualities and supporting the admission and retention of excellent teacher and school leader candidates. (146)

New York has a major focus on incorporating tenets of a positive school culture that actively embraces all students' differences, and will provide support and resources for school administrators, instructional staff, and non-instructional staff to facilitate that culture. (112)

In addition to traditional pathways to certification, New York State also has a system of transitional certificates, which provide opportunities for alternative routes into teaching, including for individuals with advanced degrees and mid-career professionals from other occupations. The "Transitional A Certificate" is issued to an individual in a specific career and technical

education title (in agriculture, health, or a trade) who does not meet the requirements for an Initial Certificate, but who possesses the requisite occupational experience. The "Transitional G Certificate" is issued to a college professor with a graduate degree in science, technology, engineering, or mathematics who has successfully taught at the college level for at least two years. The Transitional G certificate will allow an individual to teach mathematics or one of the sciences at the secondary level, without completing additional pedagogical study, for two years. After two years of successful teaching experience with the district on a Transitional G certificate, the teacher is eligible for the Initial Certificate in that subject area. (155)

Foundationally, the Department has developed a set of teaching standards called the NYS Teaching Standards. The broad conceptual domains of these standards are as follows: 1) Knowledge of Students and Student Learning; 2) Knowledge of Content and Instructional Planning; 3) Instructional Practice; 4) Learning Environment; 5) Assessment for Student Learning; 6) Professional Responsibilities and Collaboration; and 7) Professional Growth. Underneath those broad domains, there is a set of elements and corresponding performance indicators that expresses the Department's expectation of what teachers should know and be able to do in order to be effective practitioners. Explicit in Domains 1 through 5 are elements and indicators centered on ensuring that teachers are able to identify, teach to, and assess the progress of all students in a way that is responsive to their unique needs. (157)

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 in serving every student. Among others, these characteristics include:

- Visionary instructional leaders partner with all stakeholders. These leaders create professional, respectful, and supportive school culture and community that promotes diversity and leads to success, well-being, and high academic and career expectations for all students.

- 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. This results in instruction that is relevant and responsive to student needs and modified to maximize student growth and learning outcomes.
- The school community identifies, promotes, and supports social, emotional, physical, and cognitive development throughout the school day by designing systems, programs and strengths-based experiences that foster healthy and safe/inclusive relationships and environments. 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. Consequently, students develop the knowledge and skills to meaningfully transition to post-secondary opportunities and to exercise civic responsibility.

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.

The Department will continue to promote school and district use of its Social and Emotional Development and Learning Guidelines, which aims to give New York State school communities a rationale and the confidence to address development.

The Department also prioritizes family engagement as a critical component in a child's education for the following reasons:

- Family engagement supports children's school readiness academically, socially, and emotionally
- Home-school partnerships are formed when families are engaged in their child's learning
- Families that support their child's learning more easily recognize gaps, if they occur, and can advocate for needed services

- Families that are engaged in the early years tend to continue to stay engaged throughout their child’s education, making smooth transitions from home to school throughout the P- 12 continuum
- Family involvement benefits educational systems, as it is a contributory factor in all school improvement efforts

With these tenets in mind, the Department will continue to provide capacity-building resources and professional development for school administrators, instructional staff, and non-instructional staff who interact directly with families. The Department will provide districts with guidance and best practice-based resources, such as the Dual Capacity Building Framework for Family-School Partnerships, to help support the targeted and effective use Title I, Part A and/or Title IV, Part A funds for parent and family outreach and engagement activities. (174)

To improve the academic achievement and digital literacy of all students, and to enhance equitable access to quality learning experiences, the Department will support new and existing programs that focus on the utilization of technology to personalize learning; increase access to high-quality, rigorous learning experiences; and provide professional development to assist teachers in effectively utilizing technology to improve teaching and learning. The Department recognizes that technology is a powerful tool that provides opportunities to more efficiently and effectively personalize learning, including providing individualized support and resources. Personalized learning is centered on tailoring instruction and learning experiences to support individual learners’ strengths and needs, in turn promoting cultural and linguistic responsiveness for all students. The Department also recognizes that technology can be utilized to provide opportunities, through online, blended, and distance learning, for increased equity in accessing high-quality courses and learning experiences that might not otherwise be available, such as in rural and high-needs schools, as well as in schools that serve special populations. (179)

The Department will further support the academic achievement and digital literacy of all students by promoting equitable access for all students to effective school library programs, which includes instruction delivered by State-certified school librarians and access to professionally curated resources that, among other things, provides student opportunities to engage in the creative process through STEAM initiatives and help prepare college- and career-ready graduates. (182)

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

ESSA plan submitted to USDE for approval.

Vision

Theory of Action: North Carolina commits to continue to transform its education system to allow every student to follow the path to success that they decide best fits them. North Carolina promotes new strategies that translate into emerging initiatives. Once shown to improve outcomes for students, such promising practices will be scaled and replicated into proven programs across the state. By continuously innovating and improving at each step, North Carolina will create adaptive environments for personalized, digital-age learning. Schools will support individualized professional development of educators and empower these professionals to adopt their own innovative ideas and strategies for instruction. In our classrooms, personalized, digital-age learning will allow students to determine the pace at which they learn and will inspire students to take ownership of their preparation for their own path to success through an immediate career, post-secondary education, or both.

Guiding Principle: North Carolina's guiding principle is to transform from industrial age practices of providing all students and educators with the same inputs and opportunities to digital-age practices in which all students and educators have access to unique learning experiences based upon their individual needs and aspirations.

Role of ESSA in the Theory of Action: North Carolina supports individualized instruction and learning for both students and educators and continues to explore and promote emerging initiatives for personalized learning. The Every Student Succeeds Act (ESSA) provides the state with this opportunity via the commitment in the plan to continuous innovation for students and educators.

Every Student Ready to Follow Their Own Path to Success: Every student will decide their own path toward becoming productive citizens prepared to pursue higher education through certification, two- or four-year degrees, or military service, or to immediately embark on a career after high school. Students will take a driving role in designing their learning experiences and tracking their progress to clearly-defined goals.

Adaptive Environment: The environment that North Carolina creates to empower educators and inspire students is adaptive. The goal of differentiating learning for both educators and students is accomplished through flexible practices, authentic assessments, and responsive thinking. Educators and students are regularly given the opportunity to develop their skills in adaptive approaches, theories, methods, and practices as the environment should adapt to the needs and aspirations of educators and students.

Personalized Learning: Personalized learning rests on four pillars:

- A student having a “learner profile” that documents and stimulates self-reflection on his or her strengths, weaknesses, preferences, and goals;
- A student pursuing an individualized learning path that encourages him or her to set and manage personal academic goals;
- A student following a “competency-based progression” that focuses on the ability to demonstrate mastery of a topic, rather than seat time; and,
- A students’ learning environment being flexible and structured in ways that support individual goals. Personalized learning is not about students having “personal education plans.”

In North Carolina, the vision for personalized learning is to create a statewide educational system that supports the four pillars of personalized learning. This vision includes the use of digital resources that provide the ability to transfer information freely and quickly.

Academic Assessments

The North Carolina Standard Course of Study (SCoS) for Mathematics prepares all students for success in subsequent mathematics courses by focusing instruction on rigorous content standards that emphasize mathematical concepts and practices from kindergarten through grade 8. Recognizing the importance of the need for the development of a mathematical understanding that will support students in advanced mathematics courses in middle school, the North Carolina end-of-grade mathematics assessments assess all students on college and career readiness-aligned content standards. The NCDPI shares, by way of the Individual Student Report, whether a student is progressing as needed to be on track for college and career. In addition to these annual assessments, teachers have access to the Educator Value Added Assessment System (EVAAS) that provides not only growth outcomes for groups of students (class-level and school-level) but also gives student-level projections for each school year so that teachers may specifically address the needs of individual students. With this information, teachers identify areas that need additional instruction so all students have the opportunity to participate in advanced mathematics courses in middle school. For more information regarding the SCoS, please see Supplemental Attachment 4. In addition to implementing the option to use the end-of-course test for federal accountability in grade 8, North Carolina will submit a waiver request to the USED to extend this to students in grade 7 who take the NC Math 1 assessment. Seventh grade students, as all eighth grade students who take NC Math 1 prior to high school, will also take the NC Math 3 assessment in high school for federal reporting.

Support / Improvement for Schools

Innovation School District: CSI schools failing to meet exit criteria will be required to implement more rigorous interventions. These interventions may include the adoption of a specific turnaround model and require additional oversight and supervision from the NCDPI. One such example is the Innovative School District. In 2016, the North Carolina General Assembly established in law an Achievement School District, created to improve continually low performing elementary schools across the state. This model has been re-envisioned one-year later, with a focus on creating innovative conditions in local communities and schools, where

accountable, data-driven partnerships can come together with a single vision for equity and opportunity for all students and was renamed by the General Assembly in 2017 as the North Carolina Innovative School District.

Innovation Zones : In the event that a local school district partners with the ISD for the transfer of a low-performing elementary school to be managed as an Innovative School, that district may apply and be considered for the creation and operation of a locally controlled Innovative-Zone (IZone). The I-Zone is a strategy that provides a group of low performing schools within a local school district the opportunity to benefit from additional flexibilities, often aligned with those provided to charter schools in the state.

NCStar: The NCStar system assists schools in their move to create a culture of continuous improvement. NCStar is a web-based tool utilized by schools to help manage their school improvement processes and track progress. NCStar contains over 100 research-based effective practices (indicators) and allows schools flexibility to personalize their school improvement plans to meet their distinct needs. The NCDPI has also released a version of the tool that may be used by LEAs to manage their district plans.

Whole Child NC: In addition, LEAs with a significant number or percentage of schools that are consistently identified as needing comprehensive support and improvement, will be provided with additional support for the implementation of statewide initiatives. For example, these districts will receive additional support on using the Whole School, Whole Community, Whole Child (WSCC) model for providing critical health and environmental services necessary to address issues resulting from poverty and poor health that play a significant role in student achievement.

Supporting Excellent Educators

Digital-Age Learning: With students adapting to an ever-changing world, it is imperative that our teachers embrace the change trajectory as well. In 2016, the NC State Board of Education and the NC General Assembly endorsed a set of digital learning competencies for teachers and administrators. These standards for teachers and administrators will serve to identify the needed skills to provide high quality, integrated digital teaching and learning.

Home Base: Home Base is a secure and comprehensive suite of digital learning tools and student information management systems. It consists of educator evaluation and professional development resources for teachers and provides access to online learning resources aligned with the North Carolina Standard Course of Study.

Online Professional Learning: The NCDPI staff created and deployed 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 (250), requiring a high level of learner independence. 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.

Leadership: NCDPI will reserve three percent (3%) of Title II, Part A funds in accordance with ESSA section to support the development of school leadership.

Supporting All Students

Whole Child NC: Knowing that students attend schools with numerous factors that impact their success, the NC State Board of Education established an interagency advisory committee known as Whole Child NC. Whole Child NC uses the Whole School, Whole Community, Whole Child model as a framework for reviewing challenges and addressing issues of school age children such as poverty, safety, health and other non-academic barriers. Currently, the NCDPI is conducting a pilot project using the WSCC model with eleven (11) LEAs. LEAs are given an assessment tool and are provided support for collecting and analyzing data, creating an action plan for their work and evaluating their outcomes. While all LEAs are encouraged to use the model and the NCDPI staff are available for support, pilot LEAs receive intense support and technical assistance to implement the model in their communities. The results of the pilot and the lessons learned will be used to provide continuous support for all LEAs.

EL Support Team: English learners are students who need specialized support in accessing content standards while learning English. The NCDPI sponsors the EL Support Team to train educators to personalize instruction for students learning new content in a second/non-native language. The Support Team offers training and coaching opportunities across the state utilizing effective theory-based concepts and best-practices. The team can provide support for academic language development, second language acquisition, literacy, authentic formative and summative assessments, technology integration, and data-driven decision making in regard to English learners.

North Carolina Virtual Public School: The NCVPS has been in operation for 10 years. NCVPS offers high-quality online courses for students in grades 6–12 who are taught by certified North Carolina teachers to students from across the state regardless of their zip codes. NCVPS offers over 150 courses: any course a student would need to meet North Carolina graduation requirements.

Career and College Promise: Career and College Promise (CCP) is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at NC community colleges and universities while still in high school. Students choose pathways focusing on college transfer or career technical education and/or enroll in Cooperative Innovative High School (CIHS) as they work toward their postsecondary plans and career development. Students who successfully complete college courses earn technical certificates/diplomas, associate's degrees, or transferrable college credit while in high school. NC continues to be a leader in this area with an ever-growing CCP program, including one of largest networks of CIHS/Early Colleges in the country.

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 approved by the USDE.

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 20% at the high school level. At the high school level only, 4-, 5-, and 6-year graduation rates for high schools measured at 16%; growth and "choice ready" are measured together for high schools, weighed at 21%. GED Completion is weighted at 8%.

The state will use a Student Learning Index to measure the degree to which each institution provides evidence of student performance on statewide assessments. Schools will be expected to demonstrate growth towards meeting and exceeding expected levels of achievement as put forth by the state. The Index is a tool that will measure both growth and achievement. The basic structure will expect schools with high achievement to also show recognizable growth, and expect schools with low achievement to grow in such a way that will allow them to reach expected achievement levels long-term.

North Dakota will offer partial points on its academic progress composite at the elementary and middle school levels for students who are partially proficient, negative points for not meeting defined performance targets, and full and additional point values for students who meet or exceed targets. The state assessment will provide growth achieved by each student based on

prior year results. Every student will be expected to demonstrate at least one year's worth of growth for one year's worth of learning.

“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/>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/nd.html>.

Ohio: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

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 5-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.

Priority high schools will have the option of incorporating the Career Pathways Framework into their School Improvement Plans. Schools serving grades 9-12 who are identified as priority schools because their graduation rate is lower than 67 percent will be encouraged to implement and supported through the implementation of high-quality career-technical education programs as part of their school improvement plans.

Supporting Excellent Educators

Ohio will use the 3% set-aside to develop and improve supports for principals and other school leaders. Proposed, phased-in projects include:

- Updated Principal Standards: Principal standards help outline the essential skills and traits that shape the development and support of principals over the continuum of their careers. The current Ohio Standards for Principals were adopted in 2005. Revision to these standards is needed to reflect the current and future skills, traits and roles of principals needed in Ohio's schools. Stakeholders will be involved in the process to ensure the standards address the current role of principals across Ohio's diverse local education agencies.

- **School Leader Mentoring and Coaching:** Stakeholders noted school leaders need opportunities for mentoring (novices) and coaching (experienced school leaders). The Department will use a portion of this set-aside to help design, pilot and implement mentoring and coaching models (in collaboration with appropriate stakeholders) for school leaders to continually improve their leadership capacity and effectiveness. This includes addressing topics such as (but not limited to): criteria for coach and mentor selection, establishing learning communities, and professional development.
- **Professional Development for Principal/Teacher Evaluators:** To improve instruction and leadership through educator (both principal and teacher) evaluation systems, it is necessary that evaluators have the ability to recognize and use various types of evidence, accurately differentiate performance, and provide targeted feedback while engaging in educator evaluation. Professional development focused on these specific topics will be designed for and extended to local educational agencies and other supporting entities.
- **Teacher Leadership:** Ohio wants to continue to build systems that leverage teacher expertise and leadership as well as Ohio’s four-tier licensure systems. This work will begin with the development of a teacher leadership framework with stakeholders that will set the stage for potential pilot projects of teacher leadership models and inform the improvement and update of teacher leader endorsement standards.

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 include:

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

ESSA plan submitted to USDE for approval.

Vision

Through ESSA, the Oklahoma State Department of Education (OSDE) has reaffirmed its focus on strengthening education, ensuring equity for all students, enhancing professional development and more - but it also provides an opportunity to spotlight the OSDE's commitment to the power of individualism.

By 2025, the OSDE envisions several key improvements for the state of public education in Oklahoma:

1. Score above the national average on NAEP in all subjects for 4th and 8th grade.
2. Reduce the need for emergency-certified teachers by 95%.
3. Be among the top 10 states for students graduating in the four-, five-, and six-year cohort.
4. Have 100% of students in grades 6-12 with an Individual Career Academic Plan (ICAP), impacting 335,000 students.
5. Align early childhood education and learning foundations to ensure at least 75% of students are "ready to read" upon kindergarten entry, affecting 39,000 new kindergarteners each year.
6. Reduce by 50% the need for math remediation after high school.

Long Term Goals

The achievement of each student will be measured in terms of a scale score rather than the percentage meeting grade-level proficiency. The baseline year will be 2017, when standards are set for each grade, content area and student group. Schools will receive a "status" score indicating the % of students on track to be college and career ready, and schools will receive a "growth" score indicating the growth in % on track year-to-year. Individual school goals will be set after the baseline year.

By 2025 all groups will be expected to achieve a scaled score that indicates most students will be ready for the challenges of college or career. The status targets will also reduce the achievement gap each year, but at a rate that has proven to be feasible based on past performance. This achievement indicator is both rigorous and attainable. It incentivizes schools to work with every student to meet his or her target and not just those close to proficiency.

Oklahoma's long-term goal for graduation rate is to be among the top 10 states for students graduating in the four-, five- and six-year cohorts. The state could reach that goal if 90% of its students graduated. Oklahoma will establish long-term goals for graduation rates that include five- and six-year graduates. The state will examine the baseline data and establish ambitious intermediate goals when the extended year graduation information is available in March 2018.

Accountability

Oklahoma's accountability system will include 4-, 5-, and 6-year graduation rates. It will also include an indicator of "Postsecondary Opportunity" which will be given a weight of 10 out of 90 points. This includes AP/IB participation, dual enrollment, internships and apprenticeships, and industry certifications.

Support / Improvement for Schools

As part of its system of rigorous interventions available for struggling schools, Oklahoma offers multiple, intensive instructional leadership development programs. Moving UP is a 15-month professional learning program structured for new or aspiring administrators, primarily focusing on turnaround leadership competencies for Comprehensive School Improvement (CSI) schools. Participants collaborate through face-to-face trainings and virtual learning sessions. They receive coaching between sessions from master administrators. Subsequently, new administrators create a strong foundation built on research-based practices and Oklahoma-specific goals.

Likewise, Lead 2 Succeed (L2S) is a 24-session cohort of experienced, district-identified principals who will use curriculum from the National Institute for School Leadership to become change agents for their districts and surrounding areas. Connecting research-based practices to real school challenges, participants enhance their current expertise and strengthen their school's learning culture. Key participants within the cohort are identified for roles as facilitators for future L2S cohorts.

Supporting Excellent Educators

In May 2016 Oklahoma's Governor signed H.B. 2957 redefining 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.

The OSDE plans to use Title II, Part A funds for the following state-level initiatives:

- Recognize and implement Learning Forward Standards for Professional Learning to support newly implemented academic standards. The new definition of professional development emphasizes activities that are sustained, intensive, collaborative, job-embedded, data-driven and classroom-focused. Learning Forward standards will anchor the professional development offerings from the OSDE that, in turn, will foster student achievement.
- Implement a Professional Learning Focus (PL Focus), emphasizing professional growth and ownership, as part of the state's evaluation system.

- Strengthen the teacher residency program that provides support for strong mentorship and induction programs for new teachers.
- Improve quality and effectiveness of principals and other school leaders through established Lead 2 Succeed and Moving UP programs.
- Ensure implementation of the teacher-leader career ladder, established in state law to elevate teachers who take on responsibilities of mentor, model and lead roles while receiving additional compensation.

Supporting All Students

A strategy to assist students transitioning from middle school to high school is the use of Individual Career Academic Plans (ICAPs). An ICAP is a multi-year process that guides students as they explore career, academic and postsecondary opportunities. Family, student and educators collaborate to develop the ICAP, which equips students with the awareness, knowledge and skills to create their own meaningful exploration of college and career opportunities. When students complete an ICAP, they discover which pathways fit their unique talents. OSDE will introduce a pilot program study in the 2017-18 school year and continue with additional school district pilots during the 2018-19 school year. Implementation statewide will follow during the 2019-20 school year, with the ICAP as a graduation requirement. Districts and schools may use the flexibility under the ESSA for expanded uses under Title I, Title II, and Title IV to improve postsecondary outcomes for all students. Using ICAPs, stakeholders will help determine a path to success after high school. Through available tools, students can create individual portfolios, utilize high school planning tools and explore college and career options.

Oklahoma will continue to encourage teachers, students, parents and community members to take advantage of the state's concurrent enrollment program, which is supported through the Oklahoma State Regents for Higher Education and has allowed outstanding juniors and seniors the opportunity to earn college credit while still in high school at a reduced or free tuition.

The Oklahoma legislature authorized the AP Incentive Program in 1997 to increase access in AP and IB coursework. Oklahoma will continue to offer professional development, test fee assistance for economically disadvantaged students, and grants and incentive funds to districts to expand AP programs. Additionally, the OSDE provides technical assistance to IB schools' teachers as well as postsecondary option training to parents of IB students.

Under the ESSA, Oklahoma plans to increase access and opportunity for postsecondary readiness for all students, especially those served in Title I schools by utilizing Title I and Title IV funding. With external funding from J.P. Morgan Chase, the OSDE has initiated the New Skills For Youth (NSFY) program. This initiative provides for Oklahoma to accelerate and expand the current statewide initiative, Oklahoma Works, which is designed to increase the wealth of all Oklahomans by aligning education and training to produce a relevant workforce. The coalition includes business leaders, educational leaders and state agency partners.

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 approved by the USDE.

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, the 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 students' 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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/or.html>.

Pennsylvania: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Vision

The Pennsylvania Department of Education (PDE) was guided by the following goals in creating its ESSA plan:

1. Students are engaged, healthy, safe, and prepared to succeed in school, work, and life. This includes that students deserve equitable access to well-rounded, rigorous, and personalized learning experiences that spark curiosity, build confidence, and help them prepare for meaningful postsecondary success and that students feel safe, respected, and have their social-emotional needs met so they can learn and grow.
2. Every school should have diverse, well-supported, and effective educators.
3. Schools are an integral part of communities.

Academic Assessments

Stakeholder workgroups recommended that PDE should conduct a study on the feasibility of administering assessments at multiple points in time to better inform instruction and that PDE should encourage districts to use performance-based measures for students to demonstrate progress toward achievement of post-secondary goals. Based on the next phases of stakeholder engagement, it was determined that there was not wide enough support to develop assessments to give at multiple points in time, but the department is moving forward with allowing districts to incorporate local assessments for the Future Ready PA index.

Accountability

PDE plans to be using the Future Ready PA Index as its school report card in the fall of 2018 based on data from the 2017-2018 school year. It will provide measures of school performance presented in a dashboard approach that:

- Emphasizes student growth measures that are less sensitive to out of school factors;
- Measures English language acquisition among English learners, not simply performance on a test of grade-level English language arts standards;
- Eliminates the unequal weighting of content areas from previous school report cards;
- Measures chronic absenteeism;
- Includes indicators of student success after graduation;
- Adds measures for student access to well-rounded and advanced course offerings, such as AP, IB, dual and concurrent enrollment, and CTE programs of study;
- Encourages districts to include locally-selected reading assessments and math assessments as additional evidence of student progress;
- Incentivizes schools to offer career pathways that culminate with high-value, industry-recognized credentials; and

- Recognizes schools for reducing the percent of students scoring at the Below Basic level.

The Future Ready PA Index will use a dashboard model to provide meaningful information to schools, policymakers, and communities (including students, parents and families, teachers, business leaders, and local taxpayers). The dashboard approach presents school-level indicators to ensure proper attention to each indicator; this approach moves away from the single summative score that aggregates different kinds of measures together that has been previously used in Pennsylvania.

Pennsylvania calculates four- and five-year graduation rates and is seeking flexibility to base accountability decisions on the higher of the two rates.

Stakeholder work groups recommended that the accountability system should start with a student-centered approach that considers the whole student experience including academics, physical and cultural environments, and supports. They also recommended that the accountability system should be based on an array of indicators of student experiences and growth toward college and career readiness. The groups also recommended that the accountability system enable system-wide continuous and sustainable improvement by providing transparent, timely, and meaningful feedback to all stakeholders.

Growth is measured using the average growth index.

The accountability system includes a measurement of scale score growth towards proficiency for English Learners in addition to attainment.

Pennsylvania's school quality/student success indicator measures career readiness in relation to the state's Career Education and Work academic standards: career awareness and preparation, career acquisition, career retention and advancement, and entrepreneurship. The indicator measures the percent of students demonstrating engagement in career exploration and preparation and implementation of individualized career plans based on grade level:

1. Students who demonstrate engagement in career exploration and engagement by fifth grade through a state or locally created program/curriculum,
2. Students who create an individualized career plan by eighth grade,
3. Students who implement their individualized career plan and participate in career development activities as assessed through an ongoing career portfolio by eleventh grade.

Additionally, the Future Ready PA Index includes new career ready indicators as measures of school performance including:

- Career readiness indicator
- Attainment of industry credentials
- Access to advance coursework

- Post-secondary transition

Support / Improvement for Schools

Chronic absenteeism and a career readiness benchmark will be used to help identify schools that need improvement for purposes of federal accountability under ESSA.

Schools with subgroups that show low performance in achievement, growth, and one additional factor may be identified for support, including chronic absenteeism or high school graduation rate, career readiness, and progress in moving English Learners to proficiency.

Pennsylvania's system is built on two foundational frameworks: Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Support (PBIS) given the research that shows that addressing non-academic barriers to academic success helps students learn, stay on track to graduation, and make a successful transition to postsecondary education and/or careers.

Professional development and technical assistance will be provided to school-based, interdisciplinary teams that will be required to utilize MTSS practices which seek to address both student- and school-level academic, behavioral, and climate concerns within a recurring and systematic problem-solving process.

Pennsylvania will permit individual districts to propose a more rigorous, locally-developed plan for interventions in returning Comprehensive Support and Improvement schools. This aspect of the plan recognizes that the challenges facing a struggling school cannot be disentangled from community and district factors such as district leadership, recurring resources, and resource allocation. Locally-developed plans must be approved by the Department.

Supporting Excellent Educators

Title II, Part A funds will be used to support Department-approved teacher and leader clinical residency programs through a competitive grant program. This leverages partnerships between districts and educator preparation programs. They embed a year of clinical experience in preparation programs and emphasize a residency model in which preparing educators live and work in the communities and schools where they learn and serve.

Using MTSS, PDE will work with districts to provide comprehensive, on-site technical assistance and support through the Statewide System of Support to ensure that students with specific learning needs, such as students with disabilities and English Learners, have their learning needs met. PDE is working to embed culturally responsive and trauma-informed concepts and competencies within professional development programs and resources.

PDE is exploring alternative pathways to teaching, including "Grow Your Own" models and pathways for high school students to explore teaching as a career.

Districts may use federal funds, including Title II funds, for professional development for educators to obtain skills and credentials needed to teach as part of a dual/concurrent

enrollment program, as well as to improve schools' identification of gifted and talented students to enroll in college-level coursework.

All Intermediate Units will have at least one STEM point of contact trained in the Carnegie Pathway of Excellence, MTSS, Inquiry/Project Based Learning, and Code.org's suite of computer science resources helping to advance equity and access to STEM education.

Pennsylvania encourages districts to consider Educator in the Workplace opportunities for professional development credit. This provides a hands-on opportunity for educators to spend time at a place of business to learn firsthand how their academic subject area connects with the skills, knowledge, and competencies needed in the workplace. The program enables teachers, counselors, and administrators from local school districts and career and technology centers to partner with participating local workplaces to connect classroom learning with relevant business practices, helping to better prepare students for college and careers in the 21st century.

Supporting All Students

PDE has invested in programs to enhance the capacity of districts and schools to identify and assist at-risk students through academic, social, behavioral, emotional, and other interventions and supports.

PDE intends to prioritize existing federal and state funding sources to support four priorities:

1. Ensuring well-rounded, rigorous, and personalized learning experiences for all students.
2. Addressing the needs of students through school-based supports and community partnerships.
3. Promoting successful transitions in early childhood through postsecondary education.
4. Promoting school climate and social-emotional learning.

The first priority above aligns to the goal of expanding the number of students enrolled in at least one advanced rigor course - AP, IB, and dual enrollment - and specifically aims to reduce gaps. The Future Ready PA Index will launch in Fall 2018 and will provide data on the number of high school students participating in advanced coursework and the number earning industry-recognized credentials.

Districts may use Title IV, Part A fund, as well as other federal funds, to provide dual or concurrent enrollment programs or early college high schools.

Students can explore career interests, possibilities, and pathways through PDE's web-based career exploration tool. They can receive individualized feedback on job categories, interest clusters, and work personality environments, and then create a portfolio, printable resume, and explore budgeting and personal finance.

Pennsylvania has five of the nation's 54 STEM ecosystems formally recognized by the STEM Funders Network. STEM ecosystems are communities of practices that integrate resources from business, industry, philanthropic organizations, traditional education networks, afterschool providers, museums, public libraries, and others to provide STEM experiences for all students.

Community schools require a full-time staff person to assess the needs of students, staff, and families; to assess resources available in the community; and to strategically connect and coordinate them for positive outcomes. Resources span basic needs such as food, clothing, physical and behavioral health supports to academic resources such as tutoring, mentoring, after school enrichment and skill building programs.

Pennsylvania will prioritize the use of Title IV, Part A, and other federal funding, to enhance equitable access to a well-rounded education that includes career and technical education; English, reading, and language arts; health and physical education; science, technology, engineering, and mathematics, including computer science; music and the arts; social studies; and world languages. PDE will support districts in their efforts to ensure that all students have access to opportunities to participate in the arts and music and other disciplines that spark joy and creativity and connect students' talents and interests with opportunities to serve the needs of their community.

As part of PA's Phase One planning grant from New Skills for Youth, PDE led a cross-agency, cross-sector team comprised of state leadership in K-12 and postsecondary education, workforce, and economic development to identify, coordinate, and scale career pathways systems and career readiness initiatives at the local and state levels. Pennsylvania will continue this work by reviewing data on current career pathway programs in place and dedicating additional human capital in PDE to provide support and assistance for districts wanting to implement or expand programs in their schools and communities.

Under the Workforce Innovation and Opportunity Act, PDE's Office of Elementary and Secondary education and the Bureau of Career and Technical Education have worked with agency staff and cross-sector partners to promote meaningful work-based learning experiences for students.

PDE established the PA Pathways Innovation Network which supports the development and implementation of career and STEM pathways for school districts, Career and Technical Centers, postsecondary institutions, employers, workforce/economic development providers, and/or regional partnerships.

PDE will continue to collaborate with national, state, and local partners to ensure that the state's implementation of ESSA promotes opportunities for all students to explore and plan for the possibilities of 21st Century careers and experiences through meaningful college and career pathways, high-quality STEM education, and targeted supports. One of the state's goals is to annually increase the number of students achieving success in college and career readiness activities, including career exploration, career portfolios, work-based learning, internships, and other initiatives.

Pennsylvania's Career Education and Work Standards provide for middle school students to have identified career opportunities aligned to their personal interests; explored relevant educational pathways to prepare for careers; and created a personalized career plan including career goals, pathways, and training and education requirements.

Pennsylvania is one of eight states participating in the Collaborating State Initiative led by the Collaborative for Academic, Social, and Emotional Learning (CASEL).

School libraries and media centers serve as launch pads for student-initiated inquiry by providing personalized digital literacy instruction and inspiring increased interest in reading.

Educational programs for students in correctional facilities are designed to meet the needs of each student. The staff work together to develop a comprehensive education plan and an Individual Program of Instruction for every student.

Learn More

Find more information on Pennsylvania's ESSA-related work and a link to the most up-to-date state plan at <http://www.education.pa.gov/K-12/ESSA/Pages/default.aspx#tab-1>.

Rhode Island: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

Rhode Islanders together demand an educational system that holds high expectations for all students, regardless of income or background; is responsive to students' individual needs; and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators (Rhode Island Strategic Plan for K12 Education, 2015).A

Academic Assessments

Rhode Island will be field testing a new science assessment aligned to the Next Generation Science Standards in spring 2018 and will administer the first operational test in 2019.

Accountability

Rhode Island's accountability system is structured to activate collective responsibility for continuous improvement at all levels of education – the state, LEA, and school. To empower Rhode Islanders to take on this responsibility, Rhode Island's accountability system includes three components: 1) A prudent set of measures that differentiate school performance; 2) A classification system that places each school in one of five levels based on a set of rules that prioritizes proficiency and growth; and 3) A robust set of information within the state, LEA, and school report cards that will further inform needs assessments and improvement planning. The report card, rather than the school classification, is the primary means of communicating school success to parents and the broader community.

The school, LEA, and state report cards will provide the information necessary to be responsive to the needs of students and schools. The Rhode Island Department of Education (RIDE) will revisit funding opportunities via federal and other funding sources based on the context and changing needs of the state as we revisit and update our plan on an annual basis.

The annual academic achievement indicator will be comprised of two indexes computed using Rhode Island Comprehensive Assessment System (RICAS), Dynamic Learning Maps (DLM), PSAT, and SAT assessment results. English language arts and mathematics will be calculated as separate measures and points will be assigned based on student achievement level on the English language arts and mathematics state assessments. Each assessment will have four performance levels with level three indicating proficiency. Proficient will be weighted one point and performance at level two will receive a partial point.

A Student Growth Index will be calculated using Student Growth Percentiles for eleventh grade students based on the PSAT and SAT. The Student Growth Index will include differential weights for low, typical, and high growth. A Student Growth Index will be calculated using Student Growth Percentiles for students in grades four through eight based on the RICAS assessment. The Student Growth Index will include differential weights for low, typical, and high growth.

The Exceed Expectations Indicator will measure the percent of students exceeding expectations on the RICA), DLM, PSAT, and SAT. English language arts and mathematics are calculated as separate measures. Rhode Island will calculate the percentage of students at each school and in each subgroup within the school who exceed expectations (level 4).

A weighted graduation rate is calculated based on 33.33% of the four-year cohort rate, 33.33% of the five-year cohort rate, and 33.33% of the six-year cohort rate. This weighted rate is referred to as the Composite Graduation Rate.

Rhode Island will determine the number of years that a student has to attain proficiency, and then set growth targets based on the entering grade-level scale-score.

School quality or student success will be reflected through multiple measures. In 2018, the indicators will include Chronic Absenteeism and Student Suspensions. In 2019, Rhode Island will include two additional high school measures, High School Graduate Proficiency (a measure of the percentage of students demonstrating proficiency on RIDE-approved assessments in English language arts and mathematics) and Post-Secondary Success (a measure of the percent of students in each high school that graduate each year with one or more of the following: Career and Technical Education industry-approved credential, college credits through dual- or concurrent-enrollment, or successful completion of Advanced Placement tests). In 2022, Rhode Island will transition the two high school measures to align with the state's high school graduation requirements and add a new Science Proficiency indicator.

Support / Improvement for Schools

Rhode Island lists the following principles for school improvement:

- A belief that learning must be personalized to meet the needs of all students, and that a broad variety of pathways to college and career readiness must be made available, so that student and family choice can be a key driver in educational attainment.
- School improvement requires innovation, and that innovation cannot be achieved through coercion, but rather through empowerment of those closest to the students, namely families and educators.
- This empowerment must come through the form of greater flexibility and autonomy at the school level, while maintaining tight standards of accountability for outcomes, and taking appropriate action if needed when outcomes are not met.
- School improvement is the work of all members of the state community, meaning Rhode Island must emphasize shared responsibility for improving opportunities and outcomes for every Rhode Island student. This mutual responsibility acknowledges that all education partners in the state can and should play a role in improving access to high quality opportunities and educational outcomes for students.
- School improvement is not possible without authentically engaged communities and families at all stages of the planning and implementation of school improvement efforts.

RIDE's ESSA State Plan will introduce the concept of "School Redesign." Through a School Redesign, LEAs will authentically engage with their educators and Community Advisory Boards

(CAB) to fundamentally redesign and relaunch the school as a model that will be best positioned to address student needs.

Specifically, Rhode Island will require all LEAs with schools identified as in need of comprehensive support and improvement (CSI) to assemble a CAB. Through the CAB, community stakeholders will possess a dedicated advisory “seat at the table” in which they can provide feedback and support to the LEA on both the initial development and ongoing progress of the LEA’s school improvement plan. Further, LEA’s may leverage the CAB to help identify direct roles that community stakeholders can play within the school improvement process. The CAB should be comprised of a broad range of community stakeholders from the communities served by the identified school(s). Ultimately, each LEA will be empowered to formalize members of the CAB that they feel best represent their community.

RIDE will require the School Redesign process for any school identified for comprehensive intervention and support that has failed to meet exit criteria within four years of identification. These schools may choose from five school designs, one of which is Small Schools of Choice: An evidence-based whole school reform, where a school is reorganized into one or more “small schools” (roughly 100 students per grade) which emphasize student-centered personalized learning programs and relationships between students and adults, a rigorous and well-defined instructional program, long instructional blocks that promote interdisciplinary work, and a focus on post-secondary preparation.

RIDE will reserve 50% of school improvement funding to support additional types of school improvement efforts including Innovation Grants for strategies to improve student achievement at low-performing schools. Each year, RIDE will identify strategic priorities such as increasing student access to pathways and learning opportunities that prepare students for college and career success and proficiency-based student-centered learning strategies.

Supporting Excellent Educators

RIDE is working with a multi-stakeholder advisory group to develop new leadership standards and competencies. Working with business leaders, preparation programs, educational leaders, and the Partnership for Rhode Island, the advisory group seeks to ensure a sustained approach to attract, develop, support and grow educational leaders. The current design considerations include intensive supports to sitting principals, executive training for superintendents and RIDE leaders, identification and preparation of leadership coaches, and the advice and engagement of a statewide Leadership Advisory Group.

RIDE intends to use a portion of the 3% set-aside allowable for professional development for principals/other school leaders for work related to instructional leadership. With this funding, RIDE will coordinate a series of leadership initiatives, including: a) The Rhode Island Partnership, a public-private partnership to develop the competencies necessary for educational leadership according to leadership role: central office, building level, or teacher leadership; b) A cadre of leadership facilitators will provide professional learning and guide school and district leaders through extended learning opportunities; and, c) A vision supporting sustained, shared leadership and toolkits to support district development of shared leadership structures.

Supporting All Students

RIDE is currently in the process of developing standards for social emotional learning (SEL). Rhode Island has joined the Collaborative States Initiative of the Collaborative for Academic, Social, and Emotional Learning (CASEL) to support the development and implementation of these standards. A portion of two state agency salaries is used to support the internal organization of this work in developing SEL standards or grade level expectations. Rhode Island districts and schools will be able to use the new expectations to align and organize programs to reduce incidences of bullying and harassment, and reduce the need for and use of all discipline practices, including those which remove students from class and those that compromise student health and safety. Since the initiation of the SEL initiative, nearly 300 professionals committed to improving conditions in schools for the emergence of SEL and to share best practices and shape resources to improve school climate. The SEL Community of Practice meets three times annually, to share emerging practices and support strategies to reduce incidences of bullying and harassment while expanding the comprehensive practices of SEL.

Every student in grades 6-12 has an Individualized Learning Plan (ILP) which serves as the cornerstone and driving force for personalization throughout a student's middle and high school experience. The ILP is a student directed planning and monitoring tool that customizes learning opportunities throughout the secondary school experience, broadens student perspectives, and supports attainment of goals. The ILP documents students' interests, needs, and supports, course selections, transition placements, and in- and out-of-school learning experiences to address the three domains included in regulation: Academic, Career, and Social/Personal Planning. As a central repository of student goals and supports, the ILP supports changes in instructional placements and key transitions including middle level to high school and high school to postsecondary placement. The ILP process engages all students in a way that advances goal setting, decision-making, and self-advocacy skills that support their lifelong learning.

All 21st Century Community Learning Center (CCLC) programs are required to align to the RI After-School Quality Standards and indicators which place emphasis on a positive youth development and whole child approach. These standards promote social and emotional learning, health and safety, positive relationships, family engagement, skill building, and youth voice and choice. In late 2016, RIDE conducted a statewide needs assessment to determine future weighting points awarded in the RFP process. Based on stakeholder feedback, RIDE developed two new 21st Century competitive priorities. The first, Early Foundations, supports innovative Pre-K through grade 3 strategies, and aligns with Governor Raimondo's strategic goal of having 75% of third graders reading at grade level by 2025. The second competitive priority, Advanced Learning, aligns with and supports the state's recent revision of the Rhode Island Secondary School Regulations, and promotes the use of innovative strategies to support secondary students with personalized learning opportunities during out-of-school hours.

Learn More

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

[http://www.ride.ri.gov/InformationAccountability/EveryStudentSucceedsAct\(ESSA\).aspx](http://www.ride.ri.gov/InformationAccountability/EveryStudentSucceedsAct(ESSA).aspx).

South Carolina: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

The South Carolina Department of Education (SCDE) envisions all students graduate prepared for success in college, careers, and citizenship. 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.

The SCDE has built a state-level framework that connects agency work to statewide student learning and to achievement of the Profile to support the agency's mission. Agency goals are focused around three main strategic initiatives—personalized and competency-based learning, expanded learning, and school improvement.

1. Personalized and Competency-Based Learning - By fostering student ownership of learning, by developing learner profiles and learning pathways, and by adopting flexible learning environments, each student's educational experience is tailored to meet his or her unique strengths, needs, and interests. The SCDE is working with all South Carolina districts across a variety of personalized and competency-based learning models to ensure that every district in the state includes at least one school fully committed to personalized and competency-based learning.
2. Expanded Learning - All students must have the opportunity to develop world-class knowledge, world-class skills, and life and career characteristics. Providing this opportunity requires a diversity of options outside the traditional school day or building. Ensuring that all students – not just those in high income, high capacity school districts – have access to career and technical education, virtual options, world languages, the arts, advanced credit in middle school, Advanced Placement, International Baccalaureate, and dual credit coursework is critical to achieving the SCDE's mission.
3. School Improvement - Educational success should not be a function of zip code or history. Instead of allowing schools and districts to flounder on their own, the SCDE is providing direct support and guidance based on a portfolio of evidence-based school turnaround strategies.

Long Term Goals

South Carolina has set state transformational goals in addition to the specific long-term goals required by ESSA. These transformational goals include: 1) By 2035, 90 percent of students will graduate "college, career, and citizenship ready" as outlined in the Profile of the South Carolina Graduate, and 2) Beginning with the 2020 graduating class, the state, each district, and each high school should increase by five percent annually the percentage of students who graduate ready to enter post-secondary education to pursue a degree or national industry credential without the need for remediation in mathematics or English.

Statewide leading metrics will focus on key benchmarks in a student's life and identify for policymakers fiscal and programmatic policies to improve the education system of the state.

Such metrics will include the following:

- Birth to Age 4 - Percentage of students entering kindergarten ready to learn;
- Kindergarten to Grade 8 - Percentage of 3rd, 5th, and 8th grade students meeting or exceeding expectations on in English language arts and mathematics;
- High School - Percent of students graduation in four years college and career ready;
- Post-Secondary - Percentage of freshman in credit-bearing courses;
- Post-Secondary - Percentage of South Carolinians with a postsecondary degree; and
- Post-Secondary - Percent of graduates earning a living wage five years after graduating.

Accountability

Student performance on assessments is calculated by 4 categories: Does Not Meet Expectations, Approaches Expectations, Meets Expectations, and Exceeds Expectations. An Achievement index will assign points to each student's level score on the state summative tests, with greater points awarded for higher levels of proficiency. Points are aggregated across all ELA and math assessments, and the school's performance is measured as a percentage of the maximum points available across assessments.

For the first time in accountability, South Carolina will use a value-added system to measure growth. Half of the growth points in the accountability model will come from growth demonstrated in mathematics and ELA in grades 4-8 for all students. The other half of growth points will come from growth demonstrated by the bottom quintile.

The student success indicator for elementary and middle schools has two metrics:

1. Preparing for Success – Each student's level score on the state summative tests for science and social studies with greater points awarded for higher levels of proficiency. The school's performance is measured as a percentage of the maximum points available across assessments converted to an index.
2. College & Career Readiness – Students scoring within grade level ranges on state summative tests in ELA and math. This is a reported element only. A sample student score report will be sent to all South Carolina students that includes the student's predicted growth path through grade 12 and the student's recommended growth path for college and career readiness.

The student success indicator for high schools also has two metrics. Both will be counted and weighted:

1. Preparing for Success – The aggregate number of number of high school students who score at Levels 1–5 on U.S. History and Biology End of Course Assessments
2. College & Career Readiness – The percentage of high school students meeting any one of the following college/career readiness indicators:

- ACT composite score of 20;
- SAT benchmarks of 1020;
- Advanced Placement (AP) exams of 3 or higher in English, mathematics, science, social studies, or AP Capstone;
- International Baccalaureate (IB) exams of 4 or higher in English, mathematics, science, and social studies*;or
- Six hours of dual credit coursework in English, Science, Technology, Engineering, and Mathematics (two-year/fouryear college transfer courses with a grade of C or higher)
- WorkKeys National Career Readiness Certificate of Silver, Gold, or Platinum;
- ASVAB score of 31 or higher;
- Completion of a registered Youth Apprenticeship program; or
- Completion of a Career and Technical Education (CATE) program with nationally-recognized industry credential, or state that leads to living wage.

The State Superintendent has proposed adding to the Student Success metric for elementary and middle schools participation and mastery in “non-tested” subjects aligned with the Profile of the South Carolina Graduate. The SCDE will be convening stakeholders to develop a metric to document student participation and progress in non-tested subjects including: the arts, technology, STEM, World languages, physical education, and character education. The SCDE anticipates an amendment to this plan to include these measures in 2018-19.

A School Quality Indicator will measure the Positive & Effective Learning Environment of the school in grades 3–12. This metric is a student engagement survey to determine the degree to which the school climate supports and fosters high levels of engagement as perceived by a majority of the student population.

The State Superintendent has recommended that, effective 2018-19, the School Quality metric have bonus points for documented continuous improvement initiatives and high quality curricular programs (such as STEM, STEAM, Arts in Basic Curriculum, Primary Years IB Programme) for schools that receive externally-validated scores on national or international program evaluation rubrics. She has also recommended other student-centered measures of school quality by analyzing unduplicated student participation in academic clubs and competitions, service learning programs, sports, and co-curricular programs. These recommendations are under discussion.

Supporting Excellent Educators

In addition, Title II, Part A LEA funds allowable up to 3 percent, will be used to enhance equitable access to effective teachers by increasing leadership opportunities for excellent educators without removing them entirely from the classroom. The need for leadership opportunities was cited as a major cause of turnover by educators interviewed during development of the South Carolina State Plan for the Equitable Distribution of Excellent Educators. In response, the Office of School Leadership (OSL) is developing a South Carolina Teacher Leader Model focused on valuing of teacher expertise, fostering collegiality, and

increasing teacher retention for the purpose of enhancing student growth and opportunity. Title II, Part II LEA allowable funds will be used to finish building, to pilot, and to institute the state model.

Supporting All Students

Eighth graders and their parents/guardians meet with school counseling personnel to develop an Individual Graduation Plan (IGP). The IGP is intended to help students better understand the alignment between their academic course selections and their career aspirations. High school students are provided guidance and curricula that enable them to successfully complete their IGPs, preparing them for a seamless transition to relevant employment, further training, or post-secondary education. High school students continue to receive support and guidance as they develop an IGP that aligns their career goals with their course of study, ensuring that they meet the requirements for graduation including experience-based, career oriented learning experiences (e.g., internships, apprenticeships, mentoring, co-op education, and service learning).

South Carolina's statewide virtual school program, VirtualSC, offers rigorous, standards aligned online options to students in grades 7–12 to assist schools in supporting their students and support appropriate promotion practices and decrease the risk of students dropping out. VirtualSC courses are exempt from a seat time requirement and allow students to move through courses based on mastery of academic content. Students can supplement their coursework with courses at a variety of academic levels (Advanced Placement (AP), Honors, College Preparatory and Credit Recovery) to assist them with staying on schedule to graduate and prepare for post-secondary education or a career.

The McKinney-Vento State Coordinator will work with the career specialist services to increase awareness among school counselors of the need to assist homeless youths with receiving appropriate credit for full or partial coursework and to provide credit recovery. The State Coordinator will also provide school counselors with training on the need to help all homeless students prepare for college and careers. As a new strategy, a higher education network to support McKinney-Vento students applying and entering college will be developed. The McKinney-Vento State Coordinator encourages districts to provide opportunities for homeless students to enroll in AP courses, International Baccalaureate programs, dual enrollment programs, gifted and talented programs, and other academic programs. School districts are encouraged to assist homeless students in participating in fine arts programs. Districts are encouraged to reach out to the local community to provide items needed for participation in extra-curricular activities, including athletic gear, musical instruments, and other tools or equipment as necessary.

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/>.

South Dakota: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Vision

Recognizing that students learn in different ways, at different paces, and with unique end goals in mind, South Dakota has begun to integrate principles of personalized learning and mastery of standards as an alternate approach to the traditional, Industrial Age model of learning that characterizes the K-12 system. Also recognizing that the job market increasingly demands some sort of postsecondary or industry-recognized credential, South Dakota is committed to providing multiple pathways for students to achieve and demonstrate readiness for life after high school.

This paradigm shift is being supported by the South Dakota Department of Education (SD DOE) and will be reflected in SD DOE's approach to accountability provisions under the Every Student Succeeds Act (ESSA). In particular, to support this shift, SD DOE will explore innovative assessment opportunities that

allow schools to assess students at their level of learning, rather than the strict structure of an assigned age-based grade level. In addition, SD DOE will pursue the use of pilot schools to immerse students in engaging academic and work-based opportunities that are directly connected to a student's end goals.

Participating schools will utilize a framework of career advising, early postsecondary opportunities, and work-based learning experiences that pave the way for students to make informed decisions about their postsecondary and career plans.

Accountability

South Dakota will continue to use a 100 point School Performance Index for reporting purposes, but the index will be augmented as follows:

In terms of academic achievement, schools will be eligible to receive partial points for students performing below proficiency based on a rubric featuring 4 performance levels. The percentage of students scoring at each performance level is calculated and then multiplied by the point value given to that performance level (Level 1 = 0.25; Level 2 = 0.5; Level 3 (Proficient) = 1.0; Level 4 = 1.25). So schools will receive extra credit for students scoring above proficiency and partial credit for those below. (p. 24)

Points for Academic Growth are based on the growth of all students and the growth of the students in a school who scored in the lowest quartile on the previous year's assessment. Using a lowest quartile consideration holds all schools accountable for closing the achievement gap for their students most at need.

In terms of graduation rate, South Dakota will continue to calculate four-year cohort graduation rates as a separate indicator worth 12.5% of the overall score; however, South Dakota will also calculate the total high school completion rate for a separate, additional 12.5%. The high school completion rate will include all extended cohort graduates (up to age 21) as well as those who have achieved high school equivalency by other means.

Another 25% of the high school School Performance Index will be based on the percentage of students demonstrating College and Career Readiness. Students can show readiness on two benchmarks: an assessment benchmark and a coursework benchmark.

- **Assessments:** Students can check this box by scoring at a level sufficient to enter into credit-bearing courses on the ACT, the Smarter Balanced assessment, or by completing state-approved remedial work in both English and math. Students can also show they are ready by earning the National Career Readiness Certificate (silver level or above), which measures workplace skills.
- **Coursework:** Students can show readiness by becoming a Career and Technical Education Concentrator (earning two credits in an approved CTE program), completing two CTE courses or capstone experiences, or successfully completing a dual credit, concurrent credit or Advanced Placement course or exam.

Support / Improvement for Schools

As one of the many interventions the state provides to its comprehensive support and improvement schools, South Dakota offers technical assistance in the development of 21st century school libraries, which provide personalized learning environments as well as equitable access to all resources to ensure a well-rounded education and opportunities for every student.

Supporting Excellent Educators

State-level Title II, Part A funds will be used to provide technical assistance and build capacity of local districts to implement state-adopted content standards through competency-based education.

South Dakota encourages and supports schools in implementation of innovative and individualized education opportunities to support student achievement. To this end, South Dakota has created a staff position within the Division of Learning and Instruction specifically for innovation in education. This individual will assist schools in implementing innovative models or systems to support all students, including those with specific learning needs. One such system South Dakota currently supports and encourages is implementation of Mass Customized Learning. Mass Customized Learning allows schools to meet individual learning needs through a delivery system that provides students with access to qualified educators who understand the way in which standards build across each other, and allows students to work at their own pace, receiving support in those areas in which they need the most assistance, and progressing more quickly in areas for which a natural affinity exists.

To support principals, the state will use Title II, Part A funds to create a comprehensive, long-term professional development support system in collaboration with the South Dakota

Association of Secondary School Principals and the South Dakota Association of Elementary School Principals.

Supporting All Students

South Dakota will use funds received under Title IV, Part A, Subpart 1 to support many state-level activities, including the following:

- Provide accelerated learning examinations for low-income students (AP exams, etc.).
- Provide technical assistance to schools so they will have access to a wide range of career and technical educational opportunities that support student skills and interests. Learners will be given academic and non-academic support based on individual needs through intervention or enrichment.
- Provide a range of technical assistance opportunities to help schools create, understand, and maintain 21st Century Libraries, and to understand the link between student outcomes and the roles that such library programs can provide.

Learn More

Find more information on South Dakota's ESSA-related work and a link to the most up-to-date state plan at <http://doe.sd.gov/secretary/essa.aspx>.

Tennessee: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

Academic Assessments

TNReady assessment results will represent the following:

1. An ability to demonstrate and apply knowledge and skills through the revised writing assessment;
2. An accurate measure of student achievement across the full performance continuum, including for high- and low-achieving students; and
3. An accurate measure of student growth over a full academic year or course.

Performance levels are:

- Level 4 – Mastered (mastered grade level)
- Level 3 – On Track (on grade level)
- Level 2 – Approaching (approaching grade level)
- Level 1 – Below (below grade level)

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. Each of the performance areas will be measured by three pathways that, when added together, will result in a performance area score:

1. Absolute performance, determined at the cohort level, as a way to measure for longitudinal success and relative progress.
2. AMO targets, also determined at the cohort level. AMO targets are based on a goal of reducing by 50 percent in 8 years the percent of students who are not on track for state assessments or not meeting the criteria as defined by the performance area.
3. Value-added, focuses on student-level progress. Value-added measures evaluate individual student results based on performance measures and sets an expectation for growth at the state level.

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 (Tennessee College of Applied Technology) 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>.

Read the USDE’s approval feedback and the state’s approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/tn.html>.

Texas: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Vision

Every child in Texas is an independent thinker and graduates prepared for success in college, a career, or the military, and as an engaged, productive citizen.

Long Term Goals

In 2016, Texas adopted a plan that sets high goals for postsecondary student achievement. The State's 60X30 plan provides that benchmark and is aligned both to work being done in colleges throughout Texas and to the needs of the workforce. The goal of the plan is straightforward: by the year 2030, 60 percent of Texans aged 25-34 should possess some form of post-secondary credential. To align with this plan, the bar for high student achievement – performance at an “A” rating in the Student Achievement domain – is set at 60 percent of students being on pace for likely success in a post-secondary setting, be it a trade school, community college, or four-year university.

Texas' assessment, State of Texas Assessments of Academic Readiness (STAAR), measures college readiness at four performance levels:

- Masters grade level means students are expected to succeed in the next grade or course with little or no academic intervention.
- Meets grade level means that students have a high likelihood of success in the next grade or course but may still need some short-term, targeted intervention.
- Approaches grade level means that students are likely to succeed in the next grade or course with targeted academic intervention.
- Did not meet grade level means that students are unlikely to succeed in the next grade or course without significant, ongoing academic intervention.

As such, the state's long term goal is for all students and subgroups to reach the 90 percent threshold at the Approaches Grade Level on STAAR.

Texas will measure 4-, 5-, and 6-year graduation rate cohorts. The long-term goal for the 4-year graduation rate is 96 percent.

Academic Assessments

The State of Texas encourages and allows all students the opportunity to be prepared for and take advanced mathematics coursework in middle school. Texas focuses its elementary and middle school curriculum on Algebra I ready skills so that students can succeed in Algebra I and then continue in higher level mathematics courses.

Accountability

Texas will measure growth on the STAAR assessments in reading and math over a two year period.

Schools will receive credit for students who grow from one year to the next on the STAAR, even if they do not reach proficient on the assessment. For students who are top achievers, schools will still receive credit for growth if they stay near the top.

Texas will use a college, career, and military readiness measure for its high school quality/student success indicator. Included in the full list of readiness indicators are success on AP exams, successful completion of dual credit courses, earning an industry certification, successfully completing a college preparatory course, successful completion of an OnRamps dual enrollment course, and being awarded an associate's degree while in high school.

Support / Improvement for Schools

Texas will designate a portion of its 7% set aside to create a series of competitive grant programs for schools in need of comprehensive and targeted support. The programs will require applicants to submit their improvement plans, and will give priority points to applications that ensure campuses have the operational flexibility necessary to successfully implement them. Grants may incentivize a number of types of school transformation actions, including a redesign of the school, implementing a new instructional model, or grouping identified schools together in a zone or cluster and providing those schools with operational flexibility and additional improvement supports.

Texas will continue its Educator Excellence Innovation Program (EEIP), a state funded grant program that provides funds for selected districts to pursue innovative strategies around a number of areas in the teacher hiring, induction, appraisal and professional development process in order to decrease the disproportionate rates at which low-income and minority children are served by teachers who have not been trained or supported sufficiently.

The state will utilize a number of tools to support schools and decrease the risk of students dropping out, including the Texas Readers initiative focused on parental and public awareness, creating high-quality professional development opportunities, building innovative classrooms, and continuing to support the creation of innovative high school programs including P-TECH, T-STEM, and early college high schools that provide students with a range of opportunities to earn post-secondary credits while in high school.

Supporting Excellent Educators

The state will use Title II, Part A funds to build the Texas Equity Toolkit and support an equity planning process through the state's education service centers. The toolkit provides support in the following processes for continuous improvement that relate to equity:

1. Stakeholder Engagement and Communications,
2. Data Review & Analysis,
3. Root Cause Analysis,
4. Selecting Strategies,
5. Planning for Implementation.

As a pre-requisite for recertification, all teachers in Texas must receive training in specific areas including collecting and analyzing information that will improve effectiveness in the classroom, recognizing early warning indicators for at-risk students, the integration of technology into classroom instruction, and educating diverse student populations. Additionally, all Texas principals must receive training in similar areas.

A new certification exam for principals will replace the current, multiple choice structure with authentic constructed response items targeting the critical competencies for principals to drive instructional improvements on their campuses, as well as new performance assessments that will emphasize problem solving in the field, supporting continuous professional development of teachers, and creating a collaborative team.

Supporting All Students

For each student who does not perform satisfactorily on assessments or is likely not to receive a high school diploma before the fifth school year following the student's enrollment in Grade 9, a school counselor, teacher, or other appropriate individual must develop and administer a personal graduation plan that identifies the student's goals and learning needs.

Each high school principal is required to designate a school counselor or school administrator to meet with each student in the 9th grade to develop a high school personal graduation plan. The personal graduation plan must identify a course of study that promotes college and workforce readiness, career placement and advancement, and facilitates the student's transition from secondary to post-secondary education. The plan must be signed by both students and parents. Counselors (or other designated staff) continue to meet with students to monitor the plan throughout students' high school careers to reinforce college and career planning.

The state's education department is required to develop procedures for allowing a student who is homeless or in substitute care who was previously enrolled in a course required for graduation the opportunity, to the extent practical, to complete the course, at no cost to the student, before the beginning of the next school year.

Learn More

Find more information on Texas' ESSA-related work and a link to the most up-to-date state plan at http://tea.texas.gov/About_TEA/Laws_and_Rules/ESSA/Every_Student_Succeeds_Act/.

Utah: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Accountability

Utah's accountability system incorporates the graduation rate for high schools as an indicator of student post-secondary readiness. Points are awarded in proportion to the percentage of students who graduate within four years. To recognize school's success in graduating students in five years, in accordance with state law, up to 10 percent of the points allocated for high school graduation will be awarded to a school for the school's five-year cohort graduation rate.

Utah's accountability system includes an equity indicator, measured by growth of the lowest performing 25 percent of students in a school, according to scores on statewide assessments from the previous school year.

Additionally, Utah's accountability system includes a post-secondary readiness indicator as measured by readiness coursework completion, ACT performance, and graduation rates. The post-secondary readiness indicator is included to promote preparation for the transition from high school to the multiple pathways after graduation. Points are allocated for the readiness coursework metric in proportion to the percentage of students who complete at least one of the following:

- a C grade or better in an Advanced Placement course;
- a C grade or better in an International Baccalaureate course;
- a C grade or better in a concurrent enrollment course; or
- a career and technical education pathway.

Points are allocated for the ACT metric in proportion to the percentage of students who achieve a composite score of 18 or higher.

Supporting Excellent Educators

Course offerings for administrator professional development in Utah include:

- STEM Academy: engage K-8 administrators in understanding best instructional practices associated with mathematics, science, engineering, and technology.
- Leadership in Blended and Digital Learning Program: build experience and expertise in digital and personalized learning, including evaluation and instructional best practices related to 21st Century classrooms.

Utah has recognized the importance of teacher leaders and has started the process of identifying the resources necessary for statewide integration. Utah will use Title II, Part A funds to create a pilot grant opportunity for districts to develop a teacher leader program. Grant projects will be required to include a description of strategic plans to:

- demonstrate commitment of the district to build leadership capacity of teachers;

- provide professional learning for principals for ways to identify, work with, and provide transparency with school staff to understand teacher leader roles;
- design job-embedded professional learning;
- craft inventive opportunities for teacher leaders to make contributions for the professional learning that do not require leaving the classroom full time;
- create opportunities for collaboration among teacher leaders;
- propose innovative funding strategies for sustainability beyond the grant;
- establish a program evaluation process that includes impact on school culture, teachers' continuous growth, and student learning; and
- develop a communications plan to publicize the school district's teacher leader program, process, and outcomes.

Supporting All Students

The Utah State Board of Education (USBE) recognizes the importance of effective transitions at all levels of schooling. To meet the needs of Utah's students and families, USBE will support local education agencies in providing effective transitions by implementing and monitoring Board rule, state laws and legislative initiatives and providing technical assistance. Board rule requires districts to conduct individualized education and career planning meetings with students and parents at least once in grade 7 or grade 8, once in grade 9 or 10 and once in grade 11 or 12. These meetings facilitate transitions and reduce the risk of students dropping out.

USBE will assist districts in implementing the state's Partnerships for Student Success Act. Grants were awarded to eligible partnerships in 2016-2017 aimed at improving educational outcomes for low-income students through the formation of cross-sector partnerships that use data to align and improve efforts focused on student success. The partnerships must include a school feeder pattern. School feeder patterns designate the schools that students follow as they graduate from one level to the next. One of the goals of organizing schools into school feeder patterns and partnering with community partners is to assist in transitions between elementary to middle school and middle school to high school. Partners are required to establish shared goals, outcomes, and measurement practices across several domains, including grade 3 reading, grade 8 mathematics, high school graduation, and post-secondary education attainment.

Additionally, one of the priorities for serving migrant students is to develop individual learning plans for all priority for service migrant students.

Learn More

Find more information on Utah's ESSA-related work and a link to the most up-to-date state plan at <https://schoolboard.utah.gov/tag/essa>.

Virginia: Advancing Personalized Learning Through ESSA

ESSA plan submitted to USDE for approval.

Long Term Goals

Virginia will include long term goals for the five- and six-year adjusted cohort graduation rates in addition to the four-year rate.

Academic Assessments

The Virginia Board of Education ensures that every student in the state has the opportunity to be prepared for and take courses at an advanced level prior to high school through a provision in the Standards of Accreditation which requires that instructional programs in all middle schools offer at least one level of a foreign language and an Algebra I course. Testing data show that 50.4 percent of Virginia 8th grade students took the Algebra I, Geometry, or Algebra II assessment in the 2015-2016 school year. When such students are enrolled in high school, the students are assessed on one or more additional high-school level mathematics assessments, consistent with the state's mathematics content. The students' results on the additional high-school level mathematics assessment(s) administered during high school are included in federal accountability determinations for the students' high schools.

Accountability

Virginia will include two measures to determine growth for elementary and middle schools: 1) Students in grades 3-8 who did not pass the state reading or mathematics assessment in the previous year are counted twice in the school's combined rate if they pass the state assessment for the grade level in which they are enrolled in the subsequent year. This measure, referred to as recovery, acknowledges the work of schools that provide remediation to students who failed the reading or mathematics tests the previous year. 2) A student who does not pass the state assessment may also demonstrate growth using a value table model as described below. Virginia's value tables are derived from Standards of Learning (SOL) test data, and are used for students in grades 3 through 8 who did not pass the SOL reading and/or mathematics test the previous year. Student growth is determined by comparing the student's test score in the current year to his/her prior year's test score. To facilitate the measurement of student growth, the performance levels used for students who do not pass the SOL tests in reading and mathematics (Basic and Below Basic) are each divided in half to create two sublevels for each level. The resulting sublevels are: Low Basic, High Basic, Low Below Basic, and High Below Basic. Student progress is measured by the number of sublevels a student who failed the SOL the previous year has moved based on the current year's data. A student is determined to have made sufficient growth if he or she advances one sublevel.

The state will also include 4-, 5-, and 6-year graduation rates in its accountability system.

Supporting Excellent Educators

Regulations Governing the Review and Approval of Education Programs in Virginia: These regulations are in the final stage of the state regulatory approval process. Once the regulations become effective, the Virginia Department of Education will work with preparation programs to implement the new regulations. The regulations include a requirement that competencies within programs align with the competencies set forth in the regulations. The competencies were reviewed to ensure alignment with Virginia’s SOL. Additionally, programs are required to include within professional studies programs competencies in “Assessment of and for Learning.”

Supporting All Students

Virginia has established a list of priorities for its Title IV subgrants. Included in this list is support for dual or concurrent enrollment programs and early college high schools, and support for LEAs in providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities and to facilitate the expansion of LEA broadband connectivity.

Learn More

Find more information on Virginia’s ESSA-related work and a link to the most up-to-date state plan at http://www.doe.virginia.gov/federal_programs/esea/essa/index.shtml.

Vermont: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE.

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 Vermont Agency of Education's (VT-AOE's) review of available research suggests that a state-level focus on achieving proficiency is likely to have the unintended consequence of narrowing school-level improvement efforts on increasing scores of students whose proficiency is closest to the proficiency score. By prioritizing and reporting on growth and scale scores, Vermont aims to keep the focus in Vermont on improvement of learning for ALL students.

Vermont's long-term goal is that by 2025, 100% of the state's schools will show an average scale score that is at the mid-point of the proficiency range for each grade level for both English language arts and math. The state used the most recent Smarter Balanced assessment data for each grade to establish appropriate proficiency scales. The state then identified the mid point of each scale and established interim benchmarks the state would need to meet for each of its three-year accountability cycles to meet the mid-point of proficiency for all schools by 2025. These interim targets were set for all students and for each subgroup of students.

The state also established a long-term goal for Science which states that by 2025, 100% of the state's schools will show an average scale score that is at the mid-point of the proficiency range for grades 4, 8, and 11 in Science.

The state-identified goals and interim targets represent the growth the state is asking each school to make. School systems will examine their local data to determine their annual interim targets and will then establish commitments to either exceed the state goal, meet the state goal, or maintain the state goal. The VT-AOE is then able to support LEAs in implementing their continuous improvement plans through specific technical assistance and networking of schools with similar goals.

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.
- English Language proficiency.
- 4- and 6-year graduation rates.
- Average scale score in 4th, 8th, and 11th grades in Science.
- The percent of students meeting a physical fitness target.
- A college and career readiness indicator consistent with Vermont's commitment to flexible pathways. The state leveraged personalized learning plans to identify the assessments that students could take to demonstrate college and career readiness. This indicator allows for broad flexibility depending on students' differing life goals and educational pathways. This indicator will count the number of students each year who have met an externally validated assessment of career and college readiness and divide by the total number of students who have concluded their education experience during the 12th grade year or the Adult Without Diploma Year (graduates, completers of alternative educational programs, and dropouts). The following assessments currently meet this requirement: 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>.

Read the USDE's approval feedback and the state's approved plan at <https://www2.ed.gov/admins/lead/account/stateplan17/map/vt.html>.

Washington: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

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."

Washington's education system provides students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives.

Long Term Goals

Washington's long-term goals in high school will 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 5, 6, or 7 years.

Accountability

Washington will use student growth percentiles (SGPs) as the academic indicator demonstrating student growth for elementary and secondary schools that are not high schools. Washington has calculated SGPs since 2013, reporting results to families and publicly.

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.

WA will use completion of dual credit courses/programs as one of its measures of school quality/student success, along with chronic absenteeism and 9th grade on-track. Dual credit here includes AP, IB, College in the High School, Tech Prep, and Cambridge. The state also anticipates including certain industry certifications.

Support / Improvement for Schools

Washington will identify an additional category of targeted support schools for consistently low-performing English Learner Progress. The schools with the lowest performance on the English Learner Progress measure shall be designated for targeted English learner support.

The state will require that, among other exit criteria, schools receiving comprehensive or targeted support must create a strong sustainability plan which includes information on

measurable goals, aligned strategies, intentional fiscal support, and a well-defined monitoring/evaluation system. The plan must explain how the school will maintain achievement and support across all student groups served within the school.

In building systems of support for Comprehensive and Targeted schools, the state's department of public instruction seeks to develop a whole-agency, tiered approach enabling the state to deploy differentiated support and technical assistance, as well as regular progress monitoring between the SEA and LEA, resulting in continuous improvement and local capacity building. As one example of a whole-agency approach, the Office of System and School Improvement and Special Education will work together to develop data reviews and protocol templates to provide districts with the opportunity to receive, analyze, and use student level data in formats which show potential impacts and correlations with student groups in conjunction with administrative and instructional practices. These efforts should in turn drive targeted professional development and technical assistance to address root causes to complex problems such as disproportionality in special education identification, placement, and academic achievement.

In preparation for technical assistance provided to schools in need of support, the state has opened a pilot project with 10 schools from eight districts to identify technical assistance needs. The pilot will focus on the state's role, the district's role and the identified school's role in identifying technical assistance needs and resources needed to effectively support Comprehensive and Targeted schools.

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."

The state will reserve part of its 3% set-aside from Title II, Part A funding to develop, improve, and provide technical assistance to principals across the state. This will include training for principals and other school leaders, coaches, mentors, and evaluators on how to accurately differentiate performance, provide useful and timely feedback, and use evaluation results to inform decision making about professional development strategies and personnel decisions.

The state's teacher and principal evaluation program, TPEP, includes the following criteria:

- Centering instruction on high expectations for student achievement;
- Demonstrating effective teaching practices;
- Recognizing individual student learning needs and developing strategies to address those needs;
- Providing clear and intentional focus on subject matter content and curriculum;
- Fostering and managing a safe, positive learning environment;
- Using multiple student data elements to modify instruction and improve student learning;
- Communicating with parents and school community; and

- Exhibiting collaborative and collegial practices focus on improving instructional practice and student learning.

Supporting All Students

The state will use Title IV, Part A funds, in addition to state and other federal funds, to support student transitions through the following: the state will expand CTE and STEM courses and opportunities to create a new pathway into higher education for students in the state; 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.

Core Plus, a program developed collaboratively with industry and the state, helps prepare high school students for entry-level jobs and careers in advanced manufacturing and other high-skill industrial sectors. Curriculum development costs were paid for by The Boeing Company, which donated the curriculum to the department. “Core” skills are those applicable to all industrial sectors. “Plus” skills are required for a specific sector. The existing curriculum includes plus skills specific to aircraft manufacturing. Adaptations are underway for plus programs for maritime and construction trades as well.

Every CTE class falls into one of 16 career clusters. A career cluster is a group of jobs and industries that are related by skills or products. Within each cluster, there are cluster “pathways” that correspond to a collection of courses and training opportunities to prepare for a given career.

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.

WA will use part of their Title IV, Part 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 like dual and concurrent enrollment.

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/>.

West Virginia: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Academic Assessments

West Virginia will administer district benchmark assessments to measure student progress in elementary and middle school. Districts can either submit the assessment for review and approval or use Interim Assessment tools provided by West Virginia Department of Education (WVDE).

Accountability

West Virginia will include a five-year cohort in the graduation rate indicator.

Academic achievement progress will be calculated by measuring improvement in student performance over the course of an academic year. Schools will be differentiated based on the percentage of students who improve by one or more performance category between baseline and end of year assessments and the percentage of students demonstrating the highest level of performance at baseline and maintaining that level at the end of the year.

For high schools, the academic achievement progress indicator includes on track to graduation and post-secondary attainment. The post-secondary attainment measure includes AP, IB, completion of college credit bearing courses or advanced career coursework, or completion of CTE courses.

Instead of developing an overall summative score to determine school performance, West Virginia's approach to differentiation is intended to identify areas of strength and/or challenges across the span of indicator measures relevant to each school programmatic level.

Support / Improvement for Schools

As part of the data-driven planning process, schools may conduct student, staff, and parent surveys to provide information about learning and teaching environments; health and well-being of students; and supports for parents, staff, and students.

The state supports certain interventions, including community schools which coordinate and integrate services through partnerships with community-based organizations. This includes academics, health and social services, youth and community development, and community engagement.

Supporting Excellent Educators

One of West Virginia's priorities in rethinking professional development is to shift the system from provider-driven offerings to a system driven by a cycle of continuous improvement wherein educators collaboratively determine their learning needs based on authentic classroom data about student learning needs and achievement.

One of the goals of West Virginia's professional learning system is to improve leadership competencies for principals and assistant principals to support high quality teaching and learning, social and emotional learning, and the creation of supporting and inclusive learning environments.

West Virginia's department of education will support teachers and principals to develop skills in identifying specific student needs and providing resources and supports that focus on personalized learning for all students. Personalized learning is defined as differentiated education tailored to students' needs, skills, and interests and is based on personal, standards-based learning plans designed by students. The three major components are high quality instruction for all students, targeted instruction for small groups of students, and intensive support. The state's department focuses on leadership, school culture, teams and process focused on student achievement, family and community partnerships, the formative assessment process, and high-quality instruction.

Supporting All Students

The state has an early warning system that allows educators to create individualized support plans for students who are not succeeding in school with universal supports alone.

To support the transition from middle school to high school, the State Board of Education requires personalized education planning, beginning in eighth grade. This plan covers five years to support educational decision making through four years of high school and one year after high school. The plan is revised every year by the student, parents, and school counselors to ensure that the plan aligns to student goals.

Learn More

Find more information on West Virginia's ESSA-related work and a link to the most up-to-date state plan at <http://wvde.state.wv.us/essa/review-and-comment.html>.

Wisconsin: Advancing Personalized Learning Through ESSA

ESSA Plan approved by the USDE. Updates forthcoming.

Long Term Goals

Wisconsin will incorporate four- and seven-year adjusted graduation cohort rates into its long-term goals. The state chose the seven-year adjusted rate to be consistent with federal and state laws that allow for students with disabilities to receive services up to the age of 21.

Expected time-to-proficiency and associated expected annual growth for English Learners will be differentiated by initial English language proficiency (ELP) level and grade when a student enters the Wisconsin public school system. Changes in Wisconsin Department of Public Instruction's (WDPI) data collections will eventually allow timelines and growth expectations to be further differentiated by program type (e.g. dual-language immersion, pull-out, etc.).

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 department 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 seven-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 English Learner 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.

Supporting Excellent Educators

Wisconsin's "learning-centered approach" is premised on the understanding that leader and teacher evaluations have the potential to improve practice only when the model moves beyond accountability to a system focused on learning. As such, the state's new learning-centered Educator Effectiveness (EE) evaluation system focuses on the following principles:

- learning derives from mistakes as well as successes, thus involving risk, and risk-taking requires a foundation of trust;
- assessment and support of practice should be grounded in a common definition of good practice using a research-based framework;
- learning is enhanced by educator-developed goals grounded in student and educator data; and

- deep professional learning calls for ongoing work with timely and specific feedback from reliable sources

The state's EE system does not determine professional development needs - it is content-neutral professional development provided through ongoing, job-embedded coaching structure that supports guided, individualized, self-determined growth and development of educators.

Beginning in 2017-18, Wisconsin will use Title II funds, including the 3 percent set-aside, to expand the scope of the system of support by adding additional “tiers,” including regional “deep dives” and “extension activities,” as well as adding an entirely new strand focused on individualized learning for administrators, Leading for Equity.

In Wisconsin, the vision of “good teaching” includes a classroom environment in which instruction is differentiated and driven by unique student needs to provide a personalized, individualized learning experience for each student. The state designed the EE System as a learning process which provides ongoing professional development through authentic, accurate, timely, and meaningful feedback which informs strategic changes to instructional practices. One key goal of the EE System is to provide the ongoing learning opportunities for educators to better support the needs of all students within the classroom environment. Additionally, the 2016-17 statewide system of support professional development series focused entirely on increasing educators’ abilities to meet students individual needs (e.g.. identifying essential learning targets, unwrapping standards, creating formative and summative assessments which effectively and authentically measure students’ proficiency in the standard, analyzing resulting data, and responding by reteaching, intervention, or enrichment, all the while engaging students in their learning process through goal-setting, etc.)

Teachers annually rate themselves and are rated lowest by their evaluators/supervisors on practice components associated with data and assessment literacy. The state will focus on professional development in that area.

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

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 focus on the state comprehensive digital learning plan, put forth by the state superintendent's Digital Learning Advisory Council (DLAC). The DLAC adopted the Future Ready Framework as a way to organize key priorities and planning tools for districts. That vision called for equitable, personalized, applied, and engaged digital learning for all students. To meet the needs of today's students and to ensure they are college and career ready, schools are encouraged to be innovative in providing student learning experiences, adopting technologies and instruction in ways, which meaningfully engage the digital generation. As a result, students will have equitable opportunities to have teachers who are trained to provide those digital opportunities that promote critical thinking, communication, collaboration, creativity, and innovation.

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. Common to these initiatives are:

1. equitable access to technology and connectivity inside and outside of school, regardless of a student's background;
2. a comprehensive learning infrastructure including digital learning content and other resources;
3. professional development for educators and education leaders, which moves them from a conventional teaching and learning classroom to a guided online environment; and
4. establishment of a robust technology infrastructure meeting current connectivity goals and can be augmented to meet future demand.

The state's WISEdata system 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

ESSA Plan approved by the USDE. Updates forthcoming.

Accountability

Wyoming will measure student growth for 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 measure of growth will be separate from the measure of proficiency, so it is possible for students with low achievement to also have high growth.

The state will include an equity indicator for grades 3-8 that will measure the academic growth of all students who score in the bottom quartile in math and/or English Language Arts. These students will count in a consolidated subgroup in the subject/s in which they were in the bottom quartile. A school's equity score is based on the median growth of the consolidated group.

High schools' measure of school quality and student success is a post-secondary readiness indicator. It will measure the percentage of each school's 12th grade students who meet the state's definition of post-secondary readiness based on one of the options put forth by the state.

- Option 1: Completion of a college success curriculum and one or more of the following: a college-ready score on a standardized college entrance exam, OR eligibility to earn college credits through AP, IB, or dual/concurrent enrollment courses.
- Option 2: Completion of a CTE pathway (with a minimum of a 3 course sequence) and one or more of the following: a passing score on a CTE exam OR industry-recognized certification.
- Option 3: Completion of a college success curriculum or a CTE pathway, and a military readiness score on the ASVAB.

Supporting Excellent Educators

Wyoming's vision of excellent educators and school leaders seeks to ensure each student learns at high levels. To reach this vision, excellent educators and school leaders:

- Make each student their priority, focus on high expectations for all, acquire deep content knowledge, and pair these with evidence-based instructional practices;
- Provide supports necessary to meet every student where they are and help them grow academically and emotionally;
- Create cultures of trust and a climate of learning;
- Are accountable, professional, solution-oriented role models who contribute to collective efficacy throughout the educational system; and
- Build and collaborate in highly effective teams and networks.

Wyoming will provide professional development on the use of assessment data to drive instruction in the classroom as a strategy to ensure effective educators for all students.

The state plans to support school districts in developing a career pathway program focused on teaching and education 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

Wyoming has established partnerships to support students with disabilities and students whose first language is not English, to help them transition successfully from pre-K through grade 12. The Individual Learning unit also partners with the CTE team to identify the needs and supports of students with disabilities and are developing an action plan for improving graduation rates.

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.

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/>.