

Redesigning School Accountability and Support: Progress in Pioneering States

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Introduction: Why Redesign State Systems of Accountability?

There is growing agreement among educators, policy makers, and researchers that the focus on test-based accountability that has proliferated since the passage of the No Child Left Behind Act (2001) is insufficient for ensuring that all students have access to the meaningful learning experiences that can prepare them for success in college, career, and life.¹ No Child Left Behind (NCLB), the last reauthorization of the Elementary and Secondary Education Act (ESEA), brought much needed attention to the performance of traditionally underserved subgroups of students, including students of color, students living in poverty, students with special needs, and students for whom English is a second language. However, the legislation also focused narrowly on using state assessments in mathematics and English language arts to measure the success of students and schools, which has had negative effects on students' access to high-quality learning opportunities in some cases.²

Supported by greater flexibility under ESEA waivers, state policy makers have taken steps to design more balanced systems of support and accountability that monitor and respond to not only student performance on end-of-year assessments but also the quality of students' opportunities to learn, the school environment that supports these learning experiences, and access to equitable and adequate resources. Across the country, states are adopting ambitious college and career ready standards and are working to develop aligned systems of accountability that support the growth and capacity of educators, schools, and districts for supporting all students in working toward these standards. The recent reauthorization of ESEA, the Every Student Succeeds Act (ESSA) (2015), has the potential to further advance these efforts.

In light of this policy landscape, a group of states launched a working group in February 2015 with the purpose of sharing challenges and successes encountered during the redesign of their accountability systems. This cohort of 10 states—California, Colorado, Iowa, Kentucky, New Hampshire, Oregon, South Carolina, Vermont, Virginia, and West Virginia—represents diverse geographic, political, and community interests, and is committed to engaging in collective learning and action to transform their systems of accountability and support. Known as the 51st State Working Group, these states have taken a comprehensive approach to redesigning key components of schooling, including establishing comprehensive standards for college and career readiness, encouraging innovative approaches to meeting these goals, developing more authentic assessments and indicators to measure progress against comprehensive goals for students and schools, growing the capacity of educators, and creating systems to support continuous improvement.

This working group borrows its name from a framework developed by Darling-Hammond, Wilhoit, and Pittenger,³ which proposed a “new paradigm” for how states might approach educational accountability. The authors make recommendations via descriptions of how a hypothetical “51st state” might design and implement policies and strategies to ensure all students are college, career, and life ready upon graduation. Specifically, redesigning accountability systems to support meaningful learning would entail:

- *Developing seamless pathways to college and career* that are supported by a common statewide definition of college and career readiness and strategies for ensuring access to learning opportunities aligned with these expectations, measuring progress against these expectations, and intervening where progress toward these expectations falters.
- *Supporting flexibility and strategies for innovation* that create opportunities for schools and systems to experiment with new approaches to curriculum, assessment, instruction, accountability, or school organization and to document best practices to ensure they can be shared with other schools and educators.
- *Designing systems of assessment* that reflect state and local goals for meaningful learning, include opportunities for authentic application, and are more closely integrated with curriculum and instruction.
- *Developing professional capacity* to ensure all students have access to rigorous and authentic learning experiences and are served by well-prepared, competent, and compassionate teachers and leaders.
- *Creating accountability systems* that draw on multiple sources of information to monitor the quality and equity of educational opportunities, outcomes, and resources and are paired with processes for providing direct support to schools and systems to foster continuous improvement.

Some states in the 51st State Working Group have already taken significant steps in transforming their accountability systems. For example, California has adopted a more equitable approach to funding that provides higher levels of funding to districts serving students with higher levels of need, and has paired this approach with locally developed accountability plans intended to evaluate the quality and equity of students’ educational opportunities and outcomes using more comprehensive measures. In Vermont, the Agency of Education has focused on supporting continuous improvement in schools by piloting Education Quality Reviews, a systematic inspec-

tion of school quality designed to encourage improvement in academic achievement as well as personalized learning, school safety, climate, staffing, and financial efficiency. New Hampshire's approach to redesigning accountability centers on transforming the state's system of assessment through the integration of performance assessments. The state's college and career ready competencies, efforts to grow the professional capacity of educators, and cross-district peer review systems are all designed to support the transformation of New Hampshire's system of assessment to prioritize authentic, curriculum-embedded, and instructionally relevant assessments.

Understandably, each state has a unique approach to undertaking accountability redesign. In the pages that follow, we describe the actions states have taken and highlight specific examples of policy changes and capacity-building efforts. This report is meant to bring to the fore the variety of ways that states have tackled the challenge of redesigning their accountability systems to create an educational environment that is more likely to produce excellent and equitable learning opportunities for all children.

Methods

This report documents the progress made by the 10 states in the 51st State Working Group to transform their systems of accountability to support more meaningful learning opportunities for all students. Notably, the purpose of this report is to describe current policies and capacity-building efforts in relation to the framework for redesigning accountability proposed by Darling-Hammond, Wilhoit, and Pittenger,⁴ which has served as a guiding framework for state transformation. To capture and document state progress, we used several sources of information:

- interviews with state department of education personnel who have participated in the 51st State Working Group;
- information from state websites including but not limited to state legislation, working papers, and board meeting minutes; and
- additional information shared by state education leaders during working group meetings and webinars.

Leaders from the states in the working group had opportunities to read, offer feedback, and suggest edits to these summaries to ensure that the information presented here is accurate, timely, and representative of the work currently underway in each state.

It is also important to note what is not included in this analysis. We do not offer information on the level or quality of implementation of these policies or analyze their effectiveness for improving students' opportunities to learn. The purpose of this document is to offer readers insight about how states are redesigning their account-

ability and their various approaches for doing so. We envision this document serving as a resource for state education leaders, policy makers, and other stakeholders interested in learning more about the processes and policies that some states have instituted in an effort to create more holistic and responsive education systems. Given the limited scope of this paper, the information gathered and presented here suggests opportunities for further study that might offer a more complex and in-depth look into the impact of these new policies.

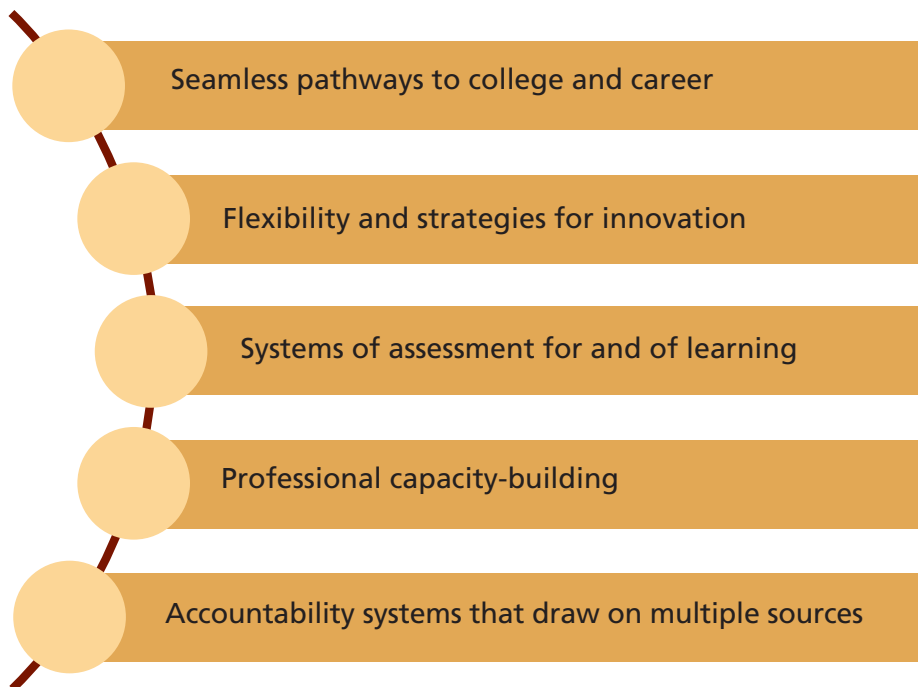
Learning from the 51st State Working Group

The 10 states in the 51st State Working Group came together to advance the shared goal of redesigning state systems of accountability to support more meaningful learning opportunities for all children. In working toward this goal, each state has taken a unique approach to system redesign. Furthermore, system transformation is a long process, and states are in different places in this journey. We highlight state progress in conceptualizing, building support for, developing, and enacting innovative accountability policies in the five key areas presented in Figure 1.

Seamless Pathways to College and Career

As schools prepare students to be college and career ready, states in this working group have sought to determine the characteristics, skills, knowledge, and dispositions that graduates need to succeed. This vision provides a statewide model for aligning educational experiences from preschool through high school. The definition

Figure 1. Elements of accountability redesign.



of college and career readiness (CCR) then serves as a guidepost for states as they create and implement strategic plans aimed at promoting, measuring, and ensuring meaningful learning for students. The definition also creates a standard by which educators can measure the effectiveness of new policies and practices in all dimensions of the system.

All 10 states have developed definitions of CCR. Four states—New Hampshire, Oregon, South Carolina, and Vermont—have adopted definitions of competencies beyond academic knowledge and skills, sometimes called “habits of mind” or “work–study practices,” as part of their definitions of CCR. Some states, in addition to their agreed-upon definition, have taken steps to craft a plan, a list of standards, specific outcomes, and/or clearly aligned strategies for determining and measuring progress in meeting expectations for CCR. For example, four states—California, Iowa, Kentucky, and South Carolina—have invested in the development of college and career pathways that provide students with opportunities to engage in hands-on internships, dual enrollment, and other opportunities that can prepare them for postsecondary success.

Flexibility and Strategies for Innovation

A commitment to policies and practices that are innovative has the potential to improve educational opportunities by challenging prior assumptions about what is taught, how students learn, when learning occurs, and where learning happens. As such, states can support districts and schools by offering latitude and flexibility in their adoption of innovative learning. Some examples of nontraditional and innovative state-supported models are: personalized learning plans, competency-based learning progressions, multiple and high-quality anytime/anywhere pathways for students to demonstrate learning, and the encouragement of schools and districts interested in implementing new approaches or pilot programs.

Although at different stages in the process, all 10 states in the working group have policies or programs in place to support innovative approaches to teaching and learning. Five states—California, Colorado, Iowa, Virginia, and Vermont—have created opportunities for schools to have greater autonomy over structures, operations, and/or staffing to pursue innovative approaches to teaching and learning. In California and Virginia, these policies include specific support for creating authentic college- and career-based learning experiences in schools. There is also great interest in competency-based models for teaching and learning, including the use of performance assessment as part of a competency-based system. Five states—Iowa, Kentucky, New Hampshire, Oregon, and Vermont—have policies in place to support schools and/or districts in pursuing competency-based models. Notably, Oregon is the only state that provides targeted financial support for innovation in schools with large populations of traditionally underserved students, including students who are economically disadvantaged, English learners, low-achieving, and/or racial or ethnic

minorities, which represents an important step toward creating more meaningful and equitable learning opportunities for students.

Systems of Assessment

A comprehensive system of assessment is multifaceted and layered; it includes both formative, locally developed assessments that foster student choice and are embedded in curriculum as well as state-level summative assessments that address deeper learning skills. Additionally, a well-rounded approach to assessment promotes students' development of social-emotional skills, dispositions, and habits of mind that are necessary for future life success. Within this system, performance assessments are a critical component of supporting meaningful learning in that the results of such assessments can provide:

- a comprehensive view of student knowledge and disposition as it relates to college and career readiness,
- a developmental view of student progress, and
- valuable information for instructors about how to modify and adapt future instruction.

All states in the 51st State Working Group are actively seeking more authentic and meaningful ways to assess the knowledge, skills, and dispositions students need for success in life beyond the classroom. Specifically, eight states are working to integrate performance assessment into their systems of assessment by adopting consortia assessments (Smarter Balanced Assessment Consortium [SBAC] and Partnership for Assessment of Readiness for College and Careers [PARCC]) that are aligned with the Common Core State Standards (CCSS) and include performance tasks, creating district or school flexibility for using performance assessments, and/or developing educator capacity to develop and use performance assessments in their classrooms. In fact, six of the 10 states in the working group have adopted either SBAC or PARCC to assess students' mastery of CCSS. New Hampshire has taken great strides in transforming assessment by developing and beginning implementation of a system of assessment that incorporates locally developed and common performance assessments that are intended to inform both classroom instruction and state accountability.

Professional Capacity

Growing skilled and committed educators is a central element of any system of accountability designed to ensure that all students have opportunities to engage in meaningful learning. Doing so requires states to develop the conditions, structures, and collaborative processes that encourage professional learning and growth among all educators. To achieve such a balanced and committed educator workforce

requires a movement toward higher expectations, continuous and evidence-based feedback, and an equalization of human resources that ensures well-qualified and effective teachers are in all schools.

States in the 51st State Working Group have taken steps to grow educator capacity by developing new teacher induction programs, developing systems of teacher evaluation and growth that are connected to opportunities for professional learning, developing standards for professional learning to ensure the quality of these experiences, and creating in-person and online opportunities to engage with educational materials and professional development resources that support educators in meeting state educational goals. Eight of the 10 states have developed or refined their systems of teacher and/or leader evaluation and support. In addition, two of these states—Kentucky and West Virginia—have developed policies or programs that aim to transform professional learning opportunities by encouraging more personalized and job-embedded learning for teachers. Notably, Iowa is growing professional capacity from within by creating opportunities for accomplished teachers to lead professional learning in schools as instructional coaches, model teachers, mentors, curriculum developers, or leaders of professional development.

Accountability

Transparency is a critical component of the process of continuous improvement in any accountability system. To ensure that students are meeting targets and schools and districts are making progress toward their locally developed and state-mandated goals requires platforms for intelligent information reporting. Multiple measures data dashboards can track information about inputs and outcomes as well as support educators in diagnosing what is and what is not working in schools. Similarly, school quality reviews can serve as a process of both review and support that occurs on a cyclical basis for all schools and more frequently for those schools in need of improvement. A support-based (rather than sanction-based) review of school quality brings together three critical elements: (1) robust quantitative and qualitative data from observations and interviews, (2) the deployment of educational experts not only to conduct diagnostic inquiry but also to partner with schools to address the needs of their students, and (3) the use of peer reviewers from across the state to bring in multiple perspectives, strategies, and ideas during the process of review.

States in the 51st State Working Group are taking steps to move away from A–F school evaluation systems focused narrowly on students’ academic performance and toward multiple measures data dashboards that provide a more comprehensive picture of students’ performance, opportunities to learn, and the resources and conditions that support these opportunities. Nine out of 10 states in the working group have taken steps toward designing or implementing multiple measures systems. In California, districts develop these multiple measures systems locally and incorporate both state and local priorities for improving educational outcomes

and opportunities. Although there is widespread interest in the potential for school quality reviews to support continuous improvement, few states have such systems in place. Kentucky and West Virginia have implemented school quality review systems to support priority schools, and Vermont is piloting a process for all schools. In New Hampshire, the school review process focuses on supporting schools participating in the state's performance assessment pilot.

Looking Ahead: New Directions for Accountability under ESSA

In December 2015, President Obama’s signature marked the reauthorization of the 1965 ESEA as ESSA. The biggest shift in the focus of accountability from NCLB to ESSA is the redistribution of power back to states. For over a decade, the federal government has attempted to drive student achievement, especially for the most vulnerable student populations, by way of sanctions tied to a narrow definition of student success. Although graduation rates have improved,⁵ there has been growing concern that test-based accountability has led to a narrowing of the curriculum through a focus on math and reading (tested subjects) at the expense of science, history, art, and music (untested subjects).⁶

The expanded role of states in designing systems of accountability and support for improving student learning creates new opportunities for state and local innovation; however, it also gives state leaders the important and challenging duty of designing systems that can address enduring inequalities in student learning opportunities and outcomes. This is an opportunity for states to press ahead on these initiatives, yet it is also a time of great vulnerability because some states may be tempted to drive away from the advancements of recent years; as such, states’ commitments to advancing student learning is paramount.

The 51st State model of accountability for meaningful learning proposed by Darling-Hammond, Wilhoit, and Pittenger (2014) and the progress made by the 10 states in the 51st State Working Group can serve to inform future state efforts to redesign systems of accountability under ESSA. In addition, this legislation creates new opportunities for designing systems that ensure all students have access to opportunities for meaningful learning. In the following sections, we describe future directions for state accountability policy and how they relate to and extend recent state efforts to redesign accountability in five critical areas.

Developing Seamless Pathways to College and Career

ESSA raises the bar for state standards even higher than NCLB by requiring that each state “demonstrate that the challenging State academic standards are aligned with entrance requirements for credit-bearing coursework in the system of public higher education in the State and relevant State career and technical education standards.”⁷ Most states have already adopted college and career readiness (CCR) standards. One reason for this was that adopting CCR standards was a requirement

for receiving an ESEA waiver, which states could meet by adopting the Common Core State Standards or developing state standards aligned to expectations for college and career. The challenge before the states is to make those newly adopted standards come alive in schools.

Some states, in addition to their agreed-upon definition, have taken steps to craft a plan, a list of standards, specific outcomes, and/or clearly aligned strategies for determining and measuring progress in meeting expectations for CCR. Furthermore, in some states CCR exists to inform other critical aspects of the state's initiatives, ranging from assessment type and format to course progression and graduation criteria. Importantly, ESSA provides guidance to states in the kinds of programs and activities that can support “well-rounded educational opportunities” that prepare students for success in college and career, including college and career guidance and counseling programs, postsecondary education and career awareness, dual enrollment programs and early college high school courses, and field-based learning experiences in science, technology, and engineering. As part of creating a balanced system of support and accountability, states can consider approaches for not only measuring student performance against CCR standards but also ensuring students have access to and participate in the learning experiences that will prepare them for success in college, career, and life.

Supporting Flexibility and Strategies for Innovation

ESSA creates competitive funding opportunities for innovation in education, including funding to “create, develop, implement, replicate, or take to scale entrepreneurial, evidence-based, field-initiated innovations to improve student achievement and attainment for high-need students.”⁸

In addition, the bill includes competitive funding programs to develop wraparound support systems for vulnerable communities and replicate high-quality charter schools. Creating innovation schools and districts that encourage opportunities for increased autonomy and flexibility for teachers, principals, and district leaders has been a popular strategy for supporting innovation in the states described in this report. Some examples of the innovative models for learning supported by states include personalized learning plans, competency-based learning models, and the integration of performance assessment with curriculum and instruction. In some of the states, a complement to the innovative work being done is the expectation that any experimentation around curriculum, instruction, or school organization must be documented so that learning and best practices can be subsequently shared with schools and educators across the state. In this way, innovation sites become “labs” where new methodologies can be tested, refined, and then communicated with others looking for new ways to deliver instruction.

Notably, ESSA provides targeted funding for entrepreneurial efforts focused on improving the educational outcomes of high-need students. Similarly, Oregon promotes educational innovation and equity by providing grant funding for developing proficiency-based learning models, which include personalization and meaningful assessment, to districts with large populations of traditionally underserved students. These districts and their schools share best practices as demonstration sites for other schools. Dedicated funding for experimenting with innovative and evidence-based approaches to education in districts and schools serving high-need students can help states meet goals for ensuring equitable opportunities for meaningful learning.

Designing Systems of Assessment

ESSA maintains NCLB's requirement for annual statewide testing in grades 3–8 and once in high school in mathematics and English language arts. Importantly, the legislation builds on the innovative assessment strategies currently being developed in states. Specifically, ESSA includes provisions that allow for assessments to be delivered, in part, in the form of projects, portfolios, and extended-performance tasks. This opens up the possibility for performance-based graduation requirements under development in states, including Maine and Vermont, to be used to meet both state and federal accountability requirements.

In addition, ESSA includes direct support for an innovative assessment pilot. ESSA allows up to seven states, and a consortium not to exceed four states, to implement an innovative assessment and accountability pilot. This pilot may include the use of competency- or performance-based assessments for accountability purposes, and removes the requirement for annual statewide assessments to be used for accountability purposes. Notably, only New Hampshire had been approved for such a pilot under previous ESEA waivers. Thus, New Hampshire's Performance Assessment of Competency Education (PACE) pilot could serve as a model for future state assessment pilots.

The innovative assessment pilot signals a shift toward more innovative assessment models that focus on competency rather than cut scores, and are more closely integrated with curriculum and instruction and indicative of real-world success. As is reflected in the PACE model, a comprehensive system of assessment is multifaceted and layered; it includes both formative, locally developed assessments that foster student choice and are embedded in curriculum as well as state-level summative assessments that address deeper learning skills. Additionally, a well-rounded approach to assessment promotes students' development of social–emotional skills, dispositions, and habits of mind that are necessary for future life success. Within this system, performance assessments can serve as a critical component of supporting meaningful learning in that the results of such assessments provide a holistic view of student learning and valuable information to guide instruction.

Developing Professional Capacity

Growing skilled and committed educators requires high expectations, statewide shared models and resources, continuous and evidence-based feedback for educators, and an equalization of human resources where well-qualified and effective teachers are in all schools. ESSA includes specific provisions to address inequities in the distribution of teaching quality. First, federal Title II funds, which are to be used for professional learning and capacity-building, are weighted with heavier distributions to states with higher levels of student poverty. Additionally, there is an allowance for states to determine how to distribute high-quality educators more equitably. Furthermore, there is specific language that outlines that funds can also be used for “teacher, principal, and other school leader evaluation and support systems that are based in part on evidence of student achievement” and must provide “clear, timely, and useful feedback” to educators.⁹ This combination of evaluation *and* support has been a central component of the 51st State Working Group’s vision for developing professional capacity.

By contrast, ESSA also includes language that would allow states to lower the bar for educators, which could have especially negative effects on students of color and students from low-income families who are disproportionately taught by inexperienced and underprepared educators. Specifically, the legislation no longer includes the teacher quality requirements that were part of NCLB (i.e., “highly qualified”¹⁰) and allows states to use Title II funds to develop teacher preparation academies, which serve as fast-track preparation programs that allow teachers to serve as teachers of record while still enrolled in the program. Notably, parents whose children are taught by these underprepared teachers would not be informed that their child’s teacher had not completed basic preparation coursework and other requirements. Consequently, it is up to individual states whether they make strides toward raising professional standards for all educators or continue to allow reduced expectations for the students serving our most vulnerable students.

Creating Accountability Systems

ESSA marks an important move toward a more holistic approach to accountability. Although significant weight will still rest on traditional testing outcomes, ESSA eliminates NCLB’s Adequate Yearly Progress (AYP) system, which set unrealistic goals for improving student performance based solely on test scores. This shift allows states to have flexibility in tailoring their accountability systems, goals, school interventions, and indicators for measuring student achievement to their own state context rather than adhering to a one-size-fits-all nationwide metric. There is a hope that this transition to local control will drive achievement in more meaningful ways by inspiring innovations, creating meaningful educator evaluation systems, and leading to a system that is continually improving while also ensuring students are college and career ready upon graduation from high school.

In fact, ESSA requires all states to establish an accountability system based on multiple indicators including:

1. academic achievement;
2. another academic indicator, which must include graduation rates at the high school level;
3. English proficiency; and
4. at least one other valid, reliable, comparable, and statewide indicator of school quality or student success.

All of these indicators must be disaggregated for each group of students. Almost all of the states in the 51st State Working Group have made progress toward conceptualizing or designing multiple measures systems that incorporate data on both student performance outcomes and opportunities to learn. As states move forward in implementing these systems, linking information about educational outcomes and opportunities together with direct supports for struggling schools and schools serving high-need populations can serve as important mechanisms for increasing equity in student learning opportunities and outcomes. Combining comprehensive data on student learning opportunities and environments with support also has the potential to better support continuous improvement in all schools.

Overall, federal policy now includes clear provisions that support many of the approaches to accountability redesign that the 51st State Working Group has been committed to advancing—that is, the work they are doing to improve educational systems that are more equitable, engaging, relevant, and connected to life outside of and beyond school. Lessons from these states can support others in building systems of support and accountability for meaningful learning.

Summaries of State Progress: 51st State Working Group Takes the Lead in Rethinking Accountability

Although trends in education ebb and flow, what has remained constant is the need to provide more equitable, meaningful, and engaging educational opportunities for students such that we can narrow the achievement gap and improve life outcomes for *all* children. To accomplish this goal, the 10 states in the 51st State Working Group, highlighted in this section, have adopted a multipronged approach to redesigning their education systems. The five redesign elements detailed above guide the organization of this paper. We analyze how these elements are addressed and connected in each state context to offer readers a coherent picture of accountability redesign within 10 discrete state contexts. Our aim in documenting the policies in place in these states is to provide examples that others might adopt or adapt in an effort to produce the kind of educational system that prepares students to participate fully in our society.

California

Accountability redesign in California has focused on adopting more ambitious academic standards and assessments of student learning while also changing the way districts are funded and held accountable in an effort to create more supportive conditions for ensuring all students make progress toward these goals. California's approach has a comprehensive focus on equity, which combines a more equitable approach to funding with locally designed accountability plans that hold all schools and systems responsible for improving the learning outcomes and opportunities of all students. The state's newly adopted Local Control Accountability Plans are designed to provide a more comprehensive picture of school performance and progress than the previous system and meet the requirements of ESSA.

College and Career Readiness

California adopted the Common Core State Standards (CCSS) in 2010 with a commitment to full implementation in the 2014–15 school year. In addition, the state has multiple initiatives in place to support the learning experiences that will support students in being college and career ready upon graduation from high school.

In 2015, State Superintendent Tom Torlakson and the California Department of Education (CDE) implemented a Career Readiness Initiative designed to promote and expand career and technical education (CTE) in the state.¹¹ As described in the

2015–16 budget, the state plans to spending \$900 million over the next three years to support career and college readiness programs through The Career Technical Education Incentive Grant, which provides grants that require some local matching funds.¹² The state’s CTE initiative is multifaceted and includes the articulation of Standards for Career Ready Practice,¹³ which describe the knowledge and skills that students need to develop as they transition to postsecondary career training and the workforce. The central programmatic thrust of the new initiative is the California Career Pathways Trust (CCPT),¹⁴ which provides:

integrated academic and career-based education and training, aligned to current or emerging regional economic needs, designed to lead students to a postsecondary degree or certification in high-skill, high-wage, and high-growth fields. The overarching goal of this program is to build and sustain robust partnerships between employers, schools, and community colleges in order to better prepare students for the 21st century workplace and improve student transition into postsecondary education, training, and employment.¹⁵

Through this new initiative several key elements of career readiness are substantially strengthened and expanded. Some examples include:

- Student access to career pathways in 15 industry sectors
- California Partnership Academies (CPAs), which serve at-risk students’ transition to career training programs post-graduation
- Linked Learning Pilot Program with 20 sites statewide
- Expansion of work-based learning programs
- Promotion of concurrent college enrollment programs

California also supports students’ efforts to be prepared for and successful in college through the Early Assessment Program (EAP)—a joint effort between the State Board of Education, the CDE, The California State University, and California Community Colleges. Designed to serve students in their junior year of high school, EAP provides opportunities for student to measure their readiness for college-level English and mathematics and facilitates opportunities for them to improve their skills while still in high school.¹⁶

Flexibility and Strategies for Innovation

California was awarded over \$51 million from the U.S. Department of Education for the expansion of public charter schools in the state. In addition to charter

schools and magnet schools, the state supports an innovative model of CTE through CPAs. CPAs “represent a high school reform movement that is a three-year program (grades 10–12) structured as a school-within-a-school with a focus on smaller learning communities with a career theme.”¹⁷ The CPAs align and integrate curriculum to the specified theme; foster collaboration among the team of teachers within the academy; provide students with industry-specific learning experiences, activities, guest speakers, and projects; and offer students workplace learning opportunities including internships and after-school jobs.

System of Assessment

California is committed to the full implementation of the state standards and the Smarter Balanced Assessment Consortium (SBAC) system,¹⁸ which includes formative, optional interim, and summative assessments as well as extensive online resources for educators. As part of the implementation of SBAC, California is focused on recruiting teachers to score the summative performance tasks and encouraging the use of interim assessments to guide instruction throughout the school year. For example, the Building Educator Assessment Literacy (BEAL) project builds teacher capacity for scoring the SBAC performance tasks through face-to-face and virtual professional training modules and supports educators in including CCSS-aligned performance assessments in classroom instruction.¹⁹

Professional Capacity

The California Commission on Teacher Credentialing (CTC) is an agency in the state government’s executive branch that serves as a standards board for educator preparation for the state’s public schools. The CTC oversees the state licensing and credentialing of educators, the enforcement of professional practices of educators, and the discipline of credential holders. Additionally, *Greatness by Design* is a report developed by the Educator Excellence Task Force in conjunction with leadership from the CDE and the CTC to provide a “clear, coherent vision for the development of high-quality educators.”²⁰ California is working to improve the recruitment, preparation, and induction of educators statewide to address the current teacher shortage.²¹

The Quality Schooling Framework (QSF) is a holistic and conceptual model for gauging and then supporting school quality and instructional effectiveness. Using a systems approach, the framework provides practical, evidence-based practices to identify challenges and suggest strategies for improvement at the school and district level.²² As a result, QSF has become California’s destination for tools and practices to guide effective planning, policy, expenditure, and instructional decisions. This resource is a comprehensive electronic platform with a wide array of informational and support tools available for local use.²³

Accountability

Multiple Measures Dashboard

California is committed to the development of a fair accountability system that includes multiple measures of students' opportunities to learn. In 2015, the state superintendent created the Accountability and Continuous Improvement Task Force to begin the work of gathering stakeholder input on ways to redesign how the state holds schools and districts accountable for improving student learning. A central part of this initiative is to explore approaches for measuring college and career readiness and using state and local indicators of academic progress and performance. Another important component of this shift in accountability structure is evident in the way California has simplified state funding of local education agencies (LEAs) via the creation of the Local Control Funding Formula (LCFF). The LCFF eliminates most categorical programs by creating funding targets based on student characteristics while also allowing LEAs to have considerable flexibility in determining how to spend funds to improve student outcomes.²⁴ However, attached to this flexibility in spending is the requirement that school districts and charter schools create and annually update a Local Control and Accountability Plan (LCAP). The LCAP serves to assist LEAs in identifying goals and measuring student progress across multiple performance indicators.²⁵ Some of the measures currently under consideration for the assessment of college and career readiness include:

- Advanced Placement (AP) exams,
- International Baccalaureate (IB) exams and diplomas,
- SAT/ACT exams,
- A–G completion (courses required for entrance in University of California and The California State University systems),
- Dual enrollment (concurrent enrollment in high school and community college),
- Career Technical Education Pathway completion,
- State Seal of Biliteracy award, and
- Golden State Seal Merit Diploma.

School Quality Review

In 2014, the California Collaborative for Educational Excellence (CCEE) was established in response to Education Code Section 52074. CCEE will provide assistance

to LEAs in achieving the goals set forth in their LCAPs. The purpose of the collaborative is to support LEAs in improving the quality of teaching and school and district leadership and successfully addressing the needs of special populations (i.e., English learners, students who qualify for free or reduced-price school meals, and students with exceptionalities).²⁶ According to state department personnel, there is potential for CCEE to use school quality reviews as a mechanism for providing technical assistance to schools and districts.

Funding and Governance

The 2013–14 California budget replaced the previous K–12 finance system with the LCFF.²⁷ Over the course of an 8-year implementation timeline, LEAs will have funding restored to the 2007–08 levels adjusted for inflation. The LCFF also provides varying adjustments in funding based on student population, i.e., the percentage of students who are targeted disadvantaged students—English learners, students who qualify for free or reduced-price school meals, and/or foster youth; see Table 1 for base grant amount per student and adjustments. This change is an important step toward a more equitable distribution of resources. Part of the funding package requires districts, county offices of education, and charter schools to create a 3-year LCAP that defines district goals, determines needed actions and services to reach them, and tracks progress for student groups across multiple performance indicators.

Table 1. Grade span funding at full LCFF implementation.

Grade span	Base grant	K–3 class size reduction and grades 9–12 adjustments	Average assuming 0% unduplicated FRPM, EL, foster youth	Average assuming 25% unduplicated FRPM, EL, foster youth	Average Assuming 50% unduplicated FRPM, EL, foster youth	Average Assuming 100% unduplicated FRPM, EL, foster youth
K–3	\$6,845	\$712	\$7,557	\$7,935	\$8,313	\$10,769
4–6	\$6,947	N/A	\$6,947	\$7,294	\$7,642	\$9,899
7–8	\$7,154	N/A	\$7,154	\$7,512	\$7,869	\$10,194
9–12	\$8,289	\$216	\$8,505	\$8,930	\$9,355	\$12,119

Note. EL=English learners; FRPM=students who qualify for free or reduced-price school meals.
<http://www.cde.ca.gov/fg/aa/lc/ffcfoverview.asp>

Colorado

Colorado has developed a plan to ensure students are college and career ready upon graduation by gathering input from a variety of stakeholders by way of several different initiatives, councils, and working groups. The state has also endorsed the use of performance assessments by supporting schools in developing those assessments for use in local educator effectiveness processes and by helping teachers build performance assessments into sample curriculum units spanning all grade levels and subjects.

College and Career Readiness

In 2009, the Colorado State Board of Education and Colorado Commission on Higher Education adopted a definition of college and career readiness. It reads: “Colorado high school graduates demonstrate the knowledge and skills (competencies) needed to succeed in postsecondary settings and to advance in career pathways as lifelong learners and contributing citizens.”²⁸ Colorado has a host of “P20” initiatives²⁹ designed to prepare students for college and career, including:

- Engagement of higher education faculty in the alignment of high school curriculum to increase success rate for college students;
- Creation of the Postsecondary and Workforce Readiness High School Diploma Endorsement, which offers students many ways to demonstrate readiness for life after graduation; and
- Promotion of K–12 and higher education collaboration via the Core to College Initiative with the purpose of aligning state standards and assessments.³⁰

To monitor state efforts to improve college and career readiness each year, Colorado summarizes and tracks information on postsecondary attendance of its high school graduates, disaggregated by race/ethnicity, gender, and free or reduced-price school meal status. The data are collected using information from public and private colleges and universities in Colorado and nationally from the National Student Clearinghouse.³¹

Flexibility and Strategies for Innovation

The Senate Bill 08-130: Innovation Schools Act of 2008 provides a means for any school or district in the state to create and implement innovative instructional, cur-

ricular, and organizational ideas and practices. The purpose of the act is to “provide additional flexibility to schools and districts for the purpose of meeting student needs,” where there is room to interpret the act “broadly so as to maximize this flexibility.”³² Innovation schools are granted greater autonomy related to budget, schedule, staffing, and school operations. The goal of this increased autonomy is to strategically align decision-making and resource allocation with the school’s unique approach to teaching and learning. In the 2014–15 school year, there were 58 innovation schools in the state.³³

System of Assessment

Colorado is a member of Partnership for Assessment of Readiness for College and Careers (PARCC).³⁴ In the fall of 2015, the CDE began the process of developing performance tasks and scoring rubrics. Colorado views performance assessments as not only important unto themselves, but also as necessary components of a future accountability system. Colorado currently has multiple initiatives in place to develop educator capacity to use performance assessments. For example, the Stanford Center for Assessment, Learning, and Equity (SCALE) is working with teachers to learn to design, implement, and score performance assessments.³⁵ In addition, the state has created Content Collaboratives that bring together groups of educators who teach the same content area to embed performance assessments in units of study and develop educators’ assessment literacy.

In May 2015, House Bill 15-1323 was passed, which affects state assessments, educator effectiveness, and assessment pilots.³⁶ Specifically, the bill supports the creation of a program through which locally developed or selected assessments, including performance assessments, may be piloted for potential use in the state assessment system. In addition, the bill reduces state testing requirements and requires districts to adopt policies allowing parents to excuse their children from participating in state assessments.

Professional Capacity

In 2010, Colorado passed Senate Bill 10-191: The Great Teachers and Great Leaders Act.³⁷ The bill changed the way principals, teachers, and specialized service professionals are supported and evaluated. Specifically, these regulations include:

- The adoption of statewide educator Quality Standards that define “effectiveness”;
- Development and piloting of Colorado State Model evaluation system for teachers, principals and specialized service personnel

- annual performance evaluations (50% professional practice and 50% multiple measures of student learning)
- evaluations focused on continual improvement, meaningful feedback, basis of personnel decisions
- nonprobationary status earned and retained based on “effectiveness”; and
- Support for all districts with implementation guidance and training.

The educator effectiveness law requires local measures of student learning to be included in effectiveness metrics. Consequently, there is potential to connect the state’s performance assessment work to the educator effectiveness system.

Colorado’s Educator Preparation Project (EPP) at the CDE brings together key elements of building educator capacity through pre-service teacher preparation and a targeted dissemination of best practices across the state that align with the expectations outlined in Senate Bill 10-191. In alignment with the Colorado Academic Standards (CAS)³⁸ and the Educator Effectiveness initiative, the EPP aims to support colleges, universities, districts, and schools training educators across the state.³⁹ EPP joins together the CDE and Department of Higher Education to achieve its mission. Specifically, the CDE and the Department of Higher Education are working with two teacher preparation programs to identify an effective process for embedding Colorado’s education initiatives, including the CAS and educator quality standards, into educator preparation programs and to disseminate lessons learned from these efforts.

Accountability

In 2009, Senate Bill 09-163: The Education Accountability Act served to create a more coherent accountability system that would hold the state, districts, and schools accountable for performance on the same set of performance indicators.⁴⁰ As part of this, the state aimed to improve oversight of improvement efforts and create a single accountability system that could replace Adequate Yearly Progress (AYP) determinations made under federal accountability policy. The Education Accountability Act led to the development of two important aspects of the state’s accountability system. First, School and District Performance Frameworks hold schools and districts accountable for academic achievement and growth on a single set of indicators and measures while also allowing the state to differentiate support for schools and districts based on their needs.⁴¹ Second, the act required each Colorado district and school to create an annual improvement plan. The Unified Improvement Plans (UIPs) are completed annually to support continuous improvement. The process

includes gathering and organizing data, reviewing current performance, describing trends, identifying root causes, prioritizing, setting targets, creating strategies, and measuring results along the way.⁴²

Colorado's ESEA waiver, approved most recently in November 2015, allows Colorado to use its own system of school and district frameworks and the UIPs to hold schools and districts accountable, replacing AYP and federal sanctions tied to not making AYP.⁴³ The waiver also provides greater flexibility to the state in determining how to respond to schools and districts that do not demonstrate growth in student performance.

Iowa

In Iowa, redesigning the state system of accountability has focused largely on adopting ambitious expectations for college and career readiness, supporting innovation through the adoption of competency-based models for learning and assessment, and growing the capacity of educators by creating opportunities for teachers to lead professional learning in schools. In addition, the state has taken steps toward developing a multiple measures data dashboard system that can serve as a tool to inform and differentiate support for school improvement efforts.

College and Career Readiness

In Iowa, “college and career ready means the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing first-year courses at a postsecondary institution without the need for remediation” (Iowa ESEA Flexibility Request, 2012). Iowa’s efforts to develop and implement college and career readiness (CCR) standards began in 2005 with a focus on developing common expectations for high schools and grew to include CCR expectations for grades K–12 known as the “Iowa Core.”⁴⁴ In 2010, the state adopted the Common Core State Standards and these standards, together with some additional information about essential concepts and skills, became the Iowa Core for mathematics and literacy.

Iowa has two programs that facilitate student preparation for postsecondary career and college success. The first program is Senior Year Plus (SYP), which provides students with a variety of opportunities to earn college credit while still in high school and become acclimated with the rigor and expectations of a college setting. SYP includes the following programs: AP courses, concurrent enrollment in community colleges, and career academies (high school enrollment in college-level career and technical education programs).⁴⁵ In the 2013–14 school year, Iowa led the nation with 28.2% of its total community college enrollment students under the age of 18.⁴⁶

The second initiative is Iowa’s career and technical education (CTE) program, which includes educational programs that prepare postsecondary students for entry into one of six service areas: agriculture, consumer sciences, health occupations, business, industrial technology, or marketing.⁴⁷ The CTE program utilizes the National Career Clusters Framework as a guide for the organization and delivery of instruction.⁴⁸ This framework serves as a guide in developing instructional programs that bridge learning in high school with various career pathways.

Flexibility and Strategies for Innovation

Innovation in Iowa is largely focused on competency-based learning models. Competency-based education (CBE) in Iowa was first introduced in 2012 through Senate File 2284. The state established and funded a CBE Collaborative of 10 districts across the state that formed a professional learning community designed to “engage in collaborative inquiry to investigate, develop, and implement competency-based educational pathways for their students and create a framework to guide the statewide implementation of CBE.”⁴⁹ The philosophy that undergirds Iowa’s CBE system is that a focus on competency “results in deeper learning outcomes for students.” Specifically, the state’s focus on CBE is based on the belief that students are more likely to have both academic success and a promising postsecondary life when they can demonstrate content proficiency in multiple ways, engage in hands-on learning, and display critical and creative thinking.⁵⁰

In addition, the state has supported the establishment of charter schools to support innovation. In 2006, the state legislature raised the cap for charter schools from 10 to 20 schools without allocating additional funding.⁵¹ In 2009, Iowa’s charter school law was expanded to “innovation zones” where charter schools must be in an area where there is a consortium of two or more school districts and with a partnership with an institution of higher education that may provide technical assistance. The purpose of an innovation zone school per Iowa Code 256F.1(3) is to improve student learning by way of different and innovative methods of teaching, and/or unique approaches to school organization, budgets, accountability, and outcome measurement.⁵²

System of Assessment

In 2013, the General Assembly commissioned the Assessment Task Force to make recommendations to state legislators related to the statewide accountability assessment. The Assessment Task Force is made up of teachers, administrators, higher education personnel, technical assistance and professional development providers, a parent, a representative from the Iowa Department of Education (IDE), and a member of the Iowa Business Council. The task force spent a year engaged in a rigorous process of review that in January 2015 generated a series of recommendations, including the adoption of the Smarter Balanced Assessment Consortium (SBAC) as Iowa’s statewide assessment.⁵³

Iowa is currently participating as a pilot state implementing performance task assessments in partnership with the Innovation Lab Network (ILN),⁵⁴ Stanford Center for Opportunity Policy in Education (SCOPE),⁵⁵ and Stanford Center for Assessment, Learning, and Equity (SCALE). The pilot was implemented in 10 Iowa districts.⁵⁶ This work builds on the use of performance tasks as part of SBAC and builds further capacity for integrating performance-based assessments in the state’s assessment

system. In this same vein, the IDE has commissioned the Assessment Task Force to help revise current policy and set direction for districts and the state in developing more comprehensive and balanced systems for assessing student learning, including measures of deeper learning of the Iowa Core Standards. Iowa also participates in the Great Lakes and Midwest Regional Deeper Learning Initiative; the initiative's Midwest Comprehensive Center aims to provide technical assistance and build the capacity of state education agencies in Iowa, Illinois, Minnesota, and Wisconsin to support districts and schools to ensure that all students graduate high school ready for college or a career.⁵⁷

Professional Capacity

Iowa has been working to use opportunities for teacher leadership as a key lever for enhancing teachers' professional learning and growth. The Teacher Leadership and Compensation (TLC) System⁵⁸ was created to reward effective teachers with leadership opportunities and higher pay, encourage greater collaboration to support the learning of all teachers, attract promising new teachers with more competitive salaries, and, ultimately, improve student learning by strengthening instruction. Specifically, the state provides grants for districts to implement approaches for growing teacher capacity that align with the goals of the TLC system. District approaches can include opportunities for teachers to serve as instructional coaches, model teachers whom colleagues can visit and learn from, mentors to new or developing teachers, curriculum developers, and leaders of professional development. Notably, Iowa already had a professional development model⁵⁹ in place that encouraged collaborative learning among teachers. However, state leaders describe fostering teacher leadership as essential for realizing the goals of their professional development model.

Additionally, the IDE, in partnership with the Midwest Comprehensive Center, has engaged in a comprehensive alignment study of various standards for teachers and leaders. The results of this study will be used to:

- guide professional development,
- guide decision-making of the Council on Educator Development in relation to teacher and leader evaluation systems,
- update current state standards for teachers and leaders, inform the update and revisions to the 2014 Interstate School Leaders Licensure Consortium (ISLLC), and to
- provide direction to other states as they engage in updating their own standards.

This partnership is also charged with developing a learning continuum that describes the progression of performances, knowledge, and dispositions from pre-service teacher to practicing teacher to teacher leader to administrator, with a focus on supporting educators at all points of their career. The IDE has recently reviewed all standards for higher education programs preparing teachers and leaders and is implementing revised accreditation criteria for these institutes of higher education. They are now collecting annual data related to preparation program performance.

As part of House File 215, the Council on Educator Development has been convened to study and then make recommendations related to teacher and leader evaluation systems and the undergirding professional development needed to implement those systems well.⁶⁰ The goal of the study is to determine the efficacy of the current systems in providing practitioners with clear and actionable feedback to enhance their practice and advance student learning. As part of this process, the Council is required to review the current teacher and administrator evaluation systems in Iowa, the criteria used to further define the Iowa Teaching Standards (last revised in 2002) and the Iowa Standards for School Administrators (last revised in 2006), and nationally accepted teaching standards. In addition, the Council must review the process for developing individual teacher and individual administrator professional development plans, evaluator training, peer group reviews, and the interrelated facets of the teacher and administrator evaluation systems and performance review requirements.⁶¹ The Council's final recommendations are set to be made to the State Board of Education, governor, and General Assembly in November 2016.

Accountability

Multiple Measures Data Dashboards

Iowa has multiple online state reporting mechanisms for education performance data, and these reports present many sources of data at different levels of granularity. These systems were created at different times to serve different purposes, some legislative and others informational. In recent years, the state has taken steps to bring these data sources together to support educational improvement efforts.

To this end, two major, though compatible, efforts are underway to create a more comprehensive data dashboard. The first component is the Attendance Center Rankings, “a system for evaluating and ranking all public schools based on their performance on nine specific measures.”⁶² Established and adopted by lawmakers in 2013 as part of House File 215, the Attendance Center Rankings are designed to capture student proficiency rates and growth toward college and career readiness, which are used to generate an overall school performance grade and report card for each district or “attendance center.” Examples of required measures include, but are not limited to: student proficiency, academic growth, parent involvement, student attendance, employee turnover, community activities and involvement, closing of

achievement gap scores, graduation rates, and college readiness. Some of the measures that are more difficult to measure, such as parent involvement, are undergoing pilot testing before officially becoming a part of the dashboard. The information generated by these reports is available online for the general public to “help Iowans understand how their schools are doing and enhance communication in local communities about how schools can improve.”⁶³ The dashboard system is set to be fully implemented in 2016.

The second effort toward a more comprehensive data reporting system in Iowa is the Healthy Indicators initiative.⁶⁴ The purpose of this initiative is to identify a key set of performance indicators that could be used meaningfully by schools to assist in improving their effectiveness. Specifically, this information is intended to be used in Iowa’s upcoming tiered accreditation process for schools; the basic presumption is that not all schools need the same level of support and feedback from the IDE.

In the current accreditation model, every district in Iowa receives an accreditation visit every 5 years. Because each district receives the same basic visit, the recommendations are fairly general and have not resulted uniformly in meaningful improvement in Iowa schools. The revised model will be differentiated to meet the needs of each district. In the revised system, all districts will receive a desk audit of their data every year. The IDE will then determine which districts need additional data collected and which should receive a site visit. To accomplish these purposes, the IDE will work with schools and their intermediate educational agencies to define and operationalize a set of “healthy indicator” data with documented relationships to school improvement.

Given the convergence of the new law regarding Attendance Center Rankings with the Healthy Indicators initiative, Iowa made the decision to merge the two initiatives into one dashboard system that can serve multiple purposes. The goal is to have a uniform, statewide dashboard that contains information needed to serve multiple purposes: accountability, reporting, and school improvement needs.

Kentucky

Kentucky has taken a comprehensive approach to system redesign that includes a definition of college and career readiness and multiple initiatives and opportunities for developing innovative learning models to support students in meeting these expectations. Another key part of the work happening in Kentucky is around the state’s use of a multiple measures data dashboard to highlight school success, identify areas for improvement, and deploy focused support based on local needs.

College and Career Readiness

In March 2009, Kentucky’s governor signed Senate Bill 1, which strengthened Kentucky’s efforts to ensure students are college and career ready. The legislation requires the Kentucky Council on Postsecondary Education, the Kentucky Board of Education, and the Kentucky Department of Education (KDE) to work together in drafting a College and Career Readiness (CCR) Unified Strategic Plan to develop goals and identify strategies to “reduce college remediation rates of recent high school graduates” and “increase college completion rates of students enrolled in one or more remedial courses.”⁶⁵

Senate Bill 1 included the adoption of the Common Core State Standards, mandated a measurement of readiness, and mandated that a plan for CCR be established with the KDE and higher education institutions and stakeholders. The Unified Strategy for College and Career Readiness in Kentucky defines college and career readiness as follows:

College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky’s systemwide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemental courses. Developmental education courses do not award credit for a degree.

Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and

the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.⁶⁶

Furthermore, the College and Career Readiness Unified Plan articulates four unified strategies to support schools/districts in implementing the CCR standards and therefore meeting the identified goals for student achievement:

1. Increase accelerated learning opportunities for all Kentucky students,
2. Provide targeted interventions for all students who are not college and career ready,
3. Increase access to and quality of college and career readiness advising, and
4. Increase the college completion rates of students entering with one or more developmental or supplemental course needs.

Important elements of Kentucky’s push for CCR include the following initiatives:

- *Collection and use of data:* The state is developing resources that enable schools to identify students who are “off track” or struggling so that immediate interventions and supports can be put in place to encourage them to stay in school and graduate.
- *Course and assessment alignment:* State-facilitated training cadres assist implementation of the rigorous English language arts and math common core standards by using research-based, highly engaging instructional strategies and formative assessment tasks. This includes the newly established end-of-course high school assessments in English II, algebra II, biology, and U.S. history.
- *Targeted interventions:* Readiness benchmarks are established in grade eight (EXPLORE), grade 10 (PLAN), and grade 11 (the ACT) assessments. For students not meeting standards, transitional programs and interventions provide additional instructional time to support skill mastery and reduce the need for remediation in high school or college.
- *Acceleration:* Through a grant awarded to Lincoln County, the state is encouraging schools to participate in Project Lead the

Way (PLTW). PLTW cultivates student interest in STEM (science, technology, engineering, and mathematics) careers and provides the opportunity to participate in a rigorous pre-engineering high school curriculum that enables students to earn college credit through successful completion of PLTW assessments.

- *Academic and career advising:* Students in grades 6–12 receive college and career guidance using a comprehensive advising program connected to individual learning plans. Lloyd B. McGuffey 6th Grade Center and Lincoln County Middle and High Schools provide this service to students.
- *Innovative pathways to student success:* For students who don't thrive in a traditional classroom setting, the state is promoting alternative programming, such as Early College, to meet student needs. In Lincoln County, Fort Logan High School provides an alternative track for students to earn an accredited high school diploma.
- *Career readiness pathways:* Advocacy of career-themed academies provides a more rigorous college preparatory curriculum, as well as preparing students for immediate career entry. The technology center at Lincoln County High School complements the state's vision by offering career clusters that enable students to pass the Kentucky Occupational Skills Standards Assessment or earn industry-recognized career certificates.

Flexibility and Strategies for Innovation

Kentucky's Districts of Innovation (DOI) Statute (Kentucky Revised Statute 156.108) defines innovation as: “a new or creative alternative to existing instructional and administrative practices intended to improve student learning and student performance of all students” where learning innovation is about “moving from the teaching system of the 20th century to a new ‘learning system’ of the 21st century where learning and the ‘facilitation of learning’ (teaching) are the central elements.”⁶⁷ Last summer Kentucky granted several districts a waiver to allow them to pursue instructional models that are competency or performance based, including performance-based assessment.

The state has identified six “critical attributes”⁶⁸ that are the foundation of innovation in the state. Schools and districts are free to develop the specific strategies or design structures that foster these six attributes in the learning environment:

1. *World-class knowledge and skills:* knowledge and skills that prepare students for global success and competency

2. *Personalized learning*: the process of setting goals and assessing progress to ensure student academic and developmental support
3. *Anytime, everywhere learning*: flexible and real-world learning environments that provide constructive learning experiences
4. *Student agency*: students' ownership of and ability to shape their individual learning experience
5. *Performance-based assessment*: assessments that enable students to demonstrate mastery based on high and shared expectations
6. *Comprehensive systems of learning supports*: a culture of social, emotional, physical, and cognitive support for all students

System of Assessment

Kentucky has multiple efforts in place, all working to achieve the same goal of a balanced system of assessments that incorporates performance assessment at both the formative and summative levels. Kentucky's ESEA waiver includes language that allows for flexibility, including the use of a performance-based model for assessment. A group of districts in the state, the Innovation Lab Network (ILN) districts, is working to create performance-based instructional models.⁶⁹ As part of these efforts, the districts and schools have partnered with national experts in performance assessment to grow educator capacity to use performance assessment. The goal is for the participating ILN and DOI districts to provide the proof points to change to a performance-based assessment model for the state.

Kentucky is also participating in an Instructional Transformation Grant funded by the Bill and Melinda Gates Foundation. A key element of that work is to have the participating districts develop a performance-based assessment system in all core academic areas using the model developed for assessing the Next Generation Science Standards (NGSS).⁷⁰ That model begins with teachers developing formative performance tasks. Those performance tasks are the foundation for externally developed but locally scored through course assessments given quarterly. Through course assessments would be developed by a vendor and are seen as a logical place for performance assessments. Finally, state summative assessments will become a combination of a common performance task and a traditional matrix-based assessment.⁷¹

A major change in the assessment model implemented by Kentucky in 2016 was the shift away from a summative state test in grades 10–12. Kentucky is now using an end-of-course (EOC) model, the ACT QualityCore, to test students in four subjects: algebra II, English II, U.S. history, and biology.⁷² These exams are given in addition to EXPLORE (grade eight), PLAN (grade 10), and the ACT (grade 11) assess-

ments, which are all part of the ACT Educational Planning and Assessment System (EPAS). Notably, students now have multiple opportunities to take the assessments, including four to five windows that encompass all but about three to four weeks of the total academic year. Aggregate scores become the proficiency score at the high school level. In addition, Kentucky regulations require that EOC assessments become a part of students' final grade for those courses, which supports closer alignment between curriculum, instruction, and assessment.

Professional Capacity

Kentucky is working to grow educator capacity from within the profession by rethinking educators' opportunities for professional learning. Using professional learning standards outlined by Learning Forward, Kentucky is moving away from a more passive approach to professional development and toward opportunities for professional learning that are integrated into the day-to-day work of schools and focused on continuous improvement.⁷³ As part of this transition, Kentucky has passed legislation that defines *professional learning* as “a comprehensive, sustained, and intensive approach to increase student achievement that strengthens and improves educators' effectiveness in meeting individual, team, school, school district, and state goals.”⁷⁴ This legislation requires that all districts provide at least 4 days for professional learning and that these opportunities benefit educators at all stages of career development.

Kentucky's system for tracking educator effectiveness complements the state's focus on professional learning: The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher, every school led by an effective principal, and every district lead by an effective superintendent. Further, the state's goal is “to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.”⁷⁵ The teacher PGES comprises four sources of evidence: self-reflection and professional growth planning, student growth goals, observations (aligned to the Kentucky Framework for Teaching⁷⁶ with observations conducted by fellow teachers and the principal), and student voice survey data. To further support educator growth, Kentucky has developed the Continuous Instructional Improvement Technology System (CIITS), which offers a searchable online database linking the state's academic standards with high-quality multimedia instructional modules.⁷⁷ Educators also have access to a host of other resources to build, evaluate, and reflect on professional learning plans for their schools and districts.⁷⁸

Kentucky is also working to implement the recommendations of “Our Responsibility, Our Promise” to impact the quality of teacher and leader preparation programs.⁷⁹ Overall, the efforts of the KDE reflect a commitment to encouraging both individual and collective learning among teachers and ensuring that teachers have opportunities to learn and grow throughout their career.⁸⁰

Accountability

Senate Bill 1 of 2009 set Kentucky’s education on a new path toward college and career readiness. The name given to this “new era in public education” is Unbridled Learning.⁸¹ To support this agenda, the KDE is working to support the adoption of the Kentucky Core Academic Standards, new assessments aligned with these standards, and the creation of a new accountability model.⁸²

Multiple Measures Dashboard

According to the KDE website, “Kentucky’s Unbridled Learning Accountability Model was designed to have a more balanced approach to determine school success by incorporating achievement, program reviews and effective teaching measures.” There are three components of the accountability model:⁸³

- Next-generation learners (70%), which measures performance on areas of achievement, gap, growth, CCR, and graduation rates;
- Next-generation instructional programs and support (20%), which conducts program reviews for key instructional components; and
- Next-generation professionals (10%), which is the state’s PGES for all educators.

Kentucky has been working, primarily through its DOI initiative, on developing a local section of the “School Report Card,” which would be designed based on local needs. The model it is working from is the new diploma designed by the Danville Independent School District called the “Danville Diploma.” The Danville Diploma adds a set of 10 skills to the current state accountability requirements of achievement gap, student growth, college and career readiness, and graduation rate.

More recently, Kentucky has embarked on a new initiative called Kentucky Rising,⁸⁴ which moves beyond the traditional college and career readiness indicators to a definition of “global” readiness and the indicators for that definition. This initiative will involve K–12 and higher education, but most important it will include business and industry stakeholders as the state creates a new diploma based on these indicators.

School Quality Review

Kentucky began doing Scholastic Audits as its first system of school quality reviews in 2002. In 2009, Kentucky took steps to provide greater support to struggling schools by passing Senate Bill 1 and, as part of Kentucky’s first Race to the Top application, creating District 180, the state’s school turnaround office. Part of that process was passing Kentucky Revised Statute 160.346, which related to the procedures for supporting the lowest-performing schools. Included in that set of procedures was a system of diagnostic reviews for priority schools.⁸⁵ Support is provided

to schools through a deployment of educational recovery leaders and specialists who take a systems approach to their work with teachers on math and literacy instruction.⁸⁶

New Hampshire

New Hampshire’s approach to system redesign is focused on an “improvement-to-innovation continuum,” which reflects a move toward a collaborative, support-based approach aimed at ensuring students are able to demonstrate learning and mastery of skills on the path to college and career readiness.⁸⁷ Central to this approach is the state’s efforts to integrate performance assessments as part of the state’s competency-based model.

College and Career Readiness

New Hampshire defines college and career readiness as follows:

Students graduate from high school prepared to enter and succeed in postsecondary opportunities—whether college or career—without need for remediation.

- Students should graduate fully prepared to pursue the college and career options of their choice.
- College ready refers to the full range of programs leading to valuable, recognized degrees, including community colleges and four-year colleges.
- Career ready refers to employment opportunities with meaningful opportunities for advancement as well as career training programs that offer technical certification or other marketable skills.
- Evidence and experience indicate that the knowledge and skills needed to succeed in college and career are greatly similar, and that all graduates will need some form of postsecondary education or training to succeed during their careers.

To be college and career ready, students must graduate with the knowledge, skills, and work–study practices necessary to succeed. These are the kinds of deeper learning outcomes that are at the heart of being college and career ready.

- Knowledge, skills, and work–study practices are mutually reinforcing, and not contradictory. That is, evidence and experience

confirm that education that advances application of knowledge through skills is more likely to result in student competency of the underlying, rigorous content knowledge.

- The knowledge, skills, and work–study practices have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures of evaluation and assessment.
- This same set of knowledge, skills, and work–study practices is also vital for student success in terms of college and career readiness, which includes students’ ability to contribute and succeed in our increasingly diverse, democratic, global society.⁸⁸

In July 2010, New Hampshire adopted college and career ready (CCR) standards in English language arts/literacy and mathematics based on the Common Core State Standards.⁸⁹ New Hampshire’s focus on competencies, including knowledge, skills, and work–study practices, are also part of its CCR standards. In June 2013, the New Hampshire State Legislature passed Chapter 263, or Senate Bill 48, An Act Relative to School Performance and Accountability, which outlined the state’s goals for developing a competency-based system that supports personalized learning and flexibility in the way credit can be awarded and achieved.⁹⁰ In 2014, the New Hampshire Board of Education approved Common Core State Standards–Aligned Competencies in mathematics and English language arts, the New Hampshire K–12 Model Science Competencies, and the Work–Study Practices Competencies.⁹¹ New Hampshire defines Work–Study Practices (WSP) as “those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.”⁹² The state’s competencies reflect its focus on both academic and what some refer to as “noncognitive” expectations for college and career readiness.

To inspire students to consider and plan for careers after high school, the New Hampshire Department of Education (NHDOE) uses career clusters and pathways that rely upon strong industry and postsecondary partnerships to support sustainability.⁹³ In New Hampshire, the career and technical education program includes students’ opportunities to earn college credits, and earn licenses and certificates in various programs based on performance on industry-aligned assessments.⁹⁴ Additionally, the state offers students the option of enrolling in Rigorous Programs of Study (RPOS) in which students can benefit from dual enrollment with local community colleges.⁹⁵

Flexibility and Strategies for Innovation

New Hampshire is building a competency-based education system that is student-centered and personalized called the Performance Assessment of Competency Education (PACE), described in greater detail below. The NHDOE's ESEA waiver request was approved in August 2015 and allows for greater flexibility in local assessment practices, with a focus on integrating local performance assessments into the state system of assessment.⁹⁶

System of Assessment

In order to build out a new accountability system designed after the 51st State Accountability Model, New Hampshire has constructed the PACE pilot.⁹⁷ Approved through the state's 2015 ESEA waiver request, PACE represents an accountability pilot that moves away from federal regulations under NCLB that required all students to be assessed using the same statewide assessments in English language arts and math in grades 3–8 and once in high school. Instead, the PACE approach integrates local and common (across district) performance assessments with the use of Smarter Balanced Assessment Consortium (SBAC) assessments. New Hampshire's approach to redesigning their assessment system can serve as a possible model for states applying for the innovative assessment pilot under ESSA. Currently, eight districts in New Hampshire have volunteered to engage in the PACE pilot.

The PACE option is designed to offer “a reduced level of standardized testing together with locally developed common performance assessments [that are] designed to support deeper learning through competency education, and to be more integrated into students' day-to-day work.” This approach corresponds to a belief that “meaningful assessment is a key part of a strategy to ensure students are getting the most out of their education.”⁹⁸ New Hampshire's goal is to have performance assessment for competency education become an essential component of the state system over the next six years.

In the 2014–15 school year, New Hampshire began implementing assessments developed through SBAC, in which it is a governing state. The NHDOE participated with a national workgroup, funded by Nellie Mae Education Foundation, to establish methods to utilize SBAC in a competency education system for formative and summative assessment purposes. One challenge of SBAC is the length of the test, and New Hampshire leaders have had in-depth conversations about the tension between assessment length and performance assessment. If the issue is total length of assessment, complex performance assessments and tasks are usually cut first because they take the longest time. One way that the PACE pilot addresses this challenge is by administering SBAC once in elementary, middle, and high school, rather than administering a state standardized assessment every year in grades 3–8 and once in high school. Using the PACE approach, student progress is measured every year

using a combination of locally designed performance tasks, common performance tasks, and/or SBAC.

In New Hampshire, efforts to integrate performance assessment in their system of assessment has been in response to a focus on “anytime, anywhere” learning as part of the state’s competency-based model. New Hampshire uses a competency-based system for graduation that has been in place since 2005. Based on relatively broad defining statements of “mastery,” students attain credit for high school courses in terms of their demonstration of content mastery aside from more traditional measures such as seat time and end-of-course tests.

For the past three years, the NHDOE has contracted with the Center for Collaborative Education (CCE) to lead Quality Performance Assessment (QPA) teacher professional development, which supports teachers in developing, scoring, and using performance assessments. Approximately one third of the state’s districts and schools have participated in this training to date, and more will participate in the coming year through the implementation of the PACE pilot. The engagement with the CCE is consistent with the focus of the PACE pilot in terms of growing educator capacity to engage students in locally developed performance tasks that are closely integrated with curriculum and instruction.

Professional Capacity

In 2010, the New Hampshire Task Force on Effective Teaching was convened to develop a system to support effective teaching with the express purpose of:

- Providing a common definition of effective teaching for all schools;
- Identifying a variety of teaching frameworks that are research-based and are critical components to a fair and equitable teaching evaluation process;
- Developing a system of preparation, professional development, and continuous advancement of teachers to impact student learning; and
- Developing a set of recommendations that will lead to a statewide system of teacher effectiveness.⁹⁹

In the 2011–12 and 2012–13 school years, the new teacher evaluation system was piloted in eight New Hampshire school districts that had received a School Improvement Grant.¹⁰⁰ As described in an evaluation of the system by the Institute of Education Sciences and Regional Educational Laboratory, these New Hampshire districts use the Danielson Framework for Teaching to assess teachers’ instructional

practice; however, the specific features of the evaluation system and the use of the framework differ considerably across districts.¹⁰¹ The authors of the report found that the greatest challenge to the teacher evaluation system has been measuring student progress using student learning outcomes. Additionally, the authors recommend further investment in educator capacity to design and use performance assessments that may help to improve teachers' ability to assess student progress as part of the educator evaluation system.

Similarly, the New Hampshire Association of School Principals established a Principal Effectiveness and Evaluation Task Force to make recommendations about principal evaluation. The task force recommendations are based on the belief that: "An effective principal promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth."¹⁰² Principals are evaluated using specific data, standard rubrics, and Interstate School Leaders Licensure Consortium (ISLLC) standards.

Accountability

Multiple Measures Dashboard

New Hampshire's state database system, i4see (Initiative for School Empowerment and Excellence), seeks to change the way that the NHDOE collects and leverages student and school data by "enabling schools to follow every child and to analyze groups of students over time."¹⁰³ Using longitudinal reports and student-level data, i4see allows educators and the public to create reports and follow trends in a variety of ways. The NHDOE's central data reporting platforms include the following:¹⁰⁴

- PerformancePLUS (P+) is a suite of three modules (performance tracker, assessment builder, and curriculum connector) that assists districts in managing and organizing current student-level data.¹⁰⁵
- District profiles provide aggregate data available to the public (e.g., average class size, attendance rates, AYP reports, dropouts, expenditures, etc.).¹⁰⁶
- Longitudinal reports provide access to predefined aggregate reports on the New England Common Assessment Program (NECAP) achievement.¹⁰⁷
- Aggregate spreadsheets organize data available to the public (e.g., attendance and enrollment).

Through i4see, the NHDOE is developing an early state dashboard for its PACE project that would go above and beyond its regular state data system. Additionally,

it is working with 2Revolutions to develop an integrated learning management system (LMS)/student information system (SIS)/state system that will roll up performance data from the competency-based education districts and schools. Toward the end of the 2014–15 school year, the state developed a data dashboard prototype that includes a variety of indicators and displays both short- and long-term trends, and in which thresholds are set by districts and school boards. The school environments data on the dashboard will come from school safety surveys. The NHDOE is also exploring the use of “MyWays” with the Next Generation Learning Challenges group, a modified dashboard system for student and school reporting that is student-centered and competency-based.

School Quality Review

In July 2015, the NHDOE constructed a school review process for districts that are implementing PACE. The intent was to modify and adjust the design of the school review process based on its summer work with the goal of incorporating school review into the overall school approval process between 2015 and 2017. This work is organized to complement the school and multidistrict calibration processes built into the PACE system. This process is intended to support continuous improvement as schools and districts take on the challenge of transforming their systems of assessment.

Oregon

Oregon has defined college and career readiness by the knowledge, skills, and habits of mind required for post-secondary success, and the state has raised graduation requirements and is encouraging the use of performance assessments to measure and support student progress in meeting these comprehensive expectations. In addition, the state's efforts to support innovation and school improvement have focused on proficiency-based learning models and early steps toward creating multiple measures data dashboards.

College and Career Readiness

Oregon's definition of college and career readiness (CCR) reads: "College-and-Career-Ready Oregonians have acquired knowledge, skills, and professional behaviors that provide a starting point to enter and succeed in workplace, career training, or college courses leading to certificates or degrees." Adopted by the Oregon Education Investment Board in 2014, the state's definition also includes key indicators and a list of qualities that a college and career ready Oregonian demonstrates. These qualities range from the ability to reason and the ability to accept and use feedback to more internal characteristics, such as having integrity and showing care for others.¹⁰⁸

The state's comprehensive definition aims to "break down the 'silos' in which education and workforce sectors often operate" by emphasizing skills, knowledge, and habits of mind that are required to be successful.¹⁰⁹ The development of the definition is the product of input from over 280 stakeholders ranging from early learning educators to community college administrators and workforce development personnel. Oregon uses this definition of CCR in a host of ways, including as a guide for strategic planning, educational reform, data collection and analysis, alignment of coursework, graduation and promotion criteria, assessment development, and more.

Since 2009, the Oregon Department of Education (ODE) has been engaged with the development of the Common Core State Standards (CCSS) where in each stage of the standards' iteration, the ODE personnel offered feedback.¹¹⁰ In October 2010, Oregon's State Board of Education adopted the English language arts and mathematics CCSS.

Flexibility and Strategies for Innovation

In 2011, House Bill 2289 established the legislative Task Force on Accountable Schools as the mechanism for flexibility and continuous innovation. The task force

was charged with examining issues of clear public reporting, CCR measures, adoption of new summative assessments based on a national standard, implementation of formative testing and instructionally useful student performance data systems, and resources and targeted assistance for schools needing assistance to meet state standards.

The state primarily promotes pedagogical innovation through “demonstration sites” centered on proficiency-based teaching and learning.¹¹¹ Oregon defines proficiency-based teaching and learning according to key principles of personalization, demonstration of mastery, learning objectives that empower students, meaningful assessment based on learning progress, and timely and differentiated feedback.¹¹² The purpose behind this approach is that it “holds the potential to improve educator effectiveness...[and] level the playing field with the expectation that all students will succeed.”¹¹³

During the 2013–15 biennium, grant funding was made available to districts with one or more schools engaged in this work. A conditional part of this funding is that those schools then become demonstration sites for other schools by providing evidence of best practices and evidence-based models for “student-focused learning and grading that clearly communicates student progress.”¹¹⁴ Additionally, grant recipients must serve a diverse population of students including those who are economically disadvantaged, are learning English as a second language, demonstrate a gap in achievement, and/or are racial or ethnic minorities. Notably, this funding requirement has the potential to support more meaningful and equitable learning opportunities in the state.

System of Assessment

In 2007, the Oregon State Board of Education adopted new high school graduation requirements in an effort to better prepare students for college, work, and citizenship via the creation of a “more rigorous and meaningful diploma.”¹¹⁵ The state used a 7-year phase-in model to allow all stakeholders adequate time to prepare for the new requirements, which included: an increased number of minimum required credits, the completion of a personalized learning plan for post–high school education and career goals, and demonstration of Essential Skills proficiency (reading, writing, and mathematical problem-solving).¹¹⁶ Students can demonstrate proficiency in the Essential Skills using a variety of options: Oregon’s statewide assessment (in accordance with the Smarter Balanced Assessment Consortium [SBAC]), other standardized assessments (e.g., ACT, SAT, and IB or AP exams), Work Samples (locally developed and administered performance assessments, scored using a standardized rubric, and embedded in an academic program)¹¹⁷, or local district assessments.

For over a decade, Oregon Work Samples have created opportunities for students to engage in local performance assessments to demonstrate proficiency. These locally

developed or selected performance assessments are scored using the State Scoring Guide to support comparability across assessments.¹¹⁸ Recently, the ODE received funding to create a statewide bank of 30 Work Samples for each required Essential Skill. The bank is intended to supplement local development of Work Samples tasks. The ODE partnered with Willamette Education Service District to develop and deliver an online system that allows schools to access the statewide bank and have multiple people independently score student work against a common rubric. The online system can also be used to calibrate scorers and increase score reliability.

Additionally, ODE has partnered with several state and national organizations to further develop their capacity to provide meaningful assessments *for* and *of* learning. Partnering with WestEd and the Stanford Center for Assessment, Learning, and Equity (SCALE), the ODE conducted three regional presentations about the SBAC performance tasks on the Building Educator Assessment Literacy to Support Student Achievement of College and Career Readiness Standards project to increase educator capacity to evaluate and score student work from SBAC and other curriculum-embedded assessments. Participants were invited to engage in a virtual learning extension to deepen their knowledge in the weeks following each event. The ODE has also participated in the Innovation Lab Network Performance Assessment Project, including two small pilots of performance tasks.

The ODE also partnered with the Berkeley Evaluation and Assessment Research (BEAR) Center to build local capacity to develop unit tests based on learning progressions. Although in the early stages of development, the resources developed in partnership with BEAR have created the foundation for the BEAR Assessment System (BAS), which is a research-based model for student achievement measurement.¹¹⁹ BAS offers teachers tools for assessing, setting standards for, tracking, and providing feedback on student performance and progress over time, while also offering educators useful information about the effectiveness of instructional activities and curricular materials.¹²⁰ Online modules created during this partnership are available for use statewide.

Professional Capacity

In 2012, the Oregon State Board of Education endorsed the Oregon Framework for Teacher and Administrator Evaluation and Support Systems for guiding local districts in designing district evaluation support systems with the express purpose of promoting professional growth and improving student outcomes.¹²¹ Although districts have flexibility in design and implementation strategies, the Oregon Framework provides an overview of five required criteria that must be included in each district's Educator Evaluation Plan¹²²:

1. *Standards of professional practice*: The state-adopted Model Core Teaching Standards and Educational Leadership/Administrator

Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, career, and engaged citizenship in today's world.

2. *Differentiated performance levels*: Teacher and administrator performance on the standards of professional practice are measured on four performance levels.
3. *Multiple measures*: Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. *Evaluation and professional growth cycle*: Teachers and administrators are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment, and summative evaluation. The Oregon Matrix is used to combine multiple measures for the summative evaluation to determine an overall performance level and professional growth plan.
5. *Aligned professional learning*: Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and that individual's need for professional growth.¹²³

In support of these efforts, the state encouraged districts to create Professional Learning Teams (PLTs) made up of teachers and school-based and district administrators to support the implementation of the Oregon Framework and the CCSS in ways that were specifically tailored to the specific context of each district.¹²⁴ The goals of the PLTs are to “increase communication and clarification of educator expectations between [ODE] and schools throughout the state.” Over the past two school years, Oregon has held three highly attended PLT meetings where participating teachers and administrators engaged in 2 days of collaboration and information sharing with all expenses paid for by the ODE. Teachers and administrators responsible for over 96% of Oregon School District students in three regions across the state were represented.

Accountability

In 2012, Oregon applied for and received approval of its ESEA waiver, which focused on three key principles: (1) aligning assessments to college and career ready standards; (2) redesigning its school and district report cards to focus on growth, use

multiple measures (cognitive skills, academic behaviors, and transition skills) and integrate a more user-friendly interface; and (3) redesigning of the educator evaluation system using the Oregon Matrix, which measures performance of professional practice and professional responsibilities along with student learning and growth.¹²⁵

Multiple Measures Dashboard

Oregon has been working on implementing many multiple measures dashboard principles since 2011. This work was spurred by the 2011 Oregon legislature's adoption of the aspirational "40-40-20" goal, which states that 40% of Oregonians will earn a bachelors' degree or higher, an additional 40% will earn an associate's degree or other postsecondary credential, and the remaining 20% will hold a high school diploma or equivalent by the year 2025.¹²⁶ To support this goal, the governor's office worked with stakeholder groups to define multiple measures of student achievement that could be used to track Oregon's progress toward 40-40-20.

In the fall of 2012, the ODE created a Report Card Steering Committee, a stakeholder group whose charge was to redesign Oregon's school and district report cards to include additional measures and to make the report card more understandable for parents. The new report cards, first released in 2013, allowed districts to submit and report on local priorities and initiatives.¹²⁷ Oregon's vision is to expand on this work to create an online and interactive report card or dashboard that will give both stakeholders and districts better access to data on schools and create more flexibility in collecting and reporting on local data that can be incorporated into school and district accountability. Although Oregon does not have an interactive dashboard that captures the inputs and the outputs in local districts, the modifications to school and local district report cards over the past couple of years are moving the state toward a more support-oriented way of displaying and sharing school and district data with the public.

South Carolina

In South Carolina, accountability redesign has focused on adopting a comprehensive vision for high school graduates and creating opportunities for innovative approaches to learning that will support students in meeting these expectations, including career-based learning experiences, personalized learning, proficiency-based learning models, and other novel programs and courses. In addition, the state has redesigned its educator evaluation system to draw on multiple forms of evidence of student learning and is taking steps to develop a multiple measures accountability system for schools and districts.

College and Career Readiness

In spring of 2015, South Carolina adopted a new set of mathematics and English language arts standards to replace the Common Core State Standards in the 2015–16 school year.¹²⁸ As part of the Transform SC initiative, educators also developed a list of traits that a South Carolina student will display as indicative of that student’s college and career readiness. The “profile” of a South Carolina graduate displays three central indicators:

- *World-class knowledge*: rigorous standards in language arts and math for career and college readiness; multiple languages; science, technology, engineering, and mathematics (STEM); arts; and social sciences;
- *World-class skills*: creativity and innovation; critical thinking and problem-solving; collaboration and teamwork; communication, information, media, and technology; and knowing how to learn; and
- *Life and career characteristics*: integrity, self-direction, global perspective, work ethic, and interpersonal skills.¹²⁹

The mission for Career and Technology Education (CATE) in South Carolina is to “develop an integrated learning system that enables students to be successful in a global economy.”¹³⁰ South Carolina’s CATE offers students in grades 7–12 opportunities to experience standards-based, hands-on, integrated academic and career and technical instruction.¹³¹ Aligned with the state’s 2020 Vision for Career and Technology Education, which provides a 10-theme framework for planning and program development, students in South Carolina have access to career clusters that provide a range of occupational education pathways.

Flexibility and Strategies for Innovation

South Carolina’s approach to innovation focuses primarily on proficiency-based and personalized approaches to teaching and learning. Specifically, State Board of Education (SBE) Regulation 43-234 allows districts to submit applications to develop a proficiency-based system.¹³² In addition, state regulations provide support for other innovative instructional programs and approaches. SBE Regulation 43-231 and 43-232 permit schools to implement an innovative approach in grades K–5 and 6–8 after approval by the local school board.¹³³ Similarly, SBE Regulation 43-234 allows schools in grades 9–12 to award credit for locally designed subject area courses aligned with state standards after approval by the local school board and the State Superintendent of Education.¹³⁴

System of Assessment

In April 2014, Act 155 (H. 2919) passed the General Assembly and suspended the use of South Carolina’s high school exit exam as a condition for earning a diploma in the state. Students who previously did not pass the exam but met all other requirements for graduation have now been awarded retroactive diplomas going back to the class of 1990.¹³⁵ The suspension of this exit exam opens up opportunities for more meaningful assessments at the high school level. In addition, this shift may support more equitable outcomes in high school since these exams can increase dropout rates among traditionally underserved student groups.¹³⁶

Professional Capacity

The state has attempted to design an educator evaluation system that will promote improvements in teaching capacity and student learning. South Carolina’s ADEPT system is intended to evaluate and support educators. ADEPT Performance Standards are aligned with nationally developed Interstate Teacher Assessment and Support Consortium (InTASC) standards that outline what teachers should know and be able to do. There are 10 ADEPT standards organized along four interrelated domains: planning, instruction, classroom environment, and professionalism.¹³⁷ A new component of the ADEPT formal evaluation includes student work samples to encourage teachers to engage “in an iterative process that both examines and strengthens their abilities to promote student achievement.”¹³⁸ The state’s approach includes multiple forms of evidence of student learning, including work samples and students’ assessment scores, in an effort to connect instructional practices to student learning outcomes.

Accountability

The South Carolina Department of Education (SCDOE) has recently engaged in discussions with the South Carolina Education Oversight Committee to design a “Big

Picture” accountability plan that includes multiple measures of school and district performance. SCDOE is vetting those measures through their district superintendent work group and then will be consulting various stakeholder groups to design the specifics of the state’s accountability matrices.

With this new accountability plan, the SCDOE seeks to encourage and evaluate opportunities for students to engage in college and workplace preparatory learning opportunities as well as encourage innovation in the ways that students demonstrate learning. The foci for their redesign work include:

- *World-class knowledge* through a new assessment in grades 3–8, a college entrance assessment for grade 11 that shows students’ benchmark readiness for college, and a series of end-of-course (EOC) assessments for high school. The SCDOE is also proposing a timeline to convert all science and social studies assessments to performance assessment measures by 2018;
- *World-class skills* through WorkKeys assessments for all students in grade 11, a repeat WorkKeys score for CATE completers in grade 12, a report of industry certification earned by CATE students, and ASVAB results;
- *World-class opportunities*, which include school-reported success indicators by level (elementary, middle, and high school), examples of which could include world language participation, related arts participation, access to one-to-one technology, AP or IB participation and performance, and dual credit participation and performance. This category on the accountability model could also include elements of parent, student, and teacher climate survey results and “school review” scores conducted by AdvancED external review teams.
- *World-class innovations*, which is a bonus section on the school report card that is meant to incentivize schools to implement school-wide innovative models of instruction, such as Montessori, New Tech, or STEM.

Vermont

Vermont has taken a proficiency-based approach to system redesign that emphasizes personalized learning. The state therefore provides educators with flexibility to design learning experiences and assessments that require students to demonstrate what they know and can do. A key mechanism for determining the effectiveness of this proficiency-based system is through the use of Education Quality Reviews that incorporate quantitative and qualitative data in five dimensions of school quality: academic achievement, personalization, safety and school climate, high-quality staffing, and financial efficiencies.

College and Career Readiness

In 2014, after much input from the public and educators, the Education Quality Standards (EQS) officially became the State Board of Education rules aimed at ensuring “all Vermont children will be afforded educational opportunities that are substantially equal in quality.”¹³⁹ Vermont’s EQS went into effect in April 2014. They define college and career readiness as follows:

“College and Career Readiness” means the student’s ability to enter the workforce or pursue postsecondary education or training without the need for remediation. The student must possess the foundational skills and learning strategies necessary to begin studies in a career pathway in order to be considered college and career ready.¹⁴⁰

The EQS describe guidelines for student learning in literacy, mathematical content and practices, scientific inquiry and content knowledge, global citizenship, physical and health education, artistic expression, and transferable skills. As part of the EQS, Vermont has adopted the Common Core State Standards (CCSS) in English language arts/literacy and mathematics. *Transferable skills* refers to a broad set of knowledge, skills, work habits, and character traits that educational leaders view as essential for college and career readiness, including skills related to communication, collaboration, creativity, innovation, inquiry, problem-solving, and the use of technology.

In addition, the EQS are designed to promote the shift from units and seat time to the “demonstration of proficiency in the educational experience.”¹⁴¹ For example, the EQS stipulate that proficiency is now the sole means for determining student progress and high school graduation.

Like other states in the 51st State Working Group, Vermont uses the National Career Clusters Framework to provide career and technical education (CTE) to its students.

The Vermont Agency of Education (AOE) supports technical education in a host of ways, including:

- Establishing high learning standards that incorporate academic and occupational competencies with 21st-century skill standards;
- Developing student assessments that validate student learning to provide smooth transitions to careers and college;
- Developing and upgrading programs to prepare students for high-skill, high-wage, and high-demand careers;
- Providing professional development for faculty to stay current with new instructional strategies and technological developments in business and industry; and
- Developing collaborative relationships among educators, business/industry stakeholders, students, and community members.¹⁴²

Flexibility and Strategies for Innovation

The passage of the Flexible Pathways Bill (Act 77) in 2013 opened up many avenues for Vermont educators to individualize their support of students' educational endeavors. One of the key tenets of the legislation calls for the Vermont AOE "to encourage and support the creativity of school districts as they develop and expand high-quality educational experiences that are an integral part of secondary education in the evolving 21st Century classroom."¹⁴³ Using resources developed in conjunction with New England Secondary School Consortium and the Great Schools Partnership, Vermont has refocused the state's vision for quality education using a proficiency-based learning¹⁴⁴ model. To support the state's goals of personalization and proficiency, there is also "intentional alignment" between the EQS and the Flexible Pathways Bill.¹⁴⁵ The EQS describe the guidelines for proficiency primarily, and the Flexible Pathways Bill describes pathways for personalization. However, personalization is seen as a vehicle for supporting student proficiency.

The focus on proficiency-based learning and flexible pathways in Vermont has served in expansion of existing programs and implementation of new initiatives, including:

- Expansion of the dual enrollment program that allows for high school students to enroll in college classes,¹⁴⁶
- Expansion of early college programs,¹⁴⁷
- Increased access to work-based learning,¹⁴⁸

- Increased virtual/blended learning,
- Increased access to CTE, and
- Implementation of personalized learning plans.¹⁴⁹

System of Assessment

In the spring of 2015, Vermont officially transitioned away from the New England Common Assessment Program to the Smarter Balanced Assessment Consortium (SBAC) as the assessments that will be used to meet federal accountability mandates. The SBAC assessments are more aligned to the high standards associated with career and college readiness and target deeper levels of cognitive demand.

Simultaneously, Vermont has also been working to increase the resources and supports for school systems in developing local assessments, including the development of performance assessments for “transferable skills.”¹⁵⁰ Given high levels of local control, the Vermont AOE has sponsored statewide educator involvement in developing task models, complex performance tasks in multiple content areas, and beta testing performance tasks. The Vermont AOE has been working with external providers including the Innovation Lab Network and 51st State Working Group to share task items and other performance assessment resources.

In addition, the state has developed a proficiency-based high school diploma model that allows students to demonstrate mastery through a variety of avenues, including but not limited to teacher-designed assessments, written papers, presentations, portfolios, and projects that are locally determined and aligned to the state’s content standards.¹⁵¹

Professional Capacity

In 2013, the Vermont AOE launched the Professional Learning Network (PLN) to address the need for “a coordinated, cohesive and consistent approach to professional learning across the state.”¹⁵² The PLN specifically focuses on instructional leadership development and CCSS implementation and includes in-person and virtual learning opportunities.¹⁵³

The Vermont AOE’s vision for professional learning states:

Quality professional development has the power to increase educators’ knowledge of academic content and teaching skills, while changing what educators believe about student learning and how they interact with students. Powerful professional development can transform schools into places in which all adults and students are deeply engaged in learning and making meaning of their lives.¹⁵⁴

In support of this vision, the Vermont Task Force on Teacher and Leader Effectiveness created guidelines for high-quality teacher and leader evaluation systems and continues to develop “differentiated pathways for recognition, support and improvement” for the state’s educators.¹⁵⁵ These guidelines provide recommendations for developing teacher and administrator evaluation systems but do not include a specific plan or template for school districts to adopt. Specifically, the guidelines include “a set of nine principles for effective evaluation, a general evaluation framework, samples of frameworks being used around the nation, evaluation standards for principals and teachers, levels of performance, a description of the evaluation cycle, and guidelines for implementation.”

Accountability

School Quality Review

During the 2015–16 academic year, the Vermont AOE is piloting the Education Quality Review (EQR) protocols.¹⁵⁶ Districts were invited to apply for grant funding from the state to support their voluntary involvement in the pilot, which could include funding for professional development, educator stipends, substitute teachers, travel, and other costs associated with their involvement. EQRs are the mechanism by which the Vermont AOE, the State of Vermont, and local communities will be able to determine how well they are delivering on the broad promises set forward by the EQS and whether or not schools systems are delivering educational opportunities that are substantially equal for all students in the state.¹⁵⁷ It is through this mechanism that Vermont intends to hold schools systems accountable for moving toward an educational system that prioritizes proficiency-based learning and personalization to increase students’ college and career readiness.

EQRs are a system of systematic inspection and improvement that is locally developed and implemented. EQRs will evaluate schools by measuring five dimensions of school quality as follows: academic achievement, personalization, safety and school climate, high-quality staffing, and financial efficiencies. The reviews will include two complementary processes for assessing these criteria: the Annual Snapshot Review, a multiple measures dashboard of quantitative data; and the Integrated Field Review, a system-level qualitative site review similar to the inspectorate model used in other countries. The Annual Snapshot Reviews are designed to occur annually, whereas the Integrated Field Review is designed to occur at least every 3 years. Educators at all levels of the system are invited to conduct the Integrated Field Reviews, including but not limited to members of the Vermont AOE, superintendents, curriculum coordinators, principals, and teachers. During the Integrated Field Review, the review team will “engage in classroom observations, reviews of student work, panel discussions or interviews with parents, students and staff and collaborate to generate their assessments of school system performance.”¹⁵⁸

If data from the EQR suggest that there is evidence of substantial inequity and insufficient improvement taking place, the Vermont AOE will intervene with support and sanctions designed to promote improvement.

Virginia

In the past 2 years, Virginia has taken strides to reduce the amount of high-stakes testing students undergo and shift toward a system of assessments, including performance-based assessments, aimed at informing instruction. School divisions (districts) have the freedom to design and administer assessments that are aligned to state-determined levels of quality and standards of learning. In addition, the state has multiple initiatives in place to support students in meeting expectations for college and career readiness, including early college programs and career and technical education programs.

College and Career Readiness

As part of the state's commitment to ensuring students are equipped with 21st-century skills, Virginia launched its College and Career Readiness Initiative, which aims to:

- Ensure that college and career ready learning standards in reading, writing, and mathematics are taught in every Virginia high school classroom; and
- Strengthen students' preparation for college and the workforce before leaving high school.¹⁵⁹

In 2009 and 2010, the Virginia Department of Education (VDOE) adopted Standards of Learning (SOL)¹⁶⁰ in mathematics and English language arts aligned with its vision for college and career readiness.¹⁶¹ To ensure the state standards reflected the demands of college and career, the VDOE sought input on these standards from college faculty and experts from the College Board, ACT, the American Diploma Project, and the business community. In addition to academic standards, it identified specific indicators, performance expectations, and capstone courses aligned with college and career ready definitions.¹⁶² To encourage and monitor student preparedness to enroll and persist in postsecondary education, the VDOE identified multiple indicators that predict student success in college, including:

- Participating in college preparatory curriculum;
- Earning advanced proficient scores on SOL assessments;
- Participating in AP, IB, and dual-enrollment courses;

- Participating in the Virginia Early College Scholars program; and
- Earning college ready scores on placement tests such as the SAT and ACT.

Virginia also has a robust dual enrollment program, the Early College Scholars Program, which encourages high school students to enroll in AP, IB, or community college courses while still in high school.¹⁶³ Additionally, the state’s nationally accredited career and technical education career clusters serve more than 500,000 students in grades 6–12.¹⁶⁴

Flexibility and Strategies for Innovation

In June 2015, Governor McAuliffe announced that the VDOE would distribute five \$50,000 High School Innovation Planning Grants to encourage the creation and implementation of “bold innovative programs aimed at building the workforce of the 21st century...free from the usual regulations imposed on school divisions.”¹⁶⁵ The grants are a product of the Standards of Learning Innovation Committee, which aims to foster high school innovation through “student-centered learning, ‘real-world’ connections between learning and careers..., and alternative models for instruction and organization.”¹⁶⁶ Five school divisions (districts) were awarded the grants in 2015. Their plans include: partnering with area community colleges and employers to enable students to graduate with an associate degree or industry certification, offering students flexible scheduling and early exploration of college and career options through job shadowing and long-term internships, and developing personalized learning and career pathways.

Additionally, the VDOE shares stories of innovation with educators on its website with the express purpose to “improve outcomes for students, promote efficiency and support educators.” The department encourages districts to “emulate” the successes of pioneering schools and districts across the state.¹⁶⁷

System of Assessment

In the 2014 General Assembly Session, House Bill 930 was passed and signed by the governor, replacing five state-directed exams with local alternative assessments. The purpose behind the shift was to address concerns regarding the amount of testing students endure and the amount of instructional time dedicated to test preparation. Furthermore, in making this transition the legislation aimed to refocus the purpose of assessments as tools for informing instruction. School divisions have the freedom to design and administer assessments at their discretion as long as they meet a particular Standard of Quality and are in fact assessing identified SOL. Options for types of assessments include performance assessments as well as integrated assessments (multiple subject areas). The State Board of Education was directed to develop

guidelines¹⁶⁸ to assist local divisions in making the transition. In addition, the VDOE issued grant applications for regional cooperative training sessions to enhance teachers' skills in creating these types of assessments.¹⁶⁹ Virginia is currently in the initial implementation phase; the ultimate goal is to utilize locally crafted assessments in a reformed state accountability system.

As part of the transition to a stronger division (district) role in assessment, the VDOE has actively encouraged the use of performance assessments in local assessment systems. In October 2015, the VDOE brought together educators from across the state for the Virginia Alternative Assessment Summit.¹⁷⁰ State leaders partnered with national experts in performance assessment to provide professional development in using performance assessments, designing performance tasks and rubrics, and reviewing these tasks to ensure high levels of quality. In addition, the summit created an opportunity for sharing promising models developed by local educators.

Professional Capacity

In 2012, Virginia implemented its Standards for the Professional Practice of Teachers, which were born out of a task force that comprises teachers in all grade levels from across the state. The standards provide a vision for the profession, define what teachers should know and be able to do, and guide development through induction and beyond.¹⁷¹ The state leaves teacher and principal evaluation procedures to the discretion of local school boards.

West Virginia

West Virginia has adopted college and career readiness standards and assessments and has created opportunities for innovation and support from a diagnostic review process to improve the capacity of schools to meet these expectations. In addition, the state has taken comprehensive steps toward growing professional capacity by redesigning its approach to professional learning and teacher evaluation.

College and Career Readiness

The West Virginia Department of Education (WVDE) definition of college and career readiness was developed through an extensive stakeholder engagement process. Adopted by the West Virginia Board of Education (WVBE), the state's college and career readiness definition is:

Students exit high school prepared for success in a wide range of high-quality post-secondary opportunities....with a full understanding of the career opportunities available to them, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.¹⁷²

WVDE has further articulated its definition of college and career readiness by identifying specific knowledge, skills, and dispositions requisite for becoming a successful college or career ready person. For example, the state adopted the Common Core State Standards in English language arts and mathematics.

The state has taken a personalized approach to supporting students in meeting expectations for college and career readiness. In 2014, the West Virginia Legislature passed Policy 2510, which called for an increased focus on the use of formative assessments in assisting students in the development of 21st-century skills and preparation to enter the global marketplace (with specifications at each level of schooling, pre-K to high school).¹⁷³ One of the key components of this policy mandated the school-wide implementation of Personalized Education Plans (PEPs) for students in grades 6–12. The PEPs rely on the guidance and support from counselors and advisors at the school as well as the parents/guardians to collaborate with the student on “thoughtfully explor[ing] individual interests and aptitudes in relation to academic and career planning” (5.3.b.). The PEP also serves as a planning template to determine high school course selection and assist in the determination of “career exploration and self-discovery” via needs assessments, interest inventories, and self-reflection.

Flexibility and Strategies for Innovation

In 2012, the WVBE amended Senate Bill 371, the School Innovation Zones Act, which “provides schools with the support and flexibility to collaboratively implement innovation to enhance student learning.” In addition, the act also encourages schools to focus on strategies that “address dropout prevention and recovery.”¹⁷⁴ Grants are awarded to schools and groups of schools that apply for innovation funds. Grants are provided in two categories: 1 year for up to \$50,000 and 3 years for up to \$300,000. Innovative approaches could include how a school structures time and schedules, the configuration of staff, the addition or modification of a school-wide or grade-level/subject-specific program, the expansion of an idea incubated in another Innovation Zone site, or something altogether unique.¹⁷⁵

System of Assessment

West Virginia is a governing state in Smarter Balanced Assessment Consortium (SBAC) with full implementation of SBAC in 2014–15.¹⁷⁶ The implementation of SBAC has included instructional supports, diagnostic assessments, interim assessments, end-of-course (EOC) assessments, and the use of summative assessment. In addition, West Virginia’s assessment system includes diagnostic tools across math, reading, social studies, and science. It also has a suite of formative tools and instructional supports available to teachers.

Professional Capacity

In 2014, West Virginia surveyed educators to learn how they viewed their professional learning experiences. Educators’ responses highlighted the need for sustained opportunities for professional learning that were integrated into teachers’ work in their schools and personalized to meet teachers’ needs. While West Virginia leaders wanted to support a more personalized and context-specific approach to professional learning, they also wanted to ensure that these learning opportunities supported teachers in meeting the state’s professional standards for teaching.

By June 2016, West Virginia’s Teacher Resources for Educational Excellence (TREE) will replace Teach21 as a “grade specific site highlighting WV [Next Generation] Standards,¹⁷⁷ resources, and links...[such as] grade specific lessons, professional learning, and guidance documents crafted to enhance teaching practice.”¹⁷⁸ This online resource bank is designed to support high-quality learning experiences for teachers that are aligned to professional standards for teaching. As a consequence, teachers can not only look to the professional standards themselves but also access resources aligned with these standards to support them in improving their practice.

In the 2013–14 school year, after two years of piloting across the state, West Virginia implemented a new, rubric-aligned educator evaluation system that includes

annually developed goals, self-reflection on practice as it relates to the professional standards, and ongoing evidence collection; it concludes with a summative conference between the evaluator and teacher (or counselor) where a rating for professional performance is assigned.¹⁷⁹ In this system, educators will develop a Focused Support Plan aimed at ensuring continuous improvement of practice.¹⁸⁰

The WVDE has several goals to improve and bolster educator capacity in the state including:

- Enhance educators’ access to relevant professional development through Educational Impact (online professional development).
- Create links within the online WV Educator Evaluation System that prompt educators to consider completing specific online professional development plans based upon the results of their self-reflection and/or summative evaluation.
- Create career lattices within WV educator certification that would allow for the advancement/growth of classroom teachers while maintaining a classroom teacher role (e.g., creation of lead teacher or mentor teacher role).
- Complete educator Professional Growth Guides that will provide educators with concrete examples of what successful teaching looks like within each of the West Virginia Professional Teaching Standards. Guides will also suggest additional sources and activities for continued professional growth within the professional standard of focus.¹⁸¹
- Enhance school principal inter-rater reliability through focused revisions of their existing administrator evaluator trainings.

Accountability

School Quality Review

West Virginia began conducting diagnostic reviews in 2009–10 school year with schools identified as low-performing and have continued this practice with School Improvement Grant (SIG), Priority, and Focus Schools. Utilizing the West Virginia Standards for High Quality Schools, which align to the Effective Schools Research and U.S. Department of Education Turnaround Principles, the state has developed a series of “look-fors” and interview questions that can be used with administrators, faculty, staff, and students. The questions used during interviews aim to get at the heart of the issues at each school; these focused questions are intended to surface

key information and areas of conflicting perspectives among administrators, teachers, and students.

The school review process was approved in May 2013 as part of the state's ESEA Flexibility Request and entails the following steps:

- A team of three to five members from the WVDE and Regional Education Service Agency spend a full day in the school taking notes related to the focus standards.
- The team then debriefs the administration and highlights successes and growth areas noticed during the visit.
- Finally, the lead coordinator on the visit compiles the team's notes and reviews the data for the school to produce a final report, which contains observations and recommendations. The entire report is shared with the administration, faculty and staff.

The state's approach to diagnostic review is intended to guide the school improvement process and increase student achievement.

Multiple Measures Dashboard

In response to statewide interest around designing valid measures of 21st-century skills, the WVDE took the initiative to start creating a platform to capture and communicate those student outcomes. In 2014, the WVDE launched ZoomWV, a data dashboard that includes school and district information about enrollment, graduation rates, dropout rates, attendance, and test scores.¹⁸² ZoomWV is the state's single source for educational information pertaining to students in pre-kindergarten through grade 12. ZoomWV is designed to improve instruction and student performance in West Virginia, in part by making information available in easy-to-understand aggregate reports at the state, regional, county, and school level. With ZoomWV, teachers and school, district, regional, and state personnel will have data to make more informed educational decisions.

Endnotes

- ¹ Mathis, W. J. (2015). Research-based options for education policymaking: School accountability, multiple measures and inspectorates in a post-NCLB world. National Education Policy Center: Boulder, CO.
- ² See for example Heilig & Darling-Hammond, 2008; Booher-Jennings, 2005; Rothstein, 2008.
- ³ Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives*, 22(86), 1.
- ⁴ Darling-Hammond, L., Wilhoit, G., & Pittenger, L. (2014). Accountability for college and career readiness: Developing a new paradigm. *Education Policy Analysis Archives*, 22(86), 1.
- ⁵ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), Averaged freshman graduation rates, http://nces.ed.gov/ccd/data_tables.asp and Adjusted cohort graduation rates, http://nces.ed.gov/ccd/data_tables.asp and http://nces.ed.gov/ccd/tables/ACGR_2010-11_to_2012-13.asp.
- ⁶ Heilig, J. V., & Darling-Hammond, L. (2008). Accountability Texas-style: The progress and learning of urban minority students in a high-stakes testing context. *Educational Evaluation and Policy Analysis*, 30(2), 75–110.
- ⁷ Sec. 1111(b)(1)(D) <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>
- ⁸ Sec. 4611(a)(1)(A) <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>
- ⁹ <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>
- ¹⁰ <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>
- ¹¹ <http://www.cde.ca.gov/eo/in/cr/>
- ¹² <http://www.cde.ca.gov/nr/ne/yr16/yr16rel21.asp>
- ¹³ <http://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>
- ¹⁴ The state legislature entered California Career Pathways Trust into the state’s Education Code in 2014. In 2015, total appropriated state funding reached \$500 million.
- ¹⁵ <http://www.cde.ca.gov/eo/in/cr/>
- ¹⁶ <http://www.cde.ca.gov/ci/gs/hs/eapindex.asp>
- ¹⁷ <http://www.cde.ca.gov/re/lr/fp/esea1innovschools.asp>
- ¹⁸ <http://www.smarterbalanced.org/assessments/>
- ¹⁹ Cadres of teachers from California, New Hampshire, and Oregon participate in the BEAL program. See <https://scale.stanford.edu/content/building-educator-assessment-literacy>.
- ²⁰ <http://www.cde.ca.gov/Nr/ne/yr12/yr12rel81.asp>
- ²¹ <http://edsources.org/2015/california-voters-say-state-must-take-action-to-address-teacher-shortage/90540>
- ²² <http://www.cde.ca.gov/qs/ab/>
- ²³ <http://www.cde.ca.gov/qs/>
- ²⁴ <http://www.cde.ca.gov/fg/aa/lc/lcffffaq.asp#FC>
- ²⁵ <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>

- ²⁶ <http://ccee-ca.org>
- ²⁷ <http://www.cde.ca.gov/fg/aa/lc/lcffoverview.asp>
- ²⁸ Source: Adopted by the Colorado State Board of Education and Colorado Commission on Higher Education (Winter 2016).
- ²⁹ <http://higher.ed.colorado.gov/Academics/p20/>
- ³⁰ Senate Bill 08-212 Colorado's Achievement Plan for Kids focuses on adoption of Colorado Academic Standards (CAS), which guide schools' academic programs from preschool through postsecondary schools. <http://www.cde.state.co.us/schoolreadiness/rules>
- ³¹ <http://higher.ed.colorado.gov/data/districthssummary.aspx>
- ³² <https://www.cde.state.co.us/choice/innovationschools>
- ³³ <https://www.cde.state.co.us/choice/innovation-schools-by-district>
- ³⁴ <http://www.cde.state.co.us/assessment/newassess-parcc>
- ³⁵ <https://scale.stanford.edu/student/projects/current>
- ³⁶ <http://www.cde.state.co.us/cdedepcom/2015legislativeassessmentandaccountabilitychanges>
- ³⁷ <http://www.cde.state.co.us/communications/coloradoeducationreform101>
- ³⁸ CAS are the expectations of what students need to know and be able to do at the end of each grade in support of college and career readiness. http://www.cde.state.co.us/sites/default/files/documents/standardsandinstruction/documents/colorado_academic_standards_fact_sheet.pdf
- ³⁹ <http://higher.ed.colorado.gov/academics/TeacherEd/EdPrepProject.html>
- ⁴⁰ <https://www.cde.state.co.us/accountability/stateaccountabilityregulations>
- ⁴¹ <http://www.cde.state.co.us/accountability/performanceframeworks>
- ⁴² <http://www.cde.state.co.us/uip>
- ⁴³ <https://www.cde.state.co.us/accountability/eseawaiver>. Also key to note is that the waiver will end in August 2016 and be superseded by ESSA.
- ⁴⁴ <https://iowacore.gov/about-iowa-core>
- ⁴⁵ <https://www.educateiowa.gov/adult-career-community-college/senior-year-plus-syp>
- ⁴⁶ <https://www.educateiowa.gov/sites/files/ed/documents/2015-02-11%20CC%20Jt%20Enrollment%20Report.pdf>
- ⁴⁷ <https://www.educateiowa.gov/adult-career-community-college/career-and-technical-education>
- ⁴⁸ <http://careertech.org/career-clusters>
- ⁴⁹ <https://www.educateiowa.gov/pk-12/standards-and-curriculum/competency-based-pathways/iowa-cbe-collaborative>
- ⁵⁰ <https://www.witcc.edu/Conference2016/docs/CI211178-iowasecondarycbe guidelines.pdf>
- ⁵¹ <https://www.educateiowa.gov/sites/files/ed/documents/Charter%20Schools%20in%20Iowa%20%282009%29.pdf>
- ⁵² <https://www.educateiowa.gov/documents/options-educational-choice/2014/12/public-innovation-zone-school-application-packet>

- ⁵³ For other recommendations made by the Task Force see: <https://www.educateiowa.gov/sites/files/ed/documents/2014-12-31AssessmentTaskForceReport.pdf>
- ⁵⁴ http://www.ccsso.org/What_We_Do/Innovation_Lab_Network.html
- ⁵⁵ <https://edpolicy.stanford.edu>
- ⁵⁶ IDE is in a 5-year partnership with 10 Iowa districts to implement competency-based education strategies and develop a framework to guide statewide scaling of CBE and deeper learning in Iowa schools.
- ⁵⁷ <http://deeperlearning-cc.org/about-us>; <http://midwest-cc.org/about-us>
- ⁵⁸ <https://www.educateiowa.gov/teacher-leadership-and-compensation-system>
- ⁵⁹ <https://www.educateiowa.gov/pk-12/educator-quality/iowa-professional-development-model>
- ⁶⁰ <https://sites.google.com/a/gpaea.org/ee-council/home>
- ⁶¹ Table 10 displays the alignment between the Iowa Teaching Standards, which are used as standards for teacher licensure and teacher preparation programs in Iowa, and “nationally accepted teaching standards” (Interstate Teacher Assessment and Support Consortium [InTASC]). Tables 1–7 contain alignment displays between the nationally accepted school leader standards (ISLLC) and the Iowa Standards for School Administrators. Tables 8 and 9 were added at the request of the Council when ISLLC released an updated 2014 version of the standards.
- ⁶² <https://www.educateiowa.gov/article/2015/01/30/new-data-student-proficiency-rates-and-growth>
- ⁶³ <https://www.educateiowa.gov/sites/files/ed/documents/GrowthAndProficiencyRateDataFAQ.pdf>
- ⁶⁴ <https://www.educateiowa.gov/sites/files/ed/documents/Exploring%20Healthy%20Indicators%2010-14-15%20Edit.pdf>
- ⁶⁵ http://education.ky.gov/educational/CCR/Documents/CCRUnifiedPlan_draft.pdf
- ⁶⁶ http://education.ky.gov/educational/CCR/Documents/CCRUnifiedPlan_draft.pdf
- ⁶⁷ <http://education.ky.gov/school/innov/Pages/What-is-Learning-Innovation.aspx>
- ⁶⁸ On the department website are listed exemplars of design principles of innovation. <http://education.ky.gov/school/innov/Pages/Exemplars-of-Design-Principles-of-Innovation.aspx>
- ⁶⁹ <http://education.ky.gov/school/innov/pages/innovation-networking-and-partnerships-.aspx>
- ⁷⁰ Kentucky is working with WestEd to develop the state’s approach for assessing the NGSS, including the development of blueprints and test specifications. Right now the focus is grades 3–8 but may expand. The assessments would be a mix of item types. The state is also working with the Council of Chief State School Officers (CCSSO) on the Science Assessment Item Collaborative. There are plans to use this same approach for social studies, English language arts, and math based on the College, Career, and Civic Life (C3) for Social Studies State Standards framework.
- ⁷¹ Right now the policy does not include specific guidelines for performance assessment. The state is working with its legal department to see if the policy is a starting point that can be expanded to include performance assessment or if it needs to be changed.
- ⁷² <http://education.ky.gov/AA/Assessments/Pages/EOC.aspx>
- ⁷³ Learning Forward Standards for Professional Learning encompass the following categories: learning communities, leadership, resources, learning designs, data, implementation, and outcomes. <http://learningforward.org/standards-for-professional-learning#.Vc0I8s5CT8s>
- ⁷⁴ <http://education.ky.gov/teachers/PD/Pages/default.aspx>

- ⁷⁵ <http://education.ky.gov/teachers/PGES/Pages/PGES.aspx>
- ⁷⁶ <http://education.ky.gov/teachers/PGES/TPGES/Pages/Kentucky-Framework-for-Teaching.aspx>
- ⁷⁷ <http://mediaportal.education.ky.gov/curriculum-and-teaching/ciits/2013/03/continuous-instructional-improvement-technology-system/>
- ⁷⁸ <http://education.ky.gov/teachers/PD/Pages/Tools-for-Building-and-Evaluating-Professional-Learning-Plans.aspx>
- ⁷⁹ http://ccsso.org/Resources/Publications/Our_Responsibility_Our_Promise_Transforming_Educator_Preparation_and_Entry_into_the_Profession.html
- ⁸⁰ For more information on Kentucky’s move toward a comprehensive professional learning environment see: Transforming professional learning in Kentucky: Meeting the demands of the common core state standards. Berry, B., Daughtrey, A., Darling-Hammond, L., and Cook, C (2012). <http://education.ky.gov/teachers/PD/Documents/KY%20PD%20Report%204%202012.pdf>
- ⁸¹ <http://education.ky.gov/comm/UL/Pages/default.aspx>
- ⁸² <http://education.ky.gov/comm/UL/Documents/WHITE%20PAPER%20062612%20final.pdf>
- ⁸³ <http://education.ky.gov/AA/Acct/Pages/default.aspx>
- ⁸⁴ <http://education.ky.gov/CommOfEd/fri/Documents/Kentucky%20Rising%20overview.pdf>
- ⁸⁵ <http://education.ky.gov/school/prishedrecov/Pages/Diagnostic-Review-Preparation.aspx>
- ⁸⁶ <http://education.ky.gov/school/prishedrecov/Pages/PS-ER.aspx>
- ⁸⁷ <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/nhrenewalreq2015.pdf>
- ⁸⁸ <http://www.ccrscenter.org/ccrs-landscape/state-profile/new-hampshire>
- ⁸⁹ <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/nhrenewalreq2015.pdf>
- ⁹⁰ http://education.nh.gov/innovations/hs_redesign/documents/nhsbea-approved-final.pdf
- ⁹¹ http://education.nh.gov/innovations/hs_redesign/competencies.htm
- ⁹² The NH work–study practices task group aligned the model state competencies to the EPIC developmental frameworks in collaboration, communication, creativity, and self-direction in learning. http://education.nh.gov/innovations/hs_redesign/documents/nhsbea-approved-final.pdf
- ⁹³ Career clusters include agriculture, food and natural resources, architecture and construction, education and training, hospitality and tourism, law, public safety, security, etc. http://education.nh.gov/career/career/career_pathways.htm
- ⁹⁴ <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/flex-renewal/nhrenewalreq2015.pdf>
- ⁹⁵ <http://education.nh.gov/career/career/rpos.htm>
- ⁹⁶ <http://education.nh.gov/accountability-system/documents/flexibility-waiver-request-renewal.pdf>
- ⁹⁷ <http://education.nh.gov/assessment-systems/pace.htm>
- ⁹⁸ <http://education.nh.gov/assessment-systems/pace.htm>
- ⁹⁹ <http://education.nh.gov/teaching/index.htm>
- ¹⁰⁰ School Improvement Grants are awarded by the U.S. Department of Education to support state efforts in turning around persistently low-performing schools. http://education.nh.gov/instruction/integrated/title_i_a_sig.htm

- ¹⁰¹ A study was done by Institute of Education Sciences and Regional Educational Laboratory to share lessons learned during New Hampshire’s pilot. http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2015030.pdf
- ¹⁰² <http://education.nh.gov/teaching/documents/principal-report.pdf>
- ¹⁰³ <http://education.nh.gov/data/i4see.htm>
- ¹⁰⁴ <http://www.education.nh.gov/instruction/accountability/data-sys.htm>
- ¹⁰⁵ <http://education.nh.gov/data/pplus.htm>
- ¹⁰⁶ http://education.nh.gov/instruction/special_ed/data_profiles/index.htm
- ¹⁰⁷ <http://education.nh.gov/instruction/assessment/necap/>
- ¹⁰⁸ <http://education.oregon.gov/wp-content/uploads/2015/09/Adopted-College-and-Career-Readiness-Definition.pdf>
- ¹⁰⁹ <http://education.oregon.gov/wp-content/uploads/2015/09/Adopted-College-and-Career-Readiness-Definition.pdf>
- ¹¹⁰ <http://www.ode.state.or.us/search/page/?=3253>
- ¹¹¹ <http://www.ode.state.or.us/teachlearn/standards/creditforproficiency/proficiency-based-instruction-and-assessment.pdf>
- ¹¹² House Bill 3233 (2013) Section 2 (3)(g) authorized the ODE to distribute funding “to school districts and non-profit organizations for the purposes of developing and engaging in proficiency-based or student-centered learning practices and assessments.”
- ¹¹³ Oregon Department of Education. Proficiency-Based Teaching and Learning Grant 2014–2015 (Request for Proposal).
- ¹¹⁴ Oregon Department of Education. Proficiency-Based Teaching and Learning Grant 2014–2015 (Request for Proposal).
- ¹¹⁵ <http://www.ode.state.or.us/search/page/?=1764>
- ¹¹⁶ The Oregon Administrative Rule (OAR) 581-022-0615: Assessment of Essential Skills (revised June 2011) includes two requirements: student demonstrate proficiency in Essential Skills in order to receive a high school diploma, and districts administer local performance assessments. http://www.ode.state.or.us/wma/teachlearn/testing/resources/es_localperformanceasmt_manual.pdf
- ¹¹⁷ Official scoring guide for Work Samples can be found here: <http://www.ode.state.or.us/search/page/?=32>
- ¹¹⁸ <http://www.ode.state.or.us/search/page/?id=2662>
- ¹¹⁹ <http://www.ode.state.or.us/search/page/?id=5401>
- ¹²⁰ See PowerPoint entitled Overview of the BEAR Assessment System as used in Oregon; link located at: <http://www.ode.state.or.us/search/page/?id=5401>
- ¹²¹ <http://www.ode.state.or.us/search/page/?id=3637>
- ¹²² This work stems from Senate Bill 290 and Oregon’s approved ESEA waiver in 2015, which details the Oregon 123 Matrix for summative evaluations implemented statewide in the 2014–15 school year.
- ¹²³ <http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/oregon-framework--for-eval-and-support-systems.pdf>
- ¹²⁴ <http://www.ode.state.or.us/search/page/?=4033>
- ¹²⁵ <http://www.ode.state.or.us/initiatives/nclb/2015-esea-flexibility-renewal--executive-summary.pdf>

- ¹²⁶ Senate Bill 253 (2011).
- ¹²⁷ Achievement compacts were allowed to sunset in 2015; many of their innovations were incorporated into report cards and other accountability reporting.
- ¹²⁸ <http://ed.sc.gov/instruction/standards-learning/new-standards-for-english-language-arts-and-mathematics/>
- ¹²⁹ <http://www.eoc.sc.gov/Reports%20%20Publications/Annual%20Repor%20t2015/Feb1report2015.pdf>
- ¹³⁰ <http://ed.sc.gov/instruction/career-and-technology-education/cate-administration/quality-review-measures/2020-vision-for-career-and-technology-education-in-south-carolina/>
- ¹³¹ <http://ed.sc.gov/instruction/career-and-technology-education/>
- ¹³² <http://ed.sc.gov/districts-schools/state-accountability/personalized-learning/>
- ¹³³ <http://ed.sc.gov/districts-schools/state-accountability/personalized-learning/>
- ¹³⁴ <http://ed.sc.gov/districts-schools/state-accountability/personalized-learning/>
- ¹³⁵ <http://ed.sc.gov/newsroom/public-information-resources/high-school-exit-exam-elimination/>
- ¹³⁶ Holme, J. J., Richards, M. P., Jimerson, J. B., & Cohen, R. W. (2010). Assessing the effects of high school exit examinations. *Review of Educational Research*, 80(4), 476–526.
- ¹³⁷ <http://ed.sc.gov/scdoe/assets/file/programs-services/50/documents/ADEPTStandards.pdf>
- ¹³⁸ <https://ed.sc.gov/scdoe/assets/file/programs-services/50/documents/ADEPTStandards.pdf>
- ¹³⁹ <http://education.vermont.gov/state-board/rules/2000>
- ¹⁴⁰ <http://www.ccrscenter.org/ccrs-landscape/state-profile/vermont>
- ¹⁴¹ http://education.vermont.gov/documents/EDU-EQS_Introduction.pdf
- ¹⁴² <http://education.vermont.gov/career-and-technical-education>
- ¹⁴³ <http://education.vermont.gov/flexible-pathways>
- ¹⁴⁴ <http://education.vermont.gov/proficiency-based-learning>
- ¹⁴⁵ http://education.vermont.gov/documents/EDU-EQS_Introduction.pdf
- ¹⁴⁶ <http://education.vermont.gov/flexible-pathways/dual-enrollment>
- ¹⁴⁷ <http://education.vermont.gov/flexible-pathways/early-college>
- ¹⁴⁸ <http://education.vermont.gov/work-based-learning>
- ¹⁴⁹ <http://education.vermont.gov/plp-working-group/main>
- ¹⁵⁰ The Vermont Transferable Skills Assessment Supports (VTSAS) is a multiyear collaboration between AOE, the Great Schools Partnership, and Vermont educators. <http://education.vermont.gov/proficiency-based-learning/performance-assessments/transferable-skill-assessment>
- ¹⁵¹ http://education.vermont.gov/documents/EDU-PBGR_Intro.pdf
- ¹⁵² <http://education.vermont.gov/professional-learning>
- ¹⁵³ <http://www.vermontpln.org/index.php/aboutvermontpln>
- ¹⁵⁴ <http://education.vermont.gov/documents/vision.pdf>

- ¹⁵⁵ http://education.vermont.gov/documents/EDU-Vermont_Task_Force_2012_06_18_Meeting_Minutes.pdf
- ¹⁵⁶ <http://education.vermont.gov/education-quality-review>
- ¹⁵⁷ <http://education.vermont.gov/documents/edu-oped-education-quality-reviews.pdf>
- ¹⁵⁸ <http://education.vermont.gov/documents/edu-oped-education-quality-reviews.pdf>
- ¹⁵⁹ http://www.doe.virginia.gov/instruction/college_career_readiness/index.shtml#ccri
- ¹⁶⁰ <http://www.doe.virginia.gov/testing/index.shtml>
- ¹⁶¹ It is important to note that Virginia did *not* adopt the national Common Core State Standards (CCSS) and instead implemented its own SOL as detailed above. The SOLs do however align with the CCSS. A press release issued by the Virginia Board of Education in June 2010 stated: “The Standards of Learning are clear and rigorous and have won the acceptance and trust of Virginia educators. Whatever adjustments might be warranted to ensure alignment of the SOL with the Common Core State Standards can be made within the process through which the Board of Education exercises its constitutional authority to establish standards for the commonwealth’s public schools.” For more information see: http://www.doe.virginia.gov/testing/common_core/
- ¹⁶² http://www.doe.virginia.gov/instruction/college_career_readiness/resources/introductory_briefing.pdf
- ¹⁶³ http://www.doe.virginia.gov/instruction/graduation/early_college_scholars/
- ¹⁶⁴ http://www.doe.virginia.gov/instruction/career_technical/index.shtml
- ¹⁶⁵ http://www.doe.virginia.gov/news/news_releases/2015/06_june24_gov.shtml
- ¹⁶⁶ http://www.doe.virginia.gov/news/news_releases/2015/06_june24_gov.shtml
- ¹⁶⁷ <http://www.doe.virginia.gov/innovations.shtml>
- ¹⁶⁸ http://www.doe.virginia.gov/boe/meetings/2014/07_jul/agenda_items/draft_local_assessment_guidelines.pdf
- ¹⁶⁹ http://www.doe.virginia.gov/testing/local_assessments/index.shtml
- ¹⁷⁰ <http://www.vassonline.org/domain/201>
- ¹⁷¹ http://www.doe.virginia.gov/teaching/regulations/uniform_performance_stds_2011.pdf
- ¹⁷² <https://wvde.state.wv.us/counselors/documents/CollegeandCareerReadiness3-12-14GeneralSession.pdf>
- ¹⁷³ <http://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=25770&Format=PDF>
- ¹⁷⁴ <https://wvde.state.wv.us/innovationzones/faqs.html>
- ¹⁷⁵ <https://wvde.state.wv.us/innovationzones/faqs.html>
- ¹⁷⁶ <https://wvde.state.wv.us/assessment/DIGITALLIB/DOCUMENTS/Digital-Library-Factsheet.pdf>
- ¹⁷⁷ <http://wvnextgen.org/faq.html>
- ¹⁷⁸ <https://wvde.state.wv.us/apps/tree/>
- ¹⁷⁹ <http://wvde.state.wv.us/evalwv/summative-evaluation.html>
- ¹⁸⁰ <http://wvde.state.wv.us/evalwv/plans-for-continuous-improvement.html>
- ¹⁸¹ http://wvde.state.wv.us/evalwv/documents/Standards1_2_3_COMBINED.pdf
- ¹⁸² <http://zoomwv.k12.wv.us/Dashboard/portalHome.jsp>



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