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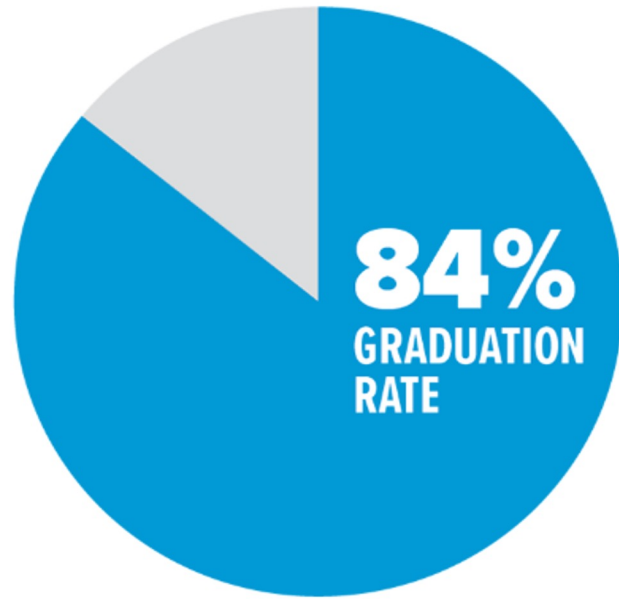olsona@knowledgeworks.org

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Overview

- Why we need transformation
- What is personalized learning?
- National landscape
- Key policy areas & examples from other states
- Next steps
- Q&A

# Different Terms, Similar Things

- Personalized learning

- Student-centered learning

- Learner-centered education

- Competency-based learning and education

- Proficiency, or mastery-based learning

- Personalized, competency-based learning

Why We Need a Transformation

GAPS IN THE CURRENT SYSTEM

84%
GRADUATION
RATE

28-40%
REQUIRE
REMEDIAL
COURSES

<50%
COMPLETE
REMEDIAL
COURSES

TEAMWORK	**77%**
PROBLEM SOLVING	**56%**
WORK ETHIC	**43%**
COMMUNICATION	**42%**

At a record high, 84 percent of public high school students reach graduation, as measured by the adjusted cohort graduation rate (ACGR), according to the National Center for Education Statistics.
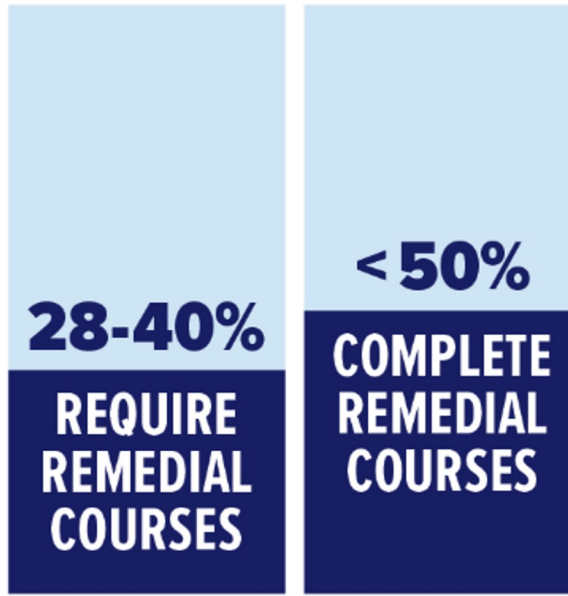
According to the National Conference on State Legislators, 28-40 percent of all first-time undergraduates enroll in at least one remedial course. Less than 50 percent of students complete their remedial courses.
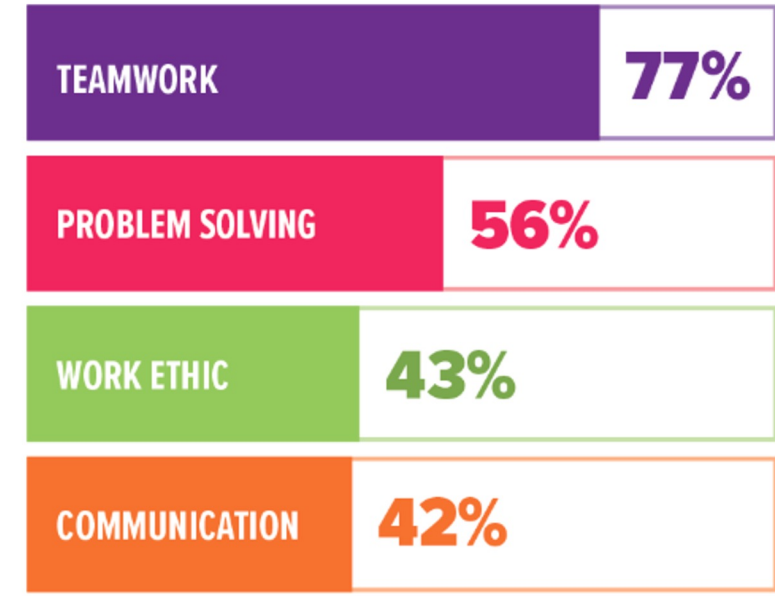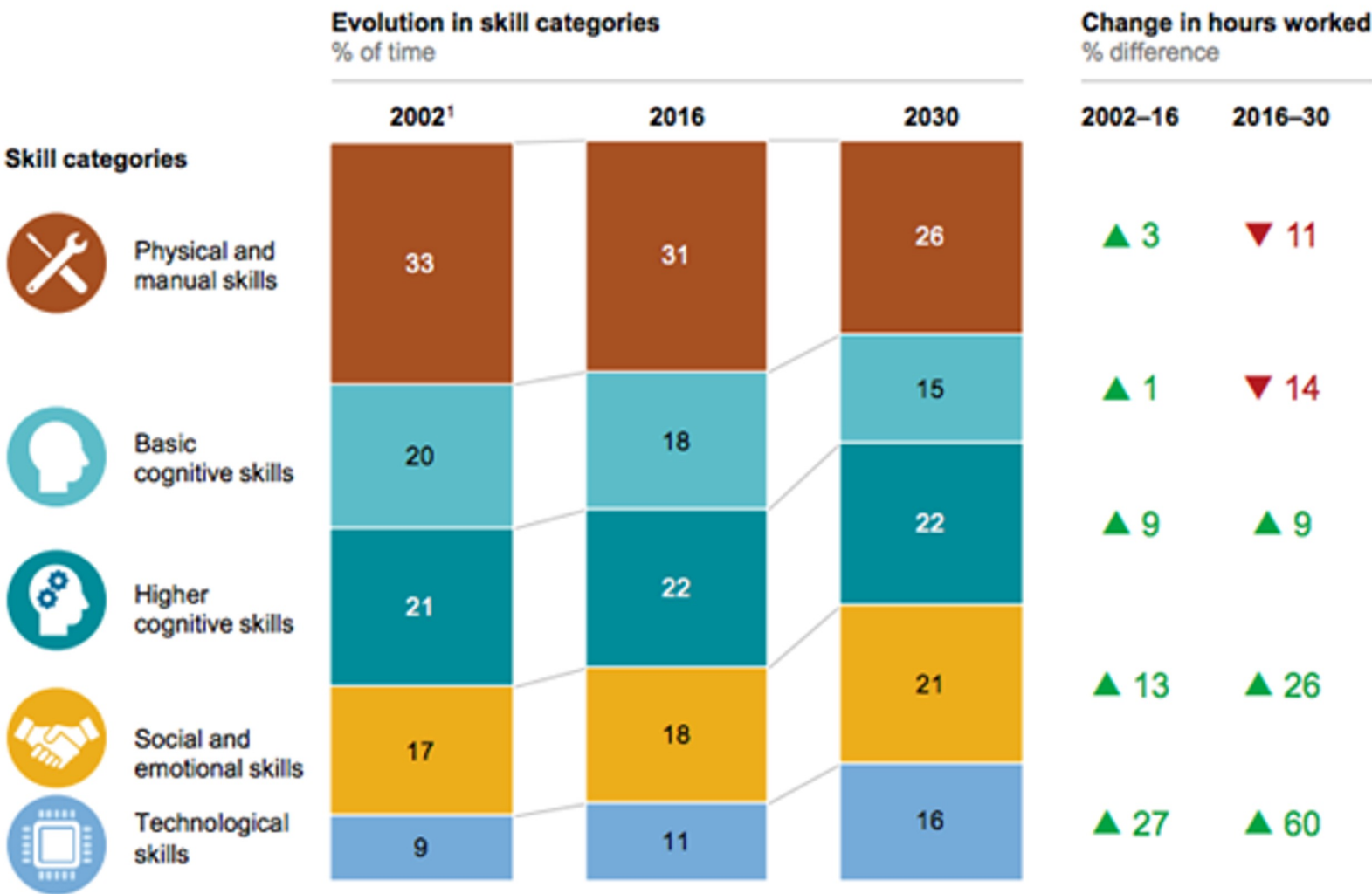
Of the career readiness competencies employers deemed as essential in research from the National Association of Colleges and Employers, they did not rate new graduates as proficient in many.

GAPS ON THE HORIZON

Automation and AI will accelerate skill shifts.

Based on McKinsey Global Institute workforce skills model
United States, all sectors, 2002–30

Skill categories	Evolution in skill categories % of time			Change in hours worked % difference	
	2002¹	2016	2030	2002–16	2016–30
Physical and manual skills	33	31	26	▲ 3	▼ 11
Basic cognitive skills	20	18	15	▲ 1	▼ 14
Higher cognitive skills	21	22	22	▲ 9	▲ 9
Social and emotional skills	17	18	21	▲ 13	▲ 26
Technological skills	9	11	16	▲ 27	▲ 60

1 Calculated using the 2004 to 2016 CAGR extrapolated to a 14-year period.
NOTE: Based on difference between hours worked per skill in 2016 and modeled hours worked in 2030. Numbers may not sum due to rounding.

SOURCE: U.S. Bureau of Labor statistics; McKinsey Global Institute workforce skills model; McKinsey Global Institute analysis

Top Higher Cognitive Skills

- Growth Mindset
- Critical Thinking & Problem Solving
- Communication
- Innovation & Creativity
- Leadership

Top Technological Skills

- Programming
- Cloud Computing
- Business Intelligence
- AI-Related Skills
- Quantum Computing

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Shifting Public Opinion

- Confidence in public schools at an all time low

Source: Gallup

- Parents AND students want schools to better prepare students to build decent lives in their community

source: American Compass Failing on Purpose Survey

- Parents and students want more real-world skill building in schools

source: ExcelinEd Survey

- Lack of personalization an identified problem from 74% of parents

source: NSBAC poll

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What Is It, What Does It Look Like?

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What is Personalized, Competency-Based Learning?

- Learner agency

- Timely, actionable assessments

- Customized learner supports

- Progression upon mastery

- Flexible learning paths

- Strategies and systems to ensure equity

- Rigorous academic and social-emotional learning targets

Adapted from the Aurora Institute
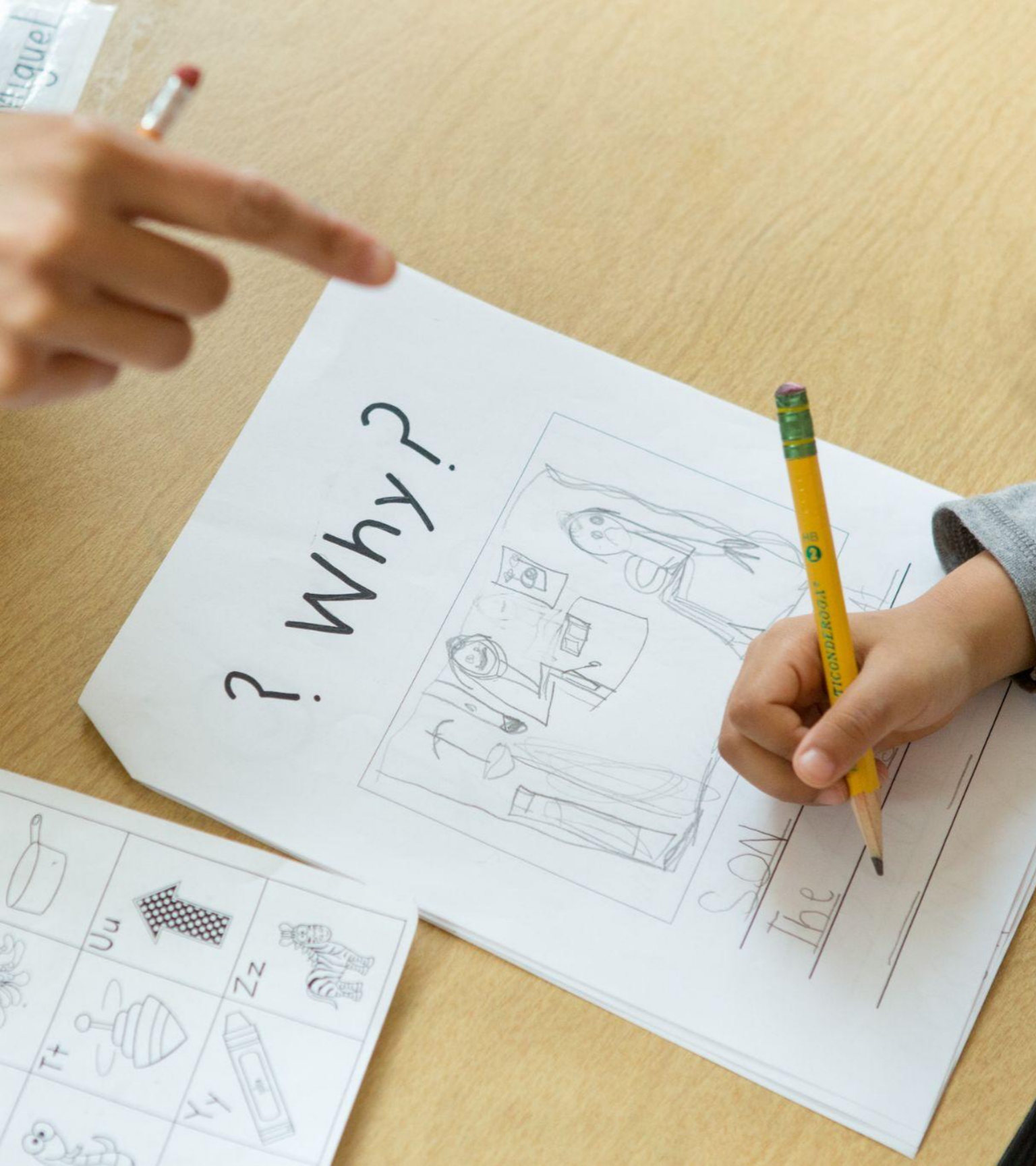
Clear and measurable competencies

Aligned curriculum

Varied pacing

Differentiation and supports

Real-time feedback

Variety of methods of assessing mastery and grading

Diversity of learning locations
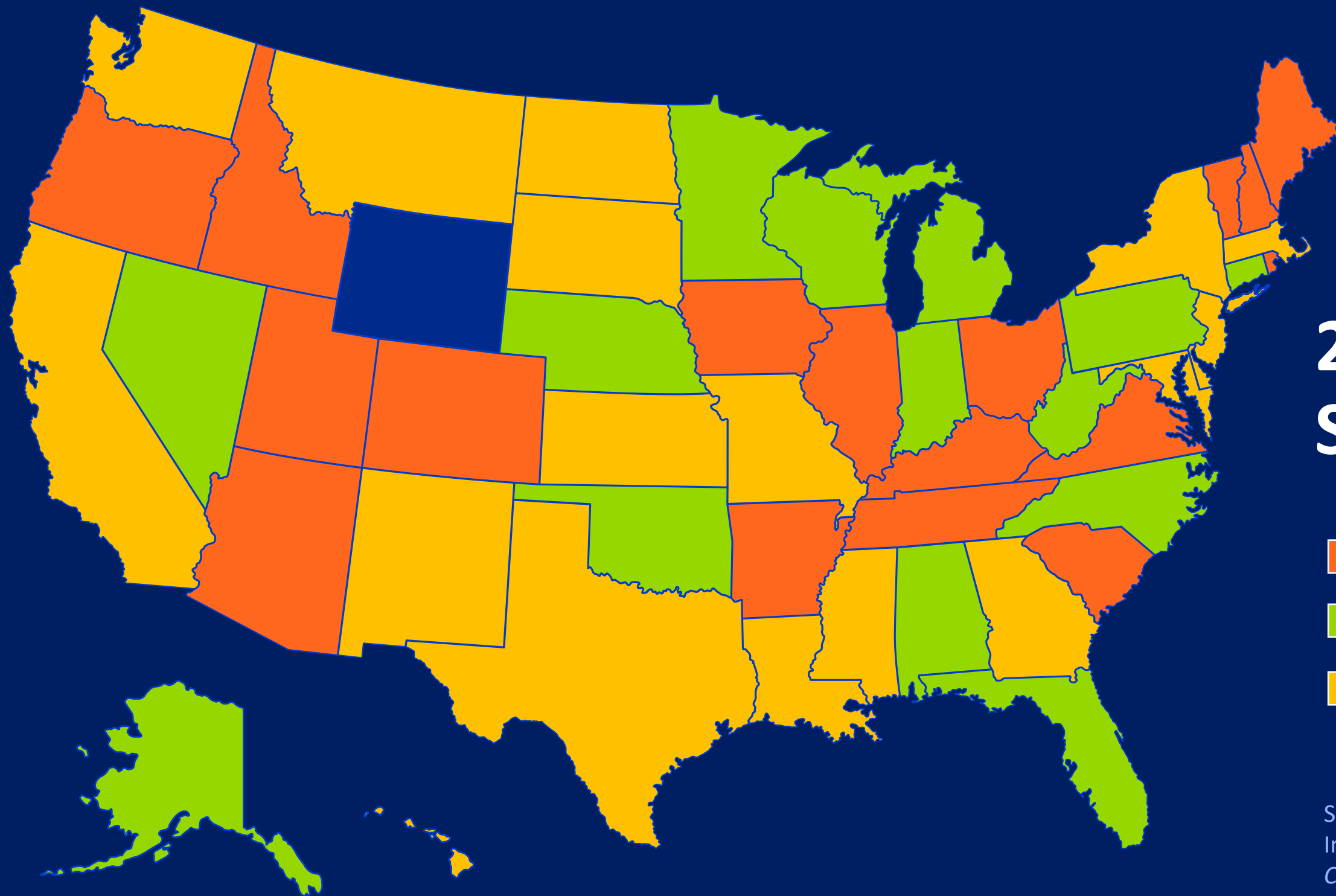
Photo by Allison Shelley/The Verbatim Agency for EDUimages

Educators and leaders constantly reflecting

What's the National Landscape?

2012 State Snapshot

Advanced
Developing
Emerging

Source: Adapted from Aurora Institute's *Snapshot of K-12 Competency-Based Education State Policy Across the United States*

2019 State Snapshot

- 🟧 Advanced
- 🟩 Developing
- 🟨 Emerging

Source: Adapted from Aurora Institute's *Snapshot of K-12 Competency-Based Education State Policy Across the United States*
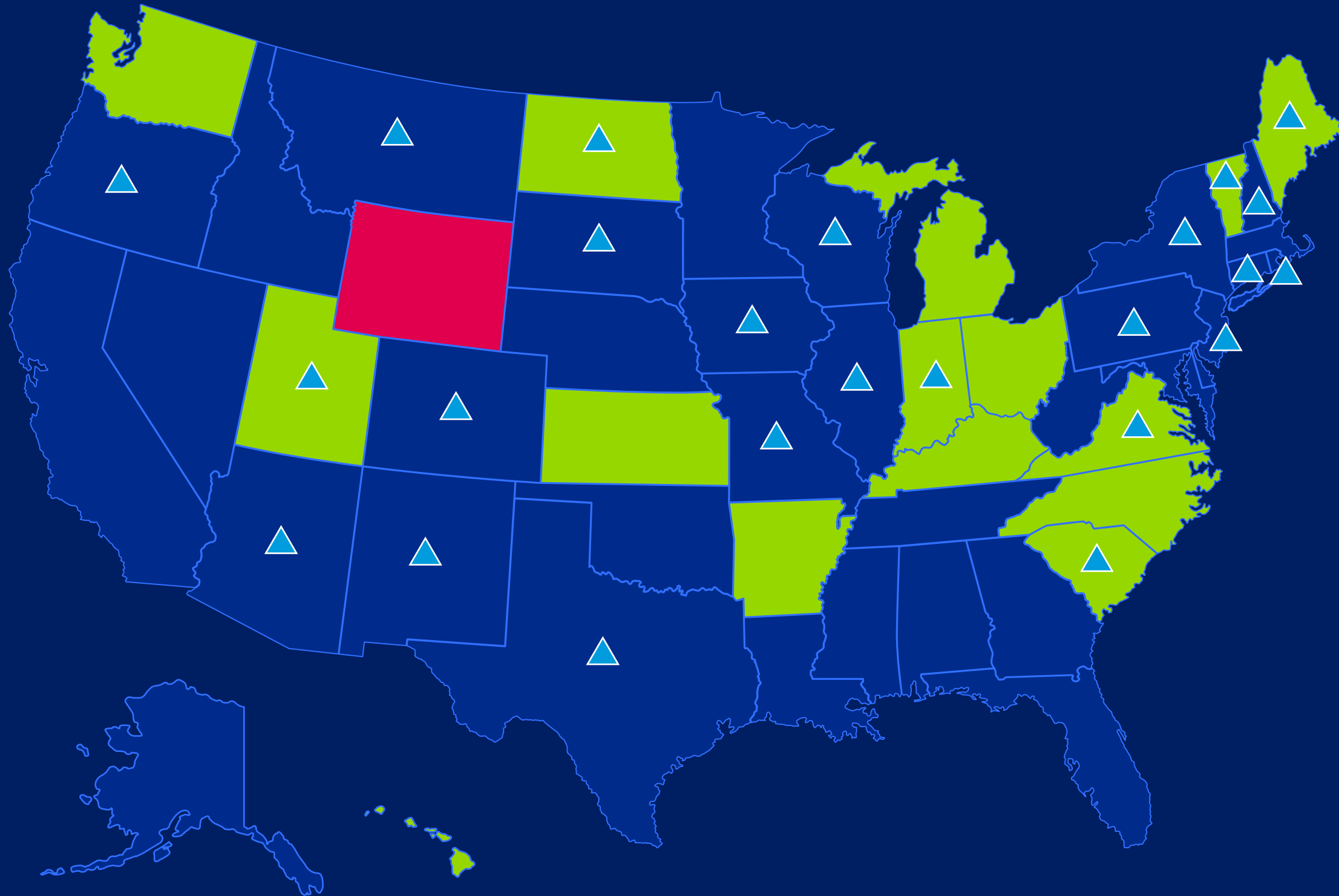
States Create Portrait of a Graduate

■ (green) Existing

■ (red) Developing

▲ Allows/Requires CBE Graduation

Source: Ben Erwin and Gerardo Silva-Padrón, "State Policies to Support Student-Centered Learning" (Denver, CO: Education Commission of the States, July 2022).

What's the Impact?

Impact of Personalized Learning

- Students in personalized, competency-based schools **had higher math and reading achievement** and **caught up to peers faster** (RAND, 2015)

- Personalized, competency-based practices like giving additional time on a topic or retaking exams saw **student math confidence increase** (AIR, 2016)

- Personalized, competency-based students who were behind meet **performance levels at a quicker pace** (REL, 2017)

Impact of Personalized Learning

- Students in personalized, competency-based environments **engage in school at higher levels** (SCLRC, 2018)

- Personalized, competency-based practices correlate with **greater teacher satisfaction** and **less burnout** in higher ed (McDavid et. al. 2018)

- **Thorough implementation** of personalized learning practices can be effective at **enhancing academic achievement** measured by standardized tests (Lee, D., Huh, Y., Lin, CY. et. al. 2021)

District Example: Lindsay Unified, CA

- Lindsay Unified in California

- Approximately 4,100 students, 90 percent free-reduced price lunch

- Impact over a five-year period
  - Nearly doubling state test proficiency (26 percent to 47 percent)
  - English language arts achievement increasing from 33rd to 87th percentile
  - High school graduation rate increased to 94 percent
  - Attendance rose to 96 percent
  - Suspensions fell by 41 percent

Source: Michael Horn, From Reopen to Reinvent, P. 140, Lindsay Unified Data Highlights

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District Example: Marysville, Ohio

- Marysville Exempted Village School District, Ohio

- Approximately 5,200 students

- Early impacts of implementing personalized, competency-based learning:
  - Significant improvements in students' feelings of hope, belonging, engagement and management
  - 10.5 percentage point increase in English language arts achievement
  - 5.5 percentage point increase in math achievement

Source: https://knowledgeworks.org/resources/ohio-district-hope-survey-marysville/

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Not Just for Small Districts!

- Some larger districts that have adopted personalized, competency-based practices:
  - New York
  - Chicago
  - Houston
  - Dallas

Key Policy Areas

Creating a Student-Centered Vision

Incentivizing District Innovation

Giving Credit for All Learning That Occurs

Rethinking Accountability and Assessment

MN Context

Giving Credit for All Learning

- **Big Idea**: credit for anytime, anywhere learning

- MN Statute 120A.41 (seat time) & 124D.095 (online)
- Opportunity in SF 1441, which would expand definition of instructional hour (among other things)
- Questions for thought:
  - How do these requirements create real or perceived barriers?
  - What would you change if you could?
- Example: Arizona

Incentivizing District Innovation

- **Big Idea**: mechanisms giving flexibility to design innovative approaches

- MN Innovation Research Zone Pilot

- Opportunity in SF 1441 for modification

- Questions for thought:

  – Have you applied for the waiver? What's been your experience?

  – If not, why not?

  – How could this process be improved?

- Example: North Dakota

Assessment & Accountability

- **Big Idea:** states should retool their A&A systems to support student-centered learning

- MN A&A systems

- Questions for thought:
    - What are stakeholders saying about the current systems?
    - What measures of school quality to stakeholders find most useful?
    - Where can districts innovate?

- Example: Utah

Creating a Student-Centered Vision

- **Big Idea:** Create the guiding structures (vision) to enable student-centered learning approaches

- Portraits of a Graduate/Competencies

- Questions for thought:
  - How does my district articulate the knowledge and skills a successful graduate needs?
  - Are there resources already available to support this?

- Example: North Dakota

Taking Action

Examples of Statewide Policy Action

- Empowering Local Boards (AZ)
- Creating a Separate Entity within the SEA or related entity (SC, WI)
- Other Legislative Change (ND, IL)
- Governors Offices (NV, ND, ID)

Tips for Taking Policy Action in Minnesota

- Utilize the expertise of others!
  - Teachers know what it can look like
  - Associations and advocacy organizations have the policy connections
  - Research-based organizations have stories and data
- Don't be afraid to speak up for what you need
- Be able to clearly articulate what you're trying to do
  - What does it look like?
  - Why can't you do what you want to do now? Why is change needed?

Q&A

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