A LARGER PURPOSE: UNIVERSAL ATTAINMENT OF DEEPER LEARNING OUTCOMES TO PREPARE COMMUNITIES FOR A POSITIVE FUTURE

CREATING A NEW SYSTEMS PARADIGM
Continuous cycles of revision and improvement; organizational and individual flexibility and adaptability; K-12 education is organized to minimize systemic barriers and enhance systemic catalysts (in policy, practice, and professional norms) to ensure that each student is ready for success in college, career, and civic life.

SHAPING AND STRENGTHENING PUBLIC UNDERSTANDING AND SUPPORT
K-12 education is viewed as a Public Good and commands broad public understanding, public engagement and Public Will to realize robust outcomes for students and the wider community.

BUILDING A NEW SYSTEM OF LEARNING OPPORTUNITIES
Learner needs define system responses, replacing batch processing and traditional system constructs that define limited learner opportunities.

Systems Level Logic Model
NELLIE MAE EDUCATION FOUNDATION • DISTRICT LEVEL SYSTEMS CHANGE INITIATIVE

Alignment and Interaction of Key Systems Components
The alignment or interaction of policies and practices regarding human resources, assessment and accountability, finance, technology, and leadership supports broader goals for equity and student outcomes (skills, dispositions, and knowledge).

Continuous Improvement, Cycles of Innovation and Experimentation, and a Culture of Sustainable Change
At district, school, and classroom levels, educators seek to implement student-centered learning policies and practices, develop usable data, and assume a research mindset toward cycles of innovation.

Systems Outcomes
Results Oriented Integrated Systems of Leadership, Finance, Governance, Public Engagement, Instruction, and Assessment accelerates progress toward goals of student-centered learning.

Consolidation and Expansion of New Paradigm

Public Outcomes
Increased public understanding and support for SCL inside and outside the K-12 system.

Visible public benefits flow from students’ individual success.

Student Outcomes
Readiness: Each student completes secondary education having mastered the skills, dispositions, and knowledge necessary to succeed in college, career, and civic life.

Higher Bar for student learning.

Narrowing the Achievement Gap
All subgroups of students will reach 80% college and career readiness by 2030, with 100%—each student—the ultimate goal.

Instructional Practices advance student ownership through developmentally appropriate tasks and engagement strategies.

A range of Anywhere, Anytime Learning Opportunities in and out of traditional settings and schedules includes but is not limited to blended learning vehicles.

Curriculum Materials and Resources include clear learning progressions and performance rubrics detailing deeper learning expectations and in support of a competency-based approach.

Capacity
Districts Build Capacity of teachers, administrators, and others with a direct role in instruction and student learning to build a new collaborative culture with an emphasis on reflection, flexibility, and results.

Assessment
Districts develop a varied, rigorous, and reliable set of Student Assessments to inform learning, determine mastery, measure progress, and ensure continuous improvements.

Personalization
Each student has equal access and opportunity for Personalized, Competency-Based Learning inside and outside of school. Educators respond actively to changing needs of individual students.

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Shaping and Strengthening Public Understanding and Support
K-12 education is viewed as a Public Good and commands broad public understanding, public engagement and Public Will to realize robust outcomes for students and the wider community.

Buildings a New System of Learning Opportunities
Learner needs define system responses, replacing batch processing and traditional system constructs that define limited learner opportunities. Students are authors of their own learning; educational professionals accept responsibility for supporting each student. Districts support this culture shift through capacity building; multiple measures of student proficiency; personalization; and cohesive integration of student-centered curriculum, instruction, assessment, and anytime, anywhere learning.

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### Initial Conditions

Today’s innovation economy and diverse society require skills that are not covered by the traditional curriculum and top-down, “one-size-fits-all” approach. By some estimates less than 50% of high school learners are truly “ready” (defined as graduating high school and entering college without the need for remediation) for post-secondary success at a time when this level of achievement is essential for individual economic viability. Readiness levels are much worse for learners of color, low income learners, English Language learners, and other underserved learners.

This situation is unacceptable for practical and moral reasons. It is a practical matter because we must ensure that far more learners are truly college ready in order to move our society forward to a positive future. Predictions about readiness levels are truly college ready in order must ensure that far more learners

### Assumptions

A growing body of research and practice in college and career readiness, cognitive science, education leadership, and school culture and climate provides some guidance for navigating the shift to a student-centered learning system. This new knowledge base about student learning creates a firm foundation for student-centered work.

“We know now that individuals are most likely to learn when they are positively disposed towards the learning task. They are most likely to attempt difficult tasks when they have developed a ‘growth mindset’ (the belief that intelligence is malleable, not fixed, and that effort makes a critical difference in achievement). And they are most likely to persist when learning tasks reflect and respond to their particular needs and interests and when they can employ effective learning strategies.

“Students are most likely to succeed when they experience a strong connection to others—whether in the classroom, at home, or in their communities.”

Building on this knowledge base, districts will be well-positioned to implement student-centered learning strategies inside and outside schools. The challenge will be to create a rigorous and coherent set of learning opportunities that embraces best ideas and best practices about engaging young learners, creates the conditions for learning inside and outside of school, and ensures that all students have rich opportunities to attain and demonstrate proficiency.

### SCL Organizing Principles

<table>
<thead>
<tr>
<th>Personalized Learning</th>
<th>Anytime, Anywhere Learning</th>
<th>Student-Owned Learning</th>
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</thead>
<tbody>
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<td>Learning takes Place Anytime, Anywhere</td>
<td>Students take increasing responsibility for their own learning</td>
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<tr>
<td>Learning and Assessment are Competency-Based</td>
<td>Students have Voice and Ownership in Shaping their Learning Pathways</td>
<td>Students rely on strategies for self-regulation, self-assessment, and self-reflection to guide learning</td>
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### Outputs

- **Personalized Learning**
  - Learning tasks start from where the student is, formatively assess existing skills and knowledge, and address the student’s needs and interests
  - Learning is reinforced through collaborative group work
  - Learning is deepened through authentic problems and projects

- **Competency-Based Learning**
  - Students move ahead based primarily on demonstrating key learning milestones along a path to mastery of core competencies
  - A student assessment system provides frequent, fair, and rigorous assessment of student progress toward proficiency
  - Each student is assured scaffolding and differentiated support needed to progress at a pace appropriate to reaching college, career, and civic outcomes

- **Anytime, Anywhere Learning**
  - Learning takes place within and beyond traditional school day, week, and year
  - Learning takes place within and beyond the walls of the school (including ELOs, VLOs, and/or dual enrollment)
  - Digital technologies play a central role in enhancing learning

- **Student-Owned Learning**
  - Students take increasing responsibility for their own learning
  - Students rely on strategies for self-regulation, self-assessment, and self-reflection to guide learning
  - Students understand how to get “smarter” by applying effort strategically to learning tasks

### Medium- and Long-Term Outcomes

- Increase in students “deeper learning” knowledge and skills, including six competencies essential to prepare students to achieve at high levels:
  - Master core academic content
  - Think critically and solve complex problems
  - Work collaboratively
  - Communicate effectively
  - Learn how to learn
  - Develop academic mindsets

- Decrease in achievement gaps by race and class, as determined by multiple measures of student knowledge and skills

- Increase in post-secondary education enrollment without need for remediation

All subgroups of students will reach 80% college and career readiness by 2030, with 100% the ultimate goal