

2025 FEDERAL & STATE

# Policy Agenda

Shift the Landscape Toward Personalized, Competency-based Learning Models and Tools, Assessments, and Accountability Systems

This document articulates what we believe to be the best policy levers to empower our public education system to better serve all students. These policy shifts are focused on removing barriers to innovation and improving how we assess student learning and measure performance so that the question is one of

when, not if, all students become college- and career-ready. Accomplishing these priorities will require a sustained and integrated effort on the part of federal and state policymakers, whose collective work can enable a student-centered system of learning to ultimately emerge.



## Accelerate the Growth of the Personalized, Competency-based Learning Sector

Create a robust and sustainable personalized, competency-based learning ecosystem to develop, adopt, and implement innovative learning models and tools at scale.

### Federal Policy Priorities:



**FUND THE SUPPLY** for the development of K-12 innovative learning models and tools through targeted federal investments.



**PROMOTE THE DEMAND** for K-12 adoption of personalized, competency-based learning innovative learning models and tools through targeted federal investments.



**CREATE REGULATORY SPACE** for personalized, competency-based learning innovative learning models and tools to emerge.

### State Policy Priorities:



**LAUNCH AND INVEST IN INNOVATION INITIATIVES** such as math innovation zones and the development of other viable pathways to promote the supply and demand for personalized, competency-based learning innovative learning models and tools.



**ADOPT STATE CURRICULUM POLICIES** that promote personalized, competency-based learning solutions, including statewide use of multi-grade screeners, state skill maps, and Tier I/II High-Quality Instructional Materials integration.



**CREATE REGULATORY SPACE** through state policy, including personalized, competency-based learning math legislation, that allows for aligned innovative learning models and tools to emerge.





## Create Innovative Assessments

Modernize assessment systems to support personalized, competency-based learning pathways for students.

### Federal Policy Priorities:



**FIX THE INNOVATIVE ASSESSMENT DEMONSTRATION AUTHORITY (IADA)** under the Every Student Succeeds Act (ESSA) to allow for assessments that create the space for personalized, competency-based learning-aligned innovative learning models and tools.



**FULLY FUND IADA** to encourage personalized, competency-based learning assessment development.



**REAUTHORIZE AND EXPAND ESSA** to allow for personalized, competency-based learning assessment frameworks that would better support innovative learning models and competency-based tools.

### State Policy Priorities:



**BUILD PERSONALIZED, COMPETENCY-BASED LEARNING ASSESSMENTS** including through the use of federal funds that could also be used for summative purposes.



**APPLY TO AN AMENDED IADA** to implement newly developed personalized, competency-based learning assessments.



## Strengthen Accountability to Enable Innovation

Overhaul the federal and state accountability system to maintain the overall objective of college- and career-readiness while better supporting personalized, competency-based learning innovative learning models and tools.

### Federal Policy Priorities:



**APPROVE STATE ESSA PLANS** that weigh key transition years, like grades five and eight, more heavily.



**FIX IADA** to allow states to develop alternative accountability pilots to complement personalized, competency-based learning assessments.



**REAUTHORIZE AND EXPAND ESSA** to allow for alternative accountability systems that support personalized, competency-based learning assessments.

### State Policy Priorities:



**DESIGN NEXT GENERATION ACCOUNTABILITY** to create alternative systems that support personalized, competency-based learning assessments.



**MODIFY ESSA PLANS** to incorporate multi-year growth metrics in school rating systems.



**MODIFY ESSA PLANS** that weigh key transition years, like grades five and eight, more heavily.