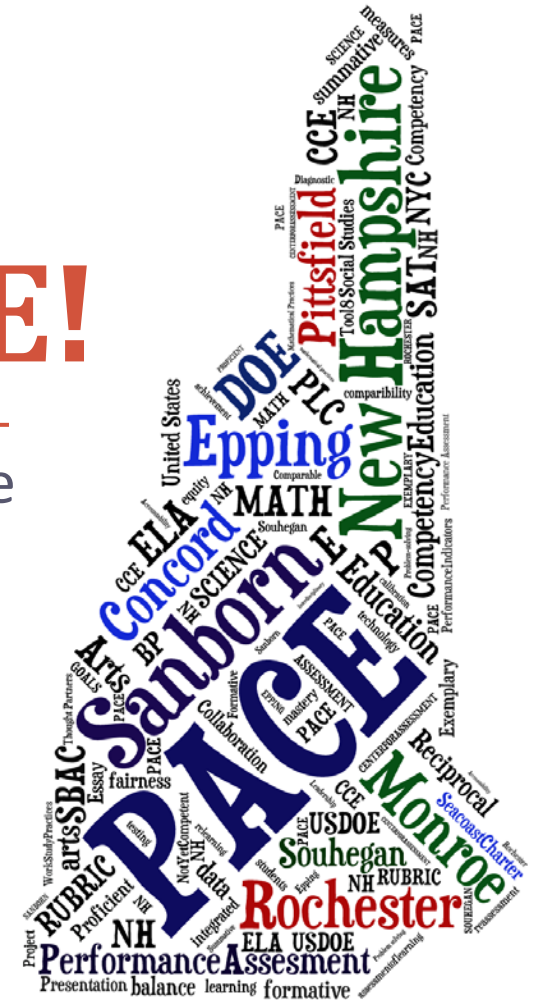# SETTING THE PACE!

Presentation on New Hampshire PACE to the

North Carolina House Select Committee on Education Strategy and Practices

September 26, 2016

Key Events Shaping NH Education:

Interest in Competency based transcripts -- NHBIA

NH Rules require credit based on mastery of competencies by 2008

4 pilot NH HS given substantial financial support and TA by the Nellie Mae Education Foundation (NMEF) to develop comprehensive ELO/CBE programs

NH, VT, and RI pass joint resolutions to form the NESSC

NH is founding member of CCSSO Innovative Lab Network

ECS selects NH for Newman Innovation Award

NH Rules amended requiring CBE K-12, With Assistance from GSP

NMEF, Hewlett fund PACE Pilot development

ESSA passes with Innovative Demonstration modeled after PACE

NH awarded NGA Grant to advance SCL

1995	1998-04	2005	2006	2007-10	2008	2010	2011	2012	2013	2014	2015	2016

NH launches competency education pilot in 27 high schools

NGA Planning Grant awarded to NH to integrate ELOs with CBE

NH raises the compulsory age of education from 16 to 18, reducing the dropout rate to 1.26%, creating moral imperative to advance CBE

NHDOE Task force to design a clear vision for a "fair and equitable" teacher evaluation system

NH Legislature includes CBE in statute, 193:H

The NHCBE is formed, supported by NMEF

The NHDOE Taskforce on Effective Teaching releases 2nd Report

USED approves PACE Pilot

Reaching Higher NH and NH Learning Initiative Formed

Barr Foundation supports Vision 2.0 via NHLI

"We Want Confident and Competent NH Graduates"
~ Virginia M. Barry, Ph.D.

Competence in any pursuit is the union of capability and agency

A deep and durable self in charge of one's learning & development

agency

competence

capability

Knowledge and the understanding to use it in real-life situations

The research suggests that *competence* is the union of *capability* and *agency*.

The behaviors, skills, and dispositions that comprise agency (as well as capability) are "local" in the sense that an individual might be high agency in one area, say math, but low agency in English, social skills, or developing a personal roadmap to a new goal.

Accordingly, a key takeaway from the research is the importance of developing agency within specific competencies, rather than as a separate ability.

EDUCAUSE

NEXT GENERATION
LEARNING CHALLENGES

Time to Tackle the Elephant!

Chris Sturgis, Competency Works, December, 2015

Why Competency Education?

- It is right for kids!
- It represents our core beliefs and theory of action

If we believe that all students must be college- and career-ready...

Then our system must advance students as they demonstrate mastery of content, skills and dispositions...

Which requires a comprehensive system of educator and school supports.
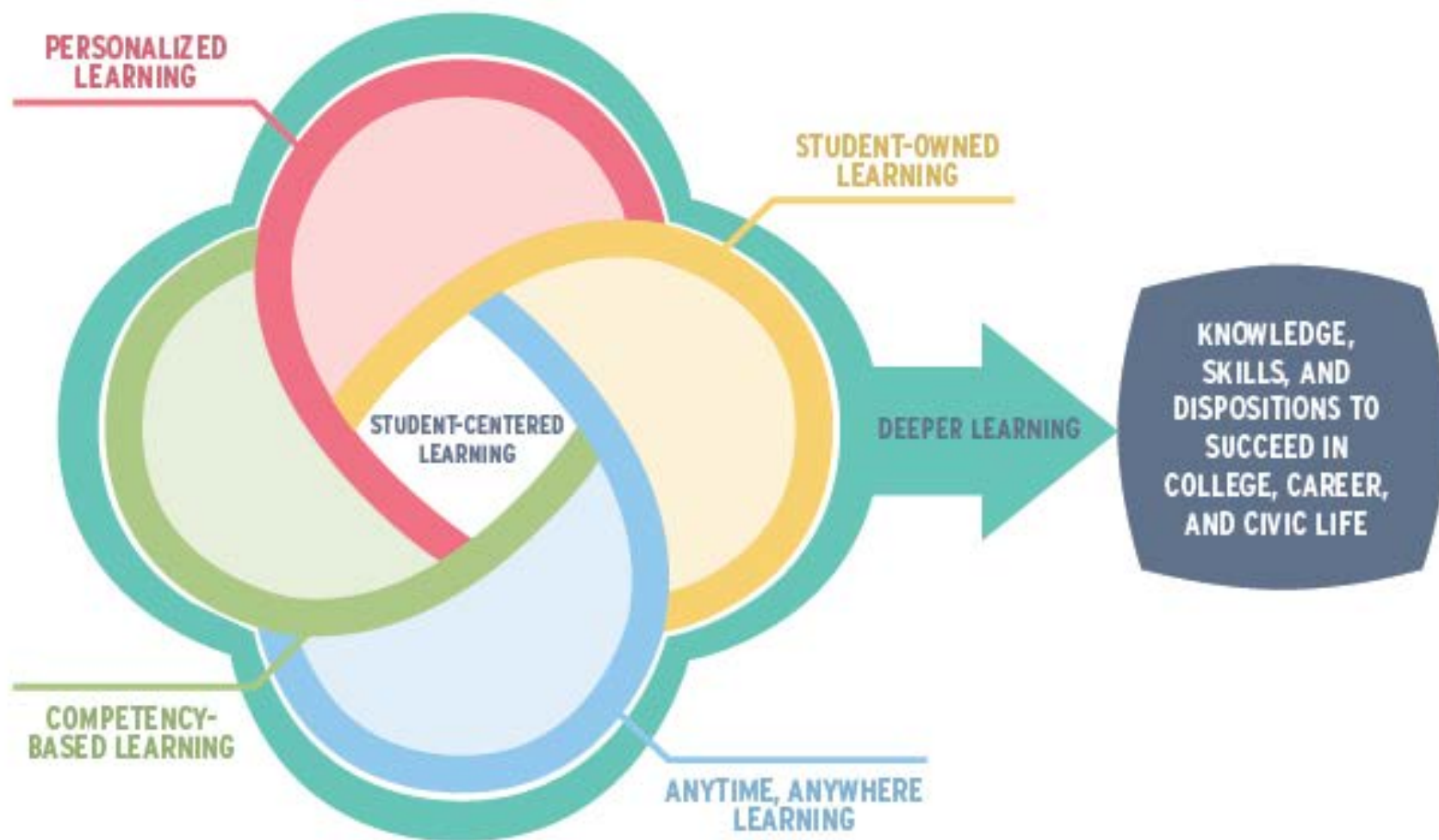
MONADNOCK COMMUNITY CONNECTIONS, MC2
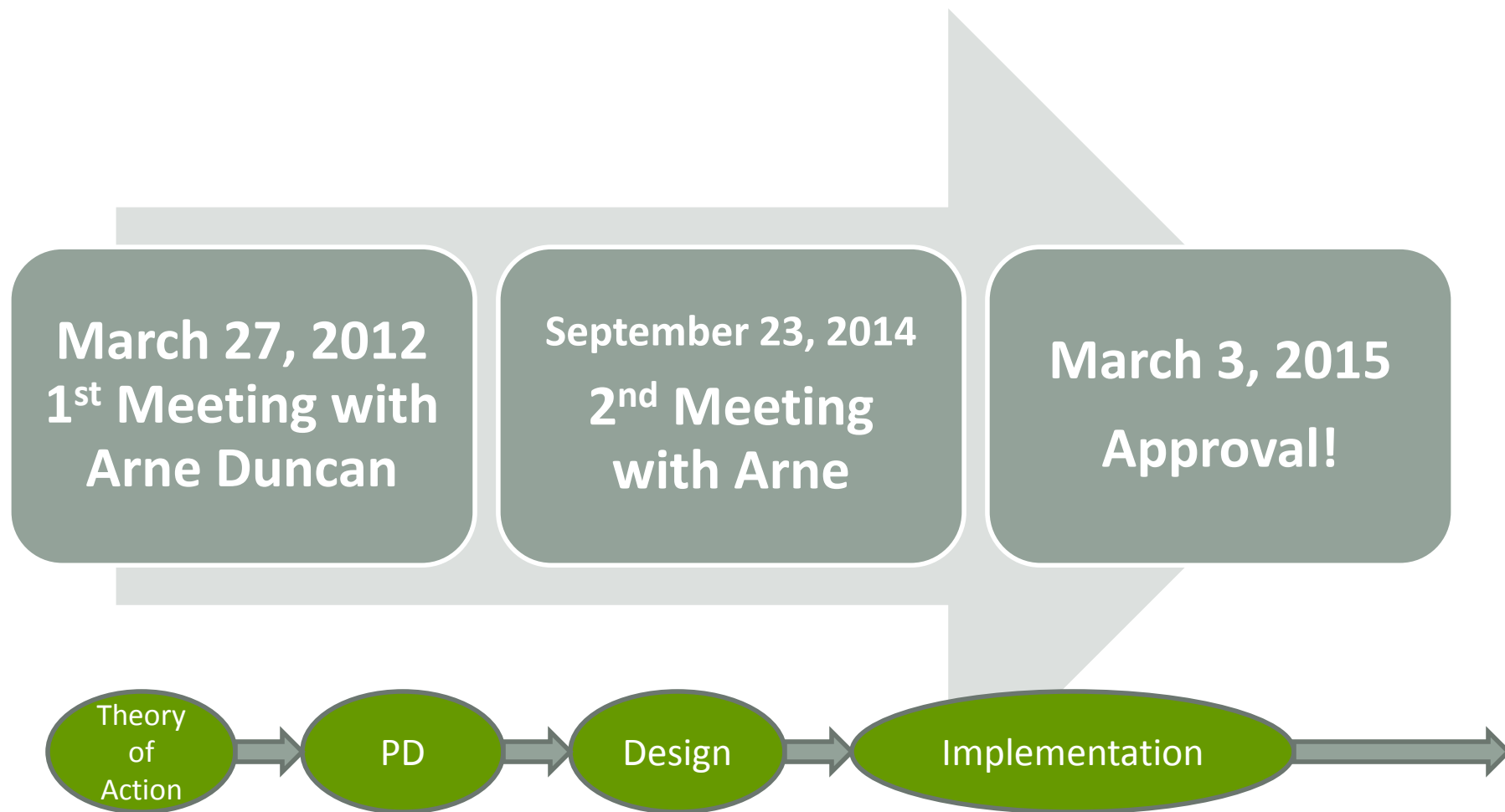

Kim Carter, Principal, 2002 -- 2010

- **Learning Opportunities**
  - Student-centered
  - self-directed
  - self-designed
  - collaborative

- **Internships** - one on one relationships with adult mentors – giving back to the community

- **Treks** - Field experiences

- **Classes—**co-design

- **Personalized Learning and Choice** – Knowledge, Skills, and Habits

Engaging The US Department Of Education – The Process

| March 27, 2012 1st Meeting with Arne Duncan | September 23, 2014 2nd Meeting with Arne | March 3, 2015 Approval! |

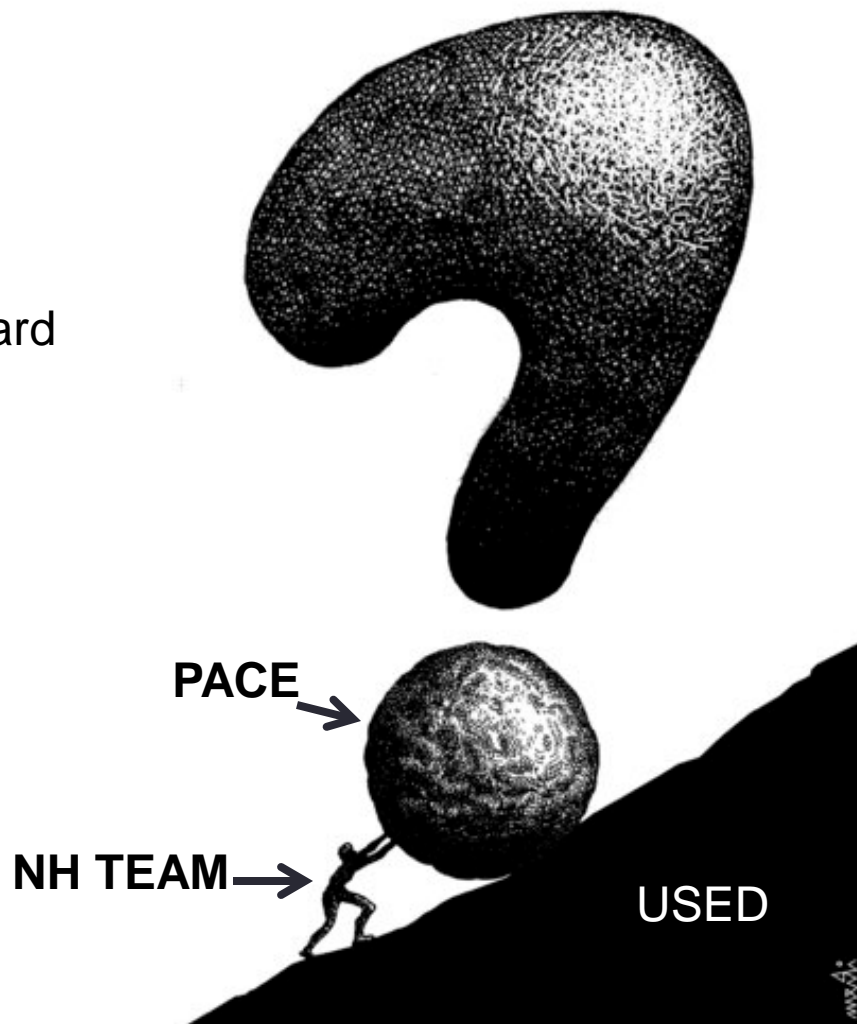Theory of Action → PD → Design → Implementation →

NH Process

Engaging The US Department Of Education – The Moment of Truth!

NH TEAM:
Virginia Barry
Paul Leather
Scott Marion
Brian Blake
Ellen Hume-Howard
Nate Greenberg

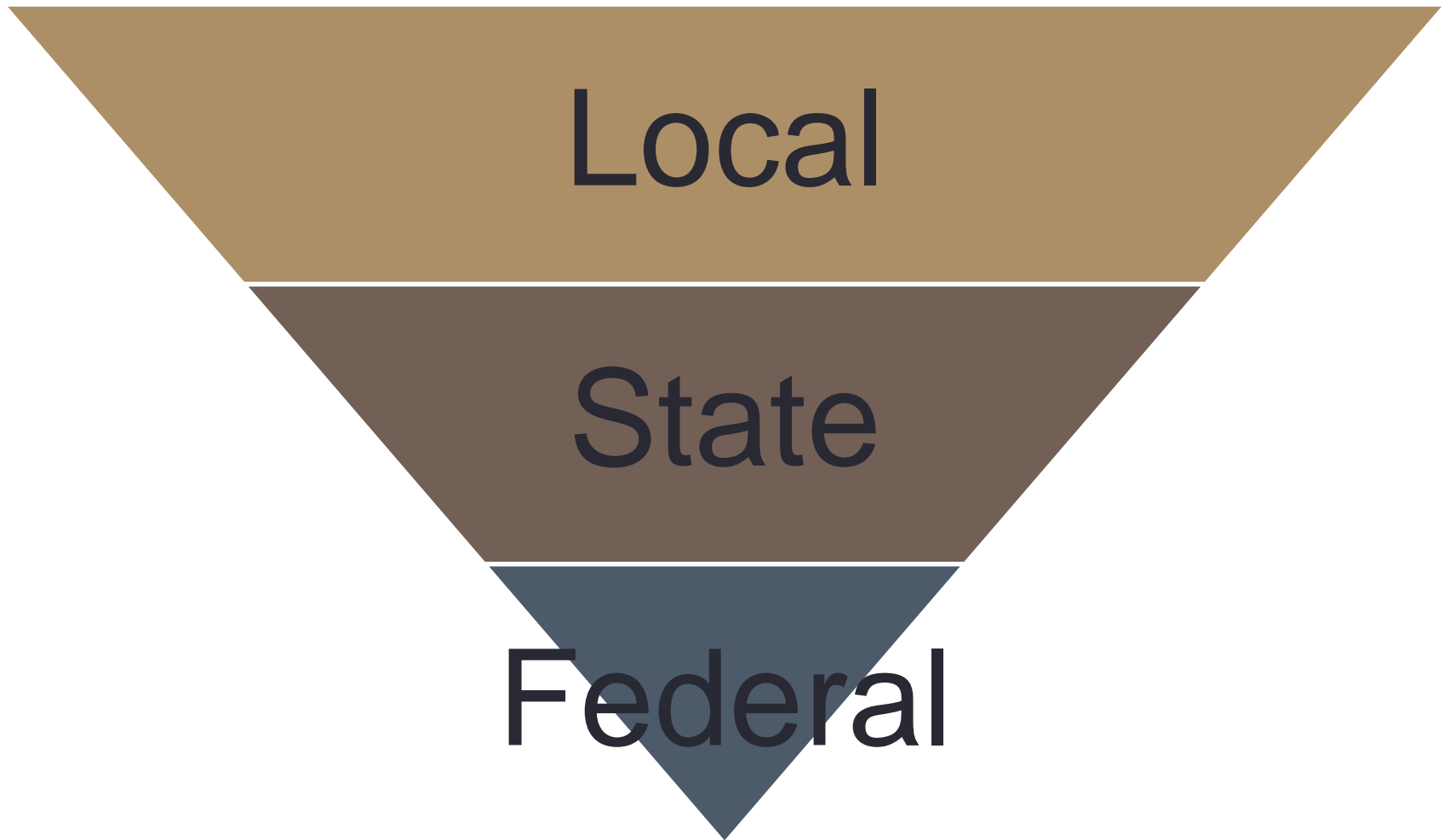NATIONAL PARTNERS:
Carissa Miller
Steve Bowen
Jenny Poon
Gene Wilhoit
Linda Pittinger
Linda Darling-Hammond

PACE →

NH TEAM →

USED

US Department of Education (USED) TEAM:
Arne Duncan
Deb Delisle
Amy McIntosh

What Was NH's Message?

Designing A District-wide Plan To Support Assessment

QPA SCHOOL YEAR TIME-LINE			
The time-line for creating a QPA is dependent on the grade-level team or course. The goal is that every teacher, contribute to creating one QPA for the year. Some teachers/teams may create multiple QPAs based on their experience and level of expertise in creating assessments.			
MONTH	*QPA FOCUS*	*Tools Explained*	*Teacher Expectations*
SEPT/OCT	• Creating common performance assessments using topics being studied and the standards/competencies. • Referencing Hess's Rigor Matrix and Depth of Knowledge. Use Tool 1 (pg. T3) as a guide from the QPA book.	• Using Hess's Rigor Matrix (Tool 5 & 6) reminds us that for an assessment to measure competency, students must be asked questions or be expected to perform tasks that reflect expectations of DOK 3. • Tool 1: Provides the steps for reviewing the task including looking at student work.	1. Create a Performance Assessment for a course or grade-level 2. Use Tools 5 & 6 to create the assessment. 3. Use Tool 1 to review the assessment after it has been given in the course and students have produced work to review. If an assessment is targeted for later in the school year, complete the steps for looking at student work when the work is completed. 4. Complete cover sheet Tool 2 for the QPA 5. Use Tool 3 to review the tasks after you have reviewed student work. 6. Upload the QPA into Atlas. 7. Complete at least one QPA for the year. 8. Participate in a District Performance Assessment Calibration Process [pg.3] with grade-level team members or colleagues in your department. 9. Submit QPA to the task bank when all tools have been completed.
NOV/DEC	• Use the validation protocol Tool 2 and 3 (page T6) from the QPA book during PLC time to review Performance Assessments. • Upload Performance Assessment in Atlas.	• Tool 2 is a cover sheet for the QPA • Tool 3 is a validation protocol to help review task specifics. • Uploading to Atlas allows teachers who share a course and curriculum to review collaboratively and add to improve the assessment.	
JAN/FEB	• Use the calibration protocol Tool 4 (page T9) from the QPA book during PLC time to review Performance Assessment Scoring. • Edit assessment and submit to the state of NH TASK BANK for review if student work is included.	• Tool 4 is designed to help teachers learn to calibrate their scoring of an assessment.	
MAR/APR	• Create a common performance assessment for the end of the year using topics to be studied, standards/competencies, and referencing Hess's Rigor Matrix and Depth of Knowledge. Use tools previously used for creation of assessment and validation. Think about creating assessments that are	• Repeat the process for creating a QPA as an end of year summative. If your **first** QPA is designed as an end of year common summative, continue fine-tuning the assessment.	
MAY/JUN	• Administer the Performance Assessment. Review student work. • Review student performance comparing other assessments to performance assessment.	• Administer the QPA for your course. • If your assessment is a PACE or COURSE assessment, set aside time to score the assessment once as a teacher and then a second time by a colleague also teaching the	

Accountability for Meaningful Learning in a 51ˢᵗ State – State and Local Partnership:

Assessment Continuum

Examples				
Traditional Tests	CCSS Assessments(SBAC & PARCC)	Performance-Based Items & Tasks (MARS, BAM)	Extended Performance Tasks (SCALE, EPIC, ILN)	Student-Designed Projects (Envision, NY Performance Standards Consortium, Singapore, IB)

Narrow Assessment ➡ **Assessments of Deeper Learning**

Descriptions				
Standardized, multiple-choice tests of routine skills	Standardized tests with m-c & open-ended items + short (1-2 day) performance tasks of some applied skills	Systems of standardized performance items and tasks (1 day to 1 week) that measure key concepts in thought-provoking items that require extended problem solving	Performance tasks that require students to formulate and carry out their own inquiries, analyze & present findings, and (sometimes) revise in response to feedback	Longer, deeper investigations(2-3 months) & exhibitions, including graduation portfolios, requiring students to initiate, design, conduct, analyze, revise, and present their work in multiple modalities

Linda Darling-Hammond

What is NH PACE? Theory of Action

Student-Centered, Personalized

English Language Arts Competency Trajectory

Mathematics Competency Trajectory

Work Study Practices Trajectory

Science Competency Trajectory

Arts Competencies

Social Studies Competency Trajectory

Assessment System:
- SBAC
- Complex Performance
- Local Formatives & Summatives

College, Career & Citizenship Ready

Competency Education Systems

What Has Changed with PACE?

NCLB Accountability

- All districts held accountable at once to state system
- State level assessment—last two in NH are nationally developed
- Annual Determinations based solely on state assessments
- There often are two systems—state and local
- Educator development tied to school improvement after assessment results are released

PACE

- Districts must meet guard rails before joining PACE
- PACE Assessments developed locally—system is state AND local
- Annual determinations based on multiple measures
- Local communities and educators OWN the single system of accountability
- Intensive Educator Development occurs PRIOR to joining PACE, and continues as PACE involvement evolves

NH's Blend of State, PACE, and Local Assessments

Grade	Course/Grade Academic Competency	ELA	MATH	SCIENCE
K–2	☑	Local PAs	Local PBA	Local PBA
3	☑	Smarter Balanced	Common PACE PBA	Local PBA
4	☑	Common PACE PBA	Smarter Balanced	Common PACE PBA
5	☑	Common PACE PBA	Common PACE PBA	Local PBA
6	☑	Common PACE PBA	Common PACE PBA	Local PBA
7	☑	Common PACE PBA	Common PACE PBA	Local PBA
8	☑	Smarter Balanced	Smarter Balanced	Common PACE PBA
9	☑	Common PACE PBA	Common PACE PBA	Common PACE PBA
10	☑	Common PACE PBA	Common PACE PBA	Common PACE PBA
11	☑	SAT	SAT	Common PACE PBA
12	☑	Local PBA	Local PBA	Local PBA

Note Weight of Local Assessments!

Grade	CLASSROOM COMPETENCY GRADING [All courses and disciplines]				DISTRICT	STATE
	COURSE COMPETENCY COMMON ASSESSMENTS				COMPETENCY ASSESSMENT	COMPETENCY COMMON ASSESSMENT
	Assessment Type	1. NUMBERS & QUANTITIES, 2. ALGEBRA, 3. FUNCTIONS, 4. GEOMETRY, 5. STATISTICS & PROBABILITY				
4	Unit Summative	Place value, rounding, addition, subtraction Measurement conversions, addition, subtraction Fractions with like denominators	Multiplication/division facts, Multi-digit multiplication, division (multi-digit) Geometry	Fractions with unlike denominators Decimal fractions Geometry & symmetry	NWEA (MAP) 212.5	SMARTER BALANCE
4	Performance Task	Tri 1: Mapping Migrating Monarchs				
5	Unit Summative	Place Value Multiplication Division Fraction Review	Addition/Subtraction Multiplication of Fractions Division of Fractions Area	Volume and Capacity Algebraic Expressions Data and Analysis Geometry	NWEA (MAP) 221.0	PACE: Algebra Quantities, Creating Equations
5	Performance Task	Tri 1: Summer Olympics				
6	Unit Summative	Ratios , Rates and Measurement Conversions, Order of Operations. Exponents and Algebraic Expressions			NWEA (MAP) 225.6	PACE: Algebra, Equalities and Equations

Combining Multiple Measures

SBAC/SAT in select grades

Local performance assessments → Competency 1

Local performance assessments → Competency 2

Local performance assessments → Competency 3

Local performance assessments → Competency 4

PACE Common Performance Task

District-Level Competency Scores

PACE

Comparable Annual Determinations
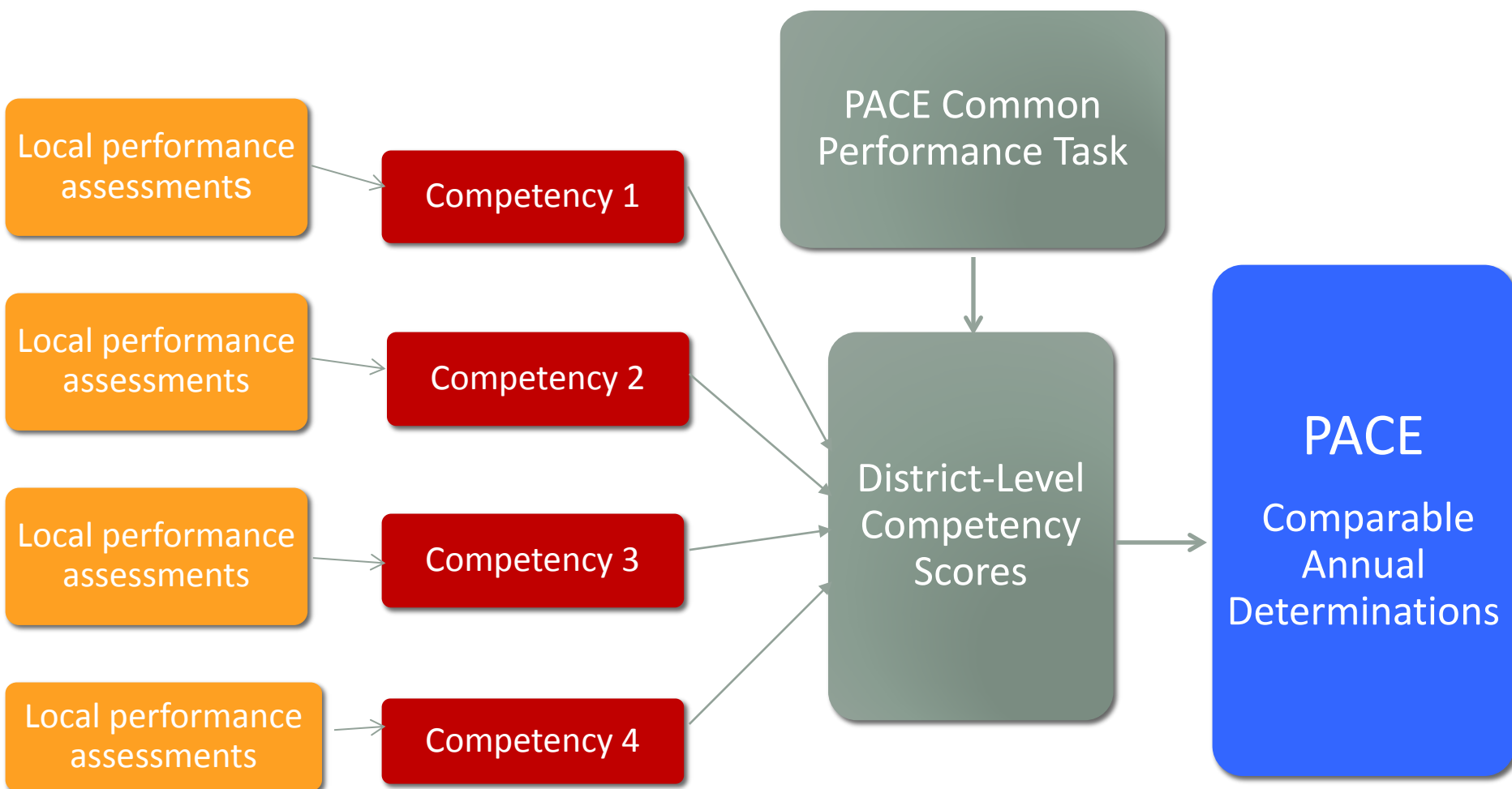
PACE System Design Is Based on High-Performing Professional Learning Communities
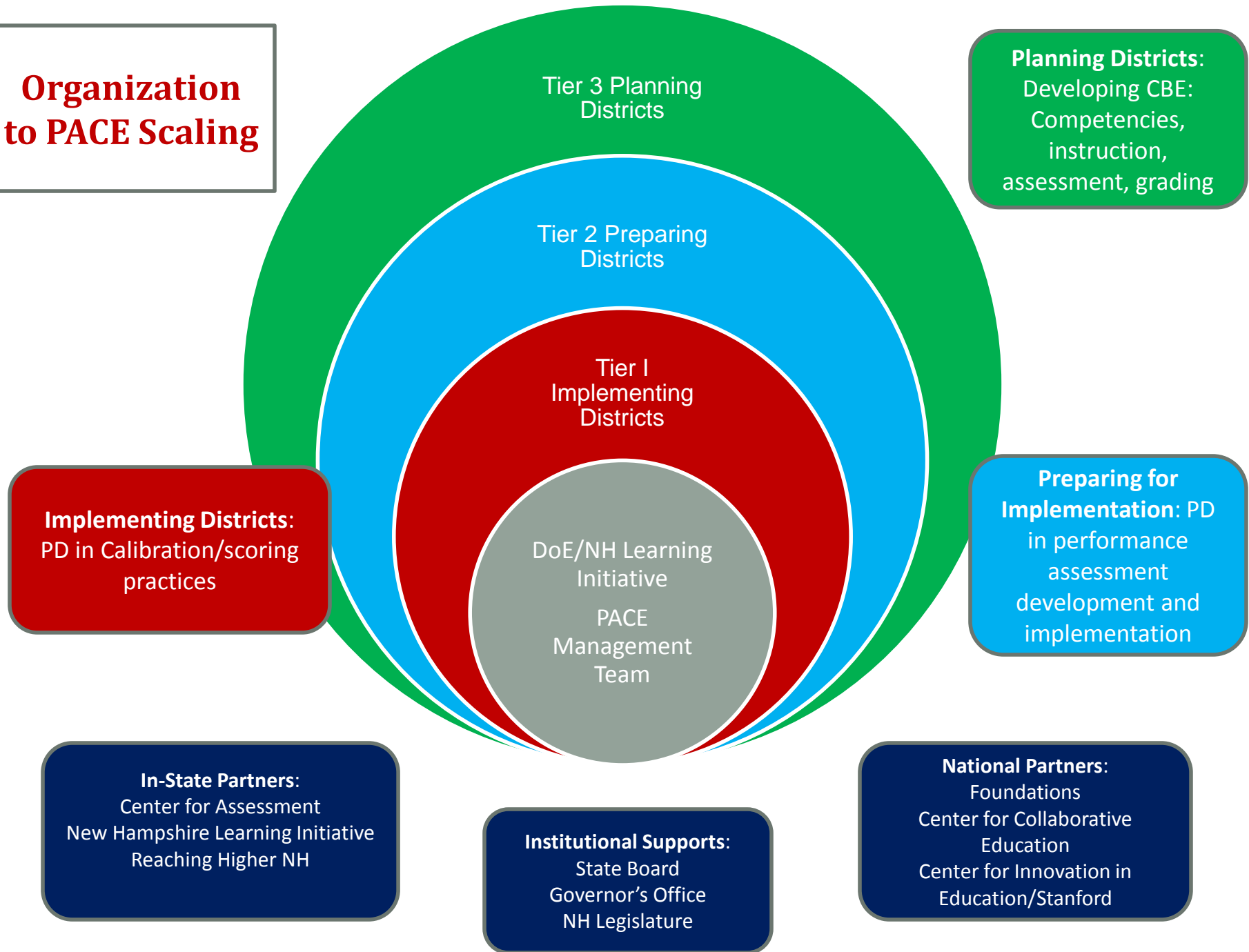
Where educators work together to continuously:

- **Review competency expectations,** aligned with college and career outcomes

- **Evolve instructional practice** to support student learning of competencies

- Develop strategies to **enhance personalized learning,** where **student agency is a primary student outcome**

- **Improve the assessment system** to measure student achievement and growth related to competencies

- **Educators review student work** on performance tasks regularly

Who Is PACE—Which Districts/Schools?

Tier 1— Year 1 (2014–15)	Additional Tier 1— Year 2 (2015–16)	Additional Tier 1— Year 3 (2016–17)	Tiers 2 and 3— Year 3 (2016–17)
• Rochester • Sanborn Regional • Epping • Souhegan HS	• Concord • Monroe • Pittsfield • Seacoast Charter	• SAU 35 White Mountains • VLACS (as negotiated with USED)	• Allenstown • Fall Mountain • Plymouth • SAU 23 No Haverhill • SAU 58 Groveton • Manchester • Rollinsford • Ashland • SAU 39 Amherst and Mont Vernon

Summary

- **We've learned a ton** and have had some major successes!
  - Collaborative capacity building
  - Demonstration of reciprocal accountability
  - Cross-district calibration
  - Annual determinations
  - Improving assessment quality
- **Implications for the Future:** The new "Innovative Assessment and Accountability Demonstration Authority" in ESSA
  - What are the broad takeaways?
    - New era of assessment and accountability may be upon us!
    - Multiple measures demand new conceptualization of validity/reliability
    - Educator skill development is key – "Educator Judgment"