SETTING THE PACE!

Helping to answer the questions: Why, What, and Who PACE
WHY PACE?
NCLB Theory of Action

If we focus on school achievement, educators and policymakers will improve education

**Strategies**

- Establish State Level Content Standards
- Required Large Scale State Annual Testing
- State Sets Targets for Improvement
- State Identifies Schools that Fail to Meet all Targets
- State Implements School Consequences

Under Waivers

- Tie Test Scores to Teacher Evaluation
What Were the Outcomes?

National Test Score Trends (NAEP)
Pre- and Post-NCLB

Pre-NCLB
15 point gain

Post-NCLB
7 point gain
What About Higher Order Skills?
US Trends on PISA, 2000-2012
Why Haven’t Outcomes Improved More?

- State Tests Focused on Low – Level Skills
- No Incentives for Enriching Curriculum
- Drivers of Achievement Were Invisible
- Mandated Solutions Often Unhelpful
- Focus on Schools & Teachers Left Important Factors out of the Mix
  - Inequality in School Resources
  - Growing Poverty, Homelessness
  - State / district policies
Can We Develop a More Productive Approach to Accountability?
In alignment with a requested Federal accountability waiver, NHDOE is building a new system to better meet educators’ needs — accelerating transition, removing obstacles and promoting better outcomes for kids.

<table>
<thead>
<tr>
<th>FROM</th>
<th>TOWARD</th>
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</thead>
<tbody>
<tr>
<td>Compliance</td>
<td>Support</td>
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<td>Punishments</td>
<td>Rewards</td>
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<td>Hierarchy</td>
<td>Flexible Networks</td>
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<tr>
<td>Test-based Accountability</td>
<td>Professional Responsibility</td>
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<tr>
<td>Standardized</td>
<td>Personalized</td>
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<tr>
<td>Reactive</td>
<td>Proactive</td>
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<tr>
<td>Static</td>
<td>Dynamic</td>
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<tr>
<td>Supply “push”</td>
<td>Demand “pull”</td>
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</tbody>
</table>
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.
Time to Tackle the Elephant!
Snapshot of National Progress of CBE

- **Advanced States**: Those states with clear policies that are moving towards proficiency-based education; more than just an option.
- **Developing States**: Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.
- **Emerging States**: Those states with waivers, task forces, and limited policies.
- **No Policies in Competency Education**: States with seat-time and no competency education policies.
- **ILN States**: The Council of Chief State School Officers is working with states to identify new designs to be scaled for widespread implementation.

iNACOL—Competency Works
Creating Intelligent Accountability

An accountability system should:
1) encourage high-quality teaching and learning in all schools,
2) provide tools for continuous improvement, and
3) means for identifying and addressing problems that require correction.

Tests can offer information for an accountability system, but they do not by themselves create accountability
In addition, accountability should...

1) Be reciprocal, with each level of the system taking responsibility for the contributions it must make to serve each child well;

2) Be designed to produce continuous system improvement;

3) Develop system capacity to provide good education;

4) Provide transparent and accessible information to the public;

5) Seek and reflect student, parent, educator and community input.
WHAT IS PACE?
Reciprocal Accountability

“Accountability must be a reciprocal process. For every expectation I have of you to perform, I have an equal responsibility to provide you with the capacity to meet that expectation.”

Richard Elmore, 2006

“When Accountability Knocks, Will Anyone Answer?”
Abelmann, Elmore, et. al. 1999
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 on multiple measures
- Local communities and educators OWN the single system of accountability
- 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 State Assessments
- There often are two systems – state and local
- Intensive Educator Development occurs PRIOR to joining PACE
NH PACE Theory of Action

Student-Centered, Personalized

Competency Education Systems

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
Aligned With the State’s Vision

Includes a pre-K-20 vision
Accountability For Meaningful Learning In A 51st State – State And Local Partnership:

- Locally selected assessments of student progress (Performance Assessments and others)
- K-2
- 3 - 4
- 5 - 6
- 7 - 8
- 9 – 10
- 11 - 12
- CCR

- State Validation Assessment
- State Validation Assessment
- Graduation Portfolio

- Disaggregated Data
- Assessment Quality Assurance (reviews local assessment plans and delivery)
Key Design Principles

• Focused on college and/or career outcomes and promotes deeper learning for all students

• A clear commitment towards improving the achievement of educationally-disadvantaged students

• A clearly-described internal accountability process supported by the local board of education

• Commitment of resources necessary to ensure the plan’s success

• Leadership and educator capacity to design, implement, support, and sustain the system

Credit: Scott Marion, National Center for Assessment
Combining Multiple Measures

- PACE Common Performance Task
- District-Level Competency Scores
- PACE Comparable Annual Determinations

SBAC/SAT in select grades

Local performance assessments
- Competency 1
- Competency 2
- Competency 3
- Competency 4
What kind of assessments?
### NH’s Blend of State, PACE, and Local Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>Course/Grade Academic Competency</th>
<th>ELA</th>
<th>MATH</th>
<th>SCIENCE</th>
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<tr>
<td>K-2</td>
<td>✔️</td>
<td>Local PAs</td>
<td>Local PBA</td>
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<td>3</td>
<td>✔️</td>
<td>Smarter Balanced</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
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<td>Common PACE PBA</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
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<td>6</td>
<td>✔️</td>
<td>Common PACE PBA</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
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<tr>
<td>7</td>
<td>✔️</td>
<td>Common PACE PBA</td>
<td>Common PACE PBA</td>
<td>Local PBA</td>
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<td>Smarter Balanced</td>
<td>Smarter Balanced</td>
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<tr>
<td>9</td>
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<td>Common PACE PBA</td>
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<td>11</td>
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<td>SAT</td>
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<td>12</td>
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<td>Grade</td>
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<td>STATE</td>
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<td>COURSE COMPETENCY COMMON ASSESSMENTS</td>
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<td></td>
<td>COMPETENCY ASSESSMENT</td>
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<tr>
<td></td>
<td>COMPETENCY COMMON ASSESSMENT</td>
<td></td>
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</tr>
<tr>
<td>Assessment Type</td>
<td>1. NUMBERS &amp; QUANTITIES, 2. ALGEBRA, 3. FUNCTIONS, 4. GEOMETRY, 5. STATISTICS &amp; PROBABILITY</td>
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<tr>
<td>4</td>
<td>Unit Summative Place value, rounding, addition, subtraction Measurement conversions, addition, subtraction Fractions with like denominators</td>
<td>Multiplication/division facts, Multi-digit multiplication, division (multi-digit) Geometry</td>
<td>Fractions with unlike denominators Decimal fractions Geometry &amp; symmetry</td>
<td>NWEA (MAP) 212.5</td>
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<td>Performance Task Tri 1: Mapping Migrating Monarchs</td>
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<td>5</td>
<td>Unit Summative Place Value Multiplication Division Fraction Review</td>
<td>Addition/Subtraction Multiplication of Fractions Division of Fractions Area</td>
<td>Volume and Capacity Algebraic Expressions Data and Analysis Geometry</td>
<td>NWEA (MAP) 221.0</td>
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<tr>
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<td>Performance Task Tri 1: Summer Olympics</td>
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<tr>
<td>6</td>
<td>Unit Summative Ratios, Rates and Measurement Conversions, Order of Operations, Exponents and Algebraic Expressions</td>
<td></td>
<td>NWEA (MAP) 225.6</td>
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<tr>
<td></td>
<td>Performance Task</td>
<td>PACE: Algebra Quantities, Creating Equations</td>
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</table>

Note Weight of Local Assessments!
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)

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
Math Performance Task

Rising Cost of a College Education

STUDENT INSTRUCTIONS

A. Task context:
You are a reporter for the *US News and World Report* magazine. (They are the ones who rank colleges). You have been tasked with writing an article about the rising cost of obtaining a college education. In order to be able to write the article you first need to collect and analyze data on the cost of a college education. You will be creating equations and graphs showing the rising cost of education at different types of colleges including an in-state college, a community college, an out-of-state college, and an Ivy League college. You will provide a short (500 - 750 words max) article on the rising cost of college education. It is recommended that you choose schools that are relevant to you. Are there schools that you might consider attending in the future that you might consider researching?
What is PACE? – Water Tower Proposal!

Geometry PACE Common Task

• **The Problem:** Your town’s population is predicted to increase over the next 3 years. As one of the town planners, you are asked to address this issue in terms of the town’s water supply. In order to meet the future needs of the town, you need to make a proposal to add a water tower somewhere on town property that will be capable of holding 45,000 ± 2,000 cubic feet of water. The town is looking for a water tower to contain the most amount of water while using the least amount of construction material.

• **Student Task:** Your job is to prepare a proposal that can be submitted to the town planning committee. Using your calculations of surface area and volume for the two designs, describe and analyze the characteristics that lead you to a final recommendation.
Solar Cooker

Task:

- **Essential Question:** How is energy transferred between places and converted between types?
- You are working for a company that wants to find affordable and environmentally-friendly ways to reduce the need for wood and charcoal when cooking.
- You have been tasked to create a device that uses renewable energy.
- You and a group will research, design, build, and test a solar cooker, applying everything you have learned about energy this past quarter.
- Your final goal is to change the temperature of a cup of water.

MS Science

Standards:

- **NGSS 4-PS3-2:** Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents and **NGSS 4-PS3-4:** Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
- **NGSS 4-ESS3-1:** Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Standard calls for examples of renewable energy sources such as sunlight.
- **NGSS 4-PS3-4:** passive solar heater that converts light into heat example.
Theory of Action -- Professional learning
Links with school accountability

Districts need to be tight on evaluating:

Student learning
Instructional improvement
The quality of professional learning

This may require:
Change in accountability emphasis
Change in measures
Greater reliance on professional judgement

Ben Jensen
System Design is based on High Performing Professional Learning Communities

- **State-model competencies** aligned with college and career outcomes provide the main **learning targets**
- **Instructional** system to support student learning of competencies
  - Includes strategies to personalize learning
- **Assessment system** to measure student achievement and growth related to competencies
- Validated **performance assessments** occupy a visible place in the local assessment system
- **Educators review student work** on performance tasks regularly
- **Smarter Balanced** assessment administered at least once in elementary and middle school
- **SAT** once in High School
Schlechty’s Trailblazer Saga—Trajectory of Change in Schools
Why is the Journey Abandoned?

- Lack of committed leaders
- Goal displacement
- Loss of vision
- The pain of abandonment and loss

Phillip C. Schlechty, 2002
### A Truly Networked Strategy

While the three types of networks are critical here, this is about connecting at multiple levels, with colleagues in your school/district, region, throughout the state and further afield. The common denominator is meeting your needs as professionals with better access to information, experts, each other & targeted high quality supports.

#### Connecting You to:

<table>
<thead>
<tr>
<th></th>
<th>US/ Global</th>
<th>NH</th>
<th>NH Regions</th>
<th>NH Districts</th>
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<tr>
<td>INFORMATION</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>EXPERTS</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>EACH OTHER (within &amp; across districts)</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>SUPPORTS – Technical Assistance Networks</td>
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<td>SUPPORTS – Knowledge Networks</td>
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<tr>
<td>SUPPORTS – Innovation Networks</td>
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WHO IS PACE?
### Who is PACE -- Which Districts/Schools?

<table>
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<tr>
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<tbody>
<tr>
<td>Rochester</td>
<td>Concord</td>
<td>Allenstown</td>
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<tr>
<td>Sanborn Regional</td>
<td>Monroe</td>
<td>Fall Mountain</td>
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<td>Epping</td>
<td>Pittsfield</td>
<td>Plymouth</td>
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<tr>
<td>Souhegan HS</td>
<td>Seacoast Charter</td>
<td>SAU 23 No Haverhill</td>
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<td>Manchester (Parker Varney)</td>
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<td>Rollinsford</td>
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<td>Ashland</td>
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<td></td>
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<td>SAU 39 (Amherst and Mont Vernon)</td>
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<td>VLACS</td>
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<td></td>
<td>A District Near You!</td>
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</table>
Organization to PACE Scaling

Tier 3 Planning Districts

Tier 2 Preparing Districts

Tier 1 Implementing Districts

DoE/NH Learning Initiative

PACE Management Team

Planning Districts: developing CBE: Competencies, instruction, assessment, grading

Preparing for implementation: PD in Performance Assessment development and implementation

In-state Partners:
- Center for Assessment
- New Hampshire Learning Initiative
- Reaching Higher NH

National Partners:
- Foundations
- Center for Collaborative Education
- Center for Innovation in Education/Stanford

Institutional Supports:
- State Board
- Governor’s Office
- NH Legislature

Implementing districts: PD in Calibration/scoring practices

Organization to PACE Scaling
ELA: 2015 PACE District Results by Grade

ELA: PACE Districts Percent Scoring at Level 3 & 4
ELA: 2015 PACE District Results by Student Group

ELA Percent of Students Scoring Level 3 & 4 by Student Group

- SWD
- EconDis
- EconDis & EL
- SWD & EconDis
- Hispanic
- Native Am
- Asian
- African American
- White
- Multiple Races
- All Students

Percentage ranges from 0% to 100%.
Math: 2015 PACE District Results by Grade

Math: PACE Districts Percent Scoring at Level 3 & 4

- PACE Grade 3
- SBAC Grade 4
- PACE Grade 5
- PACE Grade 6
- PACE Grade 7
- SBAC Grade 8
- SBAC Grade 11
Math: 2015 PACE Results by Student Group

Math: Percent of Students Scoring Level 3 & 4 by Student Group
MyWays emphasizes broader and deeper competencies, each comprised of both capability and agency.

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

Capability competence agency

A deep and durable self in charge of one’s learning & development
The MyWays Model report provides further detail and description for these 20 success competencies

<table>
<thead>
<tr>
<th>Content Knowledge</th>
<th>Creative Know How</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Core</strong></td>
<td>• Critical Thinking &amp; Problem Solving</td>
</tr>
<tr>
<td>Deep English learning and application across settings as described in the Common Core State Standards</td>
<td>Ability to reason effectively, use systems thinking, and make judgments and decisions toward solving problems in educational, work, and life settings</td>
</tr>
<tr>
<td><strong>Math Core</strong></td>
<td>• Creativity &amp; Entrepreneurship</td>
</tr>
<tr>
<td>Deep math learning and application across settings as described in the Common Core State Standards</td>
<td>The imagination, inventiveness, and experimentation to achieve new and productive ideas and solutions</td>
</tr>
<tr>
<td><strong>Science, Social Studies, Arts, Languages</strong></td>
<td>• Communication &amp; Collaboration</td>
</tr>
<tr>
<td>Well-rounded knowledge in other subject areas as defined by school or state standards</td>
<td>Oral, written, and visual communication skills as well as the ability to work effectively with diverse teams</td>
</tr>
<tr>
<td><strong>Career-Related Technical Skills</strong></td>
<td>• Information, Media &amp; Technology Skills</td>
</tr>
<tr>
<td>Academic, technical, and employability skills in at least one career area of interest</td>
<td>Ability to access, evaluate, manage, create, and disseminate information and media using a wide variety of technology tools</td>
</tr>
<tr>
<td><strong>Interdisciplinary &amp; Global Knowledge</strong></td>
<td>• Practical Life Skills</td>
</tr>
<tr>
<td>Global, cross-cultural, civic, environmental, and economic literacies</td>
<td>Ability to understand and manage personal finances, health, and independence</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Habits of Success</th>
<th>Wayfinding Abilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Behaviors</strong></td>
<td>• Surveying the College, Career &amp; Life Landscape</td>
</tr>
<tr>
<td>Going to class; participating fully; completing homework and projects; and managing time and resources</td>
<td>Ability to research and understand information, resources, external barriers, and internal factors relevant to upcoming transitions in school, career, and life</td>
</tr>
<tr>
<td><strong>Self-Direction &amp; Perseverance</strong></td>
<td>• Identifying Opportunities &amp; Setting Goals</td>
</tr>
<tr>
<td>Initiative, flexibility and adaptability, grit and tenacity, self-control</td>
<td>The self-awareness, focus, and strategic thinking to cultivate individual strengths and set personal goals for learning, work and life</td>
</tr>
<tr>
<td><strong>Positive Mindsets</strong></td>
<td>• Developing Personal Roadmaps</td>
</tr>
<tr>
<td>I belong in this learning community; My ability and competence grow with my effort; I can succeed at this task; This work has value for me</td>
<td>Ability to translate goals into action plans for each new stage or transition, especially the transition from high schooler to independent and contributing adult</td>
</tr>
<tr>
<td><strong>Learning Strategies</strong></td>
<td>• Finding Needed Help &amp; Resources</td>
</tr>
<tr>
<td>Study skills and strategies, goal-setting, self-regulated learning, help seeking</td>
<td>Ability to identify, locate, and secure the time, money, materials, organizations, mentors, and partners needed to support one’s plans</td>
</tr>
<tr>
<td><strong>Social Skills &amp; Responsibility</strong></td>
<td>• Navigating Each Stage of the Journey</td>
</tr>
<tr>
<td>Interpersonal skills, empathy, cooperation, leadership, ethics, and ability to build social networks</td>
<td>Ability to implement plans in the worlds of education, work, and life, making mid-course adjustments as required based on new experience</td>
</tr>
</tbody>
</table>
MyWays equips practitioners with a set of student- and system-oriented tools including this Excel-based spider plot.

Black line = student or system today
Red line = goals set collaboratively by student, parents, school
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”