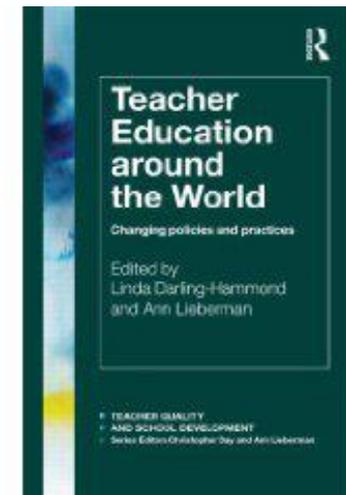
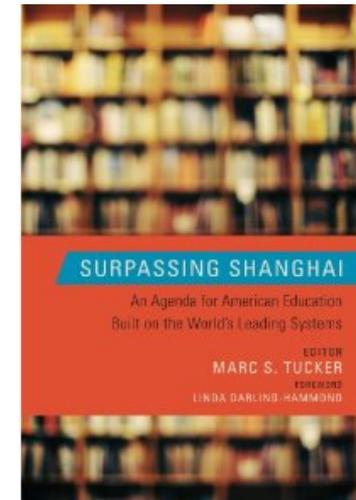
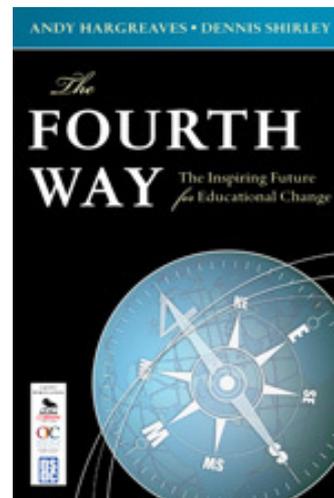
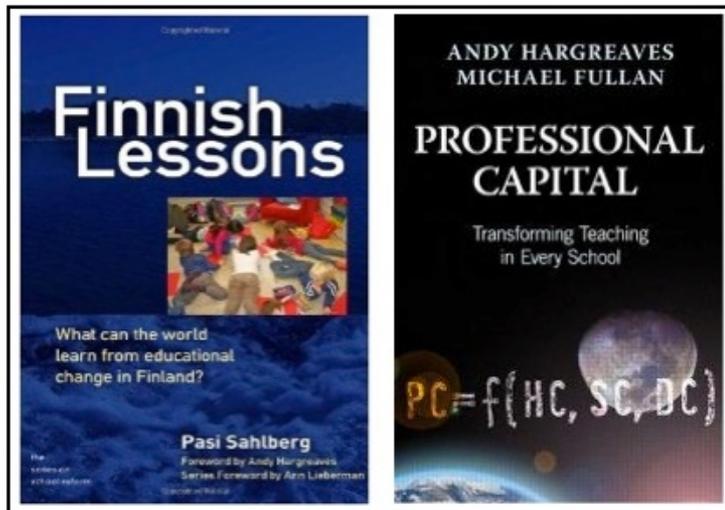


NH Accountability System

Paul Leather
SC Innovation Initiative
May 2, 2012

New Wave of Writings by Educational Leaders ~



Global Trends vs. “The Finnish Way”

Global educational reform movement (germ)

- ▶ Teaching core subjects
- ▶ Standardization
- ▶ Test-based accountability
- ▶ Market-based management
- ▶ Data and control

Finnish policies

- ▶ Broad & creative learning
- ▶ Personalization
- ▶ Professional responsibility
- ▶ Educational leadership
- ▶ Collaboration and Trust

A New Theory of Action

If we believe that all students must be:



College/Career Ready

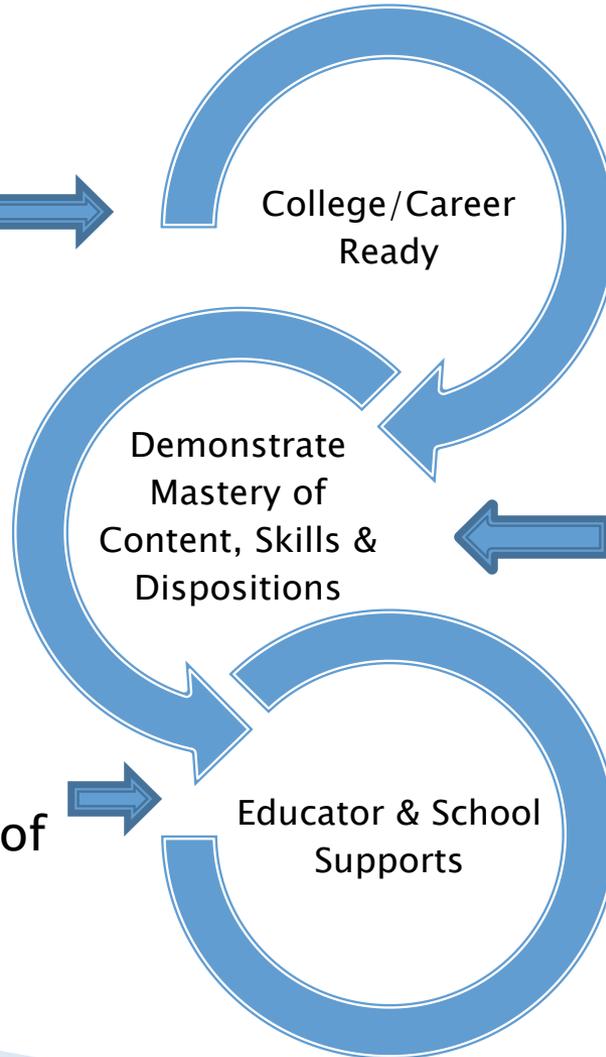
Demonstrate Mastery of Content, Skills & Dispositions

Then our system must advance students as they

Which requires a comprehensive System of



Educator & School Supports



System of Accountability

A New Theory of Action ~

NCLB ~ Waiver*: If schools/educators are held accountable to state standards, schools will improve ~

- ▶ All students must reach proficiency by 2014
- ▶ States will provide summative assessments for all students annually (3–8, 11)
- ▶ States will designate schools adequate yearly progress and need for improvement
- ▶ Sanctions and supports will be provided to districts/schools based on designation
- ▶ Effectiveness of educators will (on large part) be based on Student performance*

NH System: If CCR is essential for all students, schools and educators must be supported (and held accountable) to bring all students to mastery ~

- ▶ All graduating students will demonstrate college and/or career readiness based on an expanded definition of rigorous content, adaptive skills, and critical dispositions by 2017
- ▶ NH will adopt a balanced system of assessment (formative, interim, and summative) to assess student mastery along learning progressions.
- ▶ School/educator accountability will be based on individual student growth models that support student-centered, competency-based learning, including performance-based systems of assessments.
- ▶ NH will support the creation of an educator effectiveness system, including preparation, selection, induction, mentoring, and evaluation connected to student performance in order to build on the strengths of the system, rather than emphasize the deficits.
- ▶ Schools and educators will be engaged in continuous improvement networks of support driven by research based system objectives

All graduating students will demonstrate college and/or career readiness based on an expanded definition of rigorous content, adaptive skills, and critical dispositions by 2017



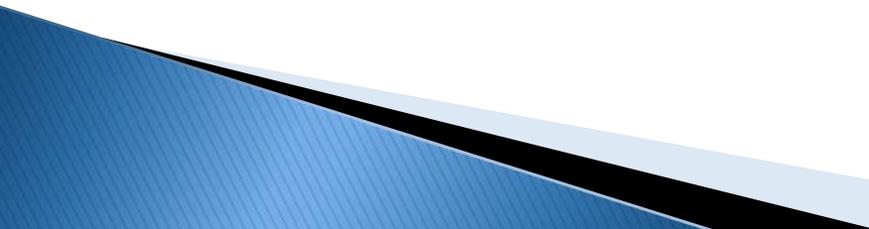
All graduating students will demonstrate college and/or career readiness by 2017

College and career readiness requires:

- ▶ **Knowledge** – mastery of rigorous content and the facile application or transfer of what has been learned to novel situations.
- ▶ **Skills** – the capacities and strategies that enable students to learn and engage in higher-order thinking, meaningful interaction with the world around them, and planning for the future
- ▶ **Dispositions** – Socio-emotional skills or behaviors (sometimes referred to as habits of mind) that associate with success in both college and career

CCSSO, March 2012

Common Core State Standards and Assessment ~

- ▶ NH has adopted the Common Core State Standards in ELA and Math
 - ▶ NH is a governing state in the Smarter Balanced Assessment System
 - ▶ We believe that the CCSS and the SBAC are “necessary, but not sufficient” in helping to define and assess college and career readiness
 - ▶ We would appreciate support in pushing SBAC to a more mastery driven system...
- 

All graduating students will demonstrate college and/or career readiness by 2017

A new definition of college and career readiness requires:

- ▶ **Conversations with Higher Education** ~
NH has engaged this conversation through the implementation of the Common Core State Standards across the NH IHEs
- ▶ **Conversations with Business and Industry** ~
NH has created a new Business Education Roundtable to advance this discussion as the system is constructed.

All graduating students will demonstrate college and/or career readiness by 2017

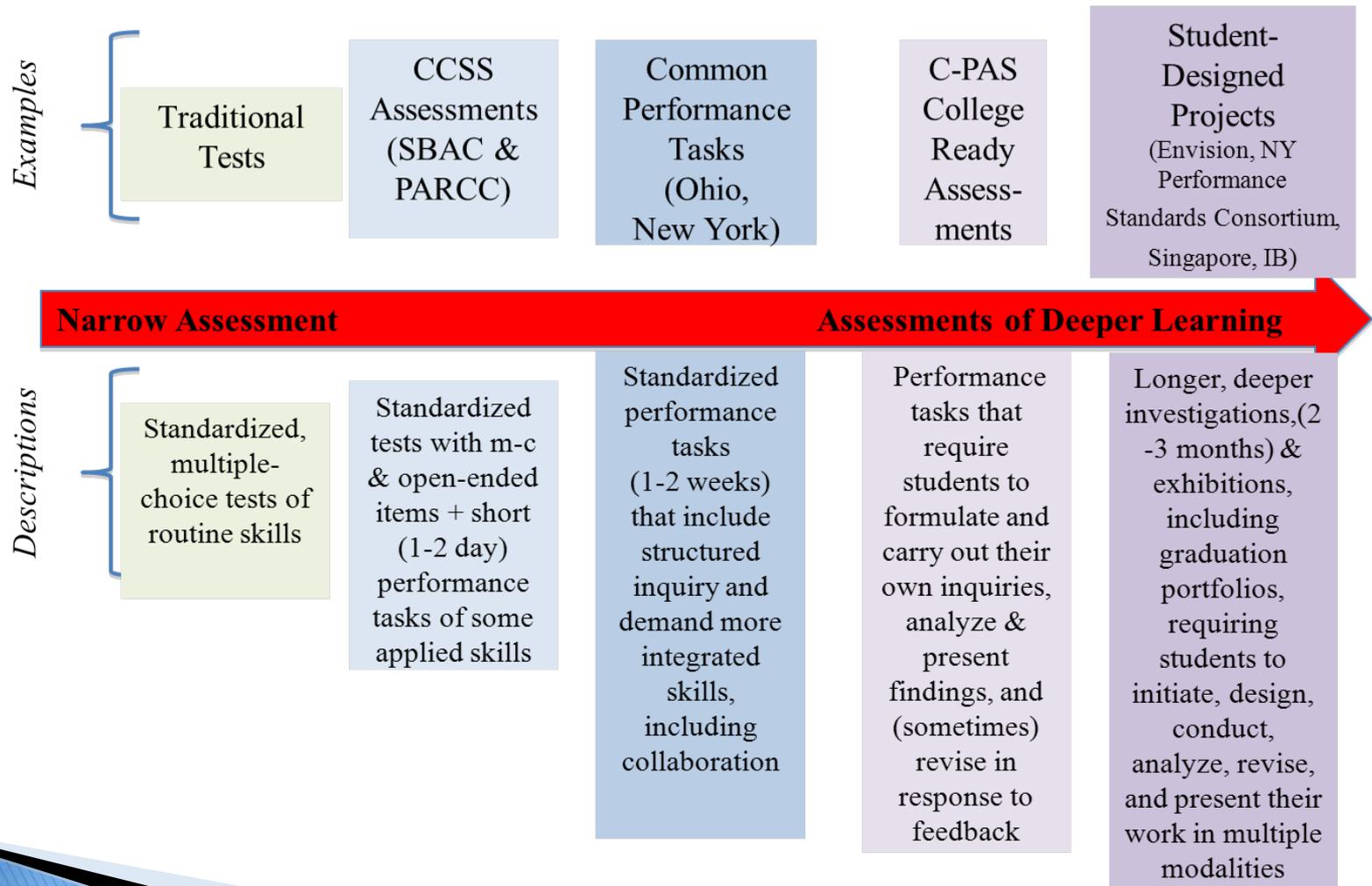
- ▶ “Readiness” means students exit high school prepared to succeed in high-quality postsecondary opportunities, whatever pathways they choose
- ▶ The Common Core Standards are foundational to College- and Career Readiness but there are additional important dimensions of readiness for college and career
- ▶ Every student is entitled to an education that provides a foundation for success in lifelong learning, career, and citizenship
- ▶ Causing consistently high levels of learning among young people with diverse needs will require radical changes in current policy, practice and structure

CCSSO, March 2012

NH will adopt a balanced system of assessment (formative, interim, and summative) to assess student mastery along learning progressions.



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Domains:	Mastery of: Foundational Knowledge		Mastery of: Generative Know-How	
	Common Core:	Other Content Areas:	The ability to understand and integrate: Resources Technology Information Systems Interpersonal To meet personal, civic, and workplace objectives	
	Reading Writing Mathematics	Science Social Studies World Language Arts	Simulated Authentic Tasks ~ Educator designed, assessed against common rubrics	Complex Authentic Projects ~ Student designed, assessed against common rubrics
Where are the expectations articulated?	Common Core Standards	Emerging Content Standards	21 C Partnership; C-PAS; Center for Collaborative Education	Linda Darling Hammond, <u>The Flat World and Education</u> ; NYC Assessment Consortium

NH will adopt a balanced system of assessment (formative, interim, and summative) to assess student mastery along learning progressions.

What evidence will we accept of meeting expectations?	SBAC	NECAP Science; NAEP	On-Line Performance tasks - SBAC	Complex Performance Projects with large-scale moderation
How will we know? What measures will we use to equate to college and career readiness?	Alignment in-state to college and career expectations through NESSC efforts		Ed Steps	Teacher or other qualified adjudicator, based on rubric designed by NXGL Innovation Labs in collaboration w/ i3 PPN
What supports and experiences will we provide students to give them opportunity for development, practice and success? (In and out of school?)	Formative assessment practices in schools		In-School: Performance tasks; On-line/Blended Curriculum Out-of-School: Extended Learning Opportunities	Half to Full Year Group and individual Projects (both in and out of school) connected to community and Global networks through Learning Studio learning challenges
What supports will we provide to teachers?	Substantial professional development addressing Math/ELA learning progressions	STEM -related professional development	On-line Curriculum PLCs	Extended Learning Project Design (ex. Learning Studios & i3 PPN moderation scaled state-wide)

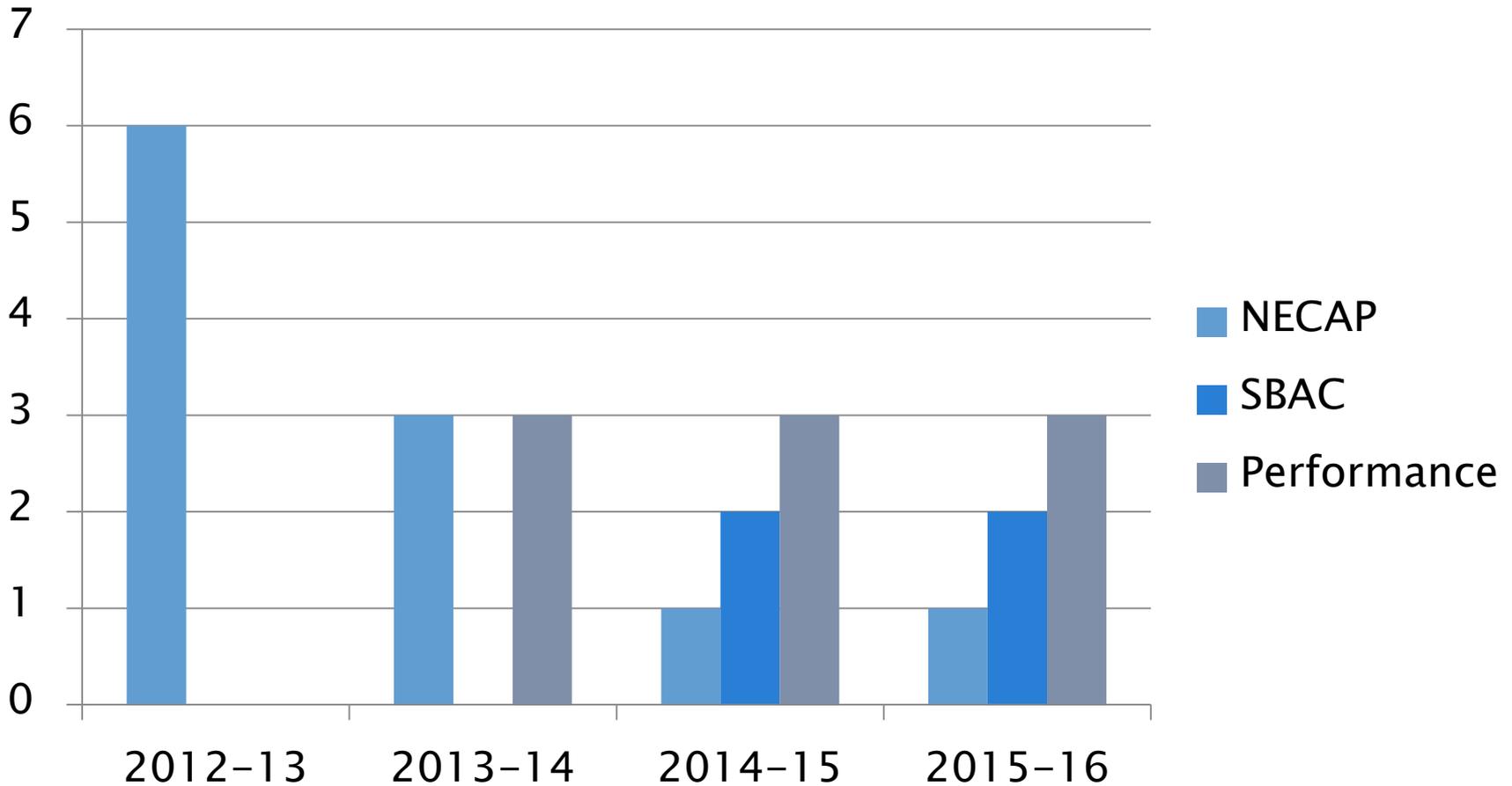
NH will adopt a balanced system of assessment (formative, interim, and summative) to assess student mastery along learning progressions.

<p>What are the implications for the way we allocate funds, people and time?</p>	<p>Resources dedicated to implementation of CCSS</p>	<p>STEM and arts related professional development</p>	<p>Common Core and other content curriculum and instruction must be integrated with performance tasks: New curriculum, lab time</p>	<p>Project based learning requires different personnel configuration connected to community and on-line capacity</p>
<p>What are the implications for accountability?</p>	<p>SBAC assessment model is the basis for academic accountability</p>	<p>Content assessment model development necessary</p>	<p>Requires a multi-year formative/summative assessment design with educators a part of the accountability process, planning underway with Center for Collaborative Education</p>	<p>Requires a highly articulated project based design, where student projects are assessed using common PNxGL rubrics with transition stakes for students and educators, pilot underway via I3 Network</p>
<p>What longitudinal measures will we use, in cooperation with higher education and workforce, after students transition to gauge the effectiveness of our strategies/assumptions?</p>	<p>NESSC measures of success including:</p> <ul style="list-style-type: none"> College admission, retention, GPA, success in internships in designated field, leading to: <ul style="list-style-type: none"> Success in workplace Success in military Success in life... <p>Should be integrated into new grading and assessment structure K-12 and beyond</p>			

English Learner Assessment ~

- ▶ One unresolved issue is the problem NH has with current EL Assessment requirements. NH has three major resettlement communities, Manchester, Concord, and Laconia. We would like to submit a waiver by which we would test recent immigrants from non-english speaking countries with the WIDA EL Language Assessment initially, and only test with the large scale state assessment when the student demonstrates an ability to read English at a level of literacy necessary to understand the assessment questions.

Transition to Balanced Assessment System ~



School/educator accountability will be based on individual student growth models that support student-centered, competency-based learning, including performance-based systems of assessments.



NH has been “doing competency” for 7 years ~
Now is the time to bring this work to scale ~

Such a system would have the following components:

- ▶ An assessment system that encompasses real-time measurements and creates flexibility for schools to test students when they are ready to advance.
- ▶ A longitudinal growth model to incorporate real-time measurements, multiple benchmarks of individual student growth and learning that takes place across multiple venues

Competency in a digital environment ~

- ▶ Expand blended, distance and online learning as primary strategies for expanding learning opportunities and meeting individual student needs.
- ▶ Disseminate models that effectively incorporate blended learning models with the traditional classroom.
- ▶ Provide support and professional development to educators around quality instruction in online and blended settings.
- ▶ Ensure all areas of the state have access to adequate bandwidth to utilize today's technology to its fullest.

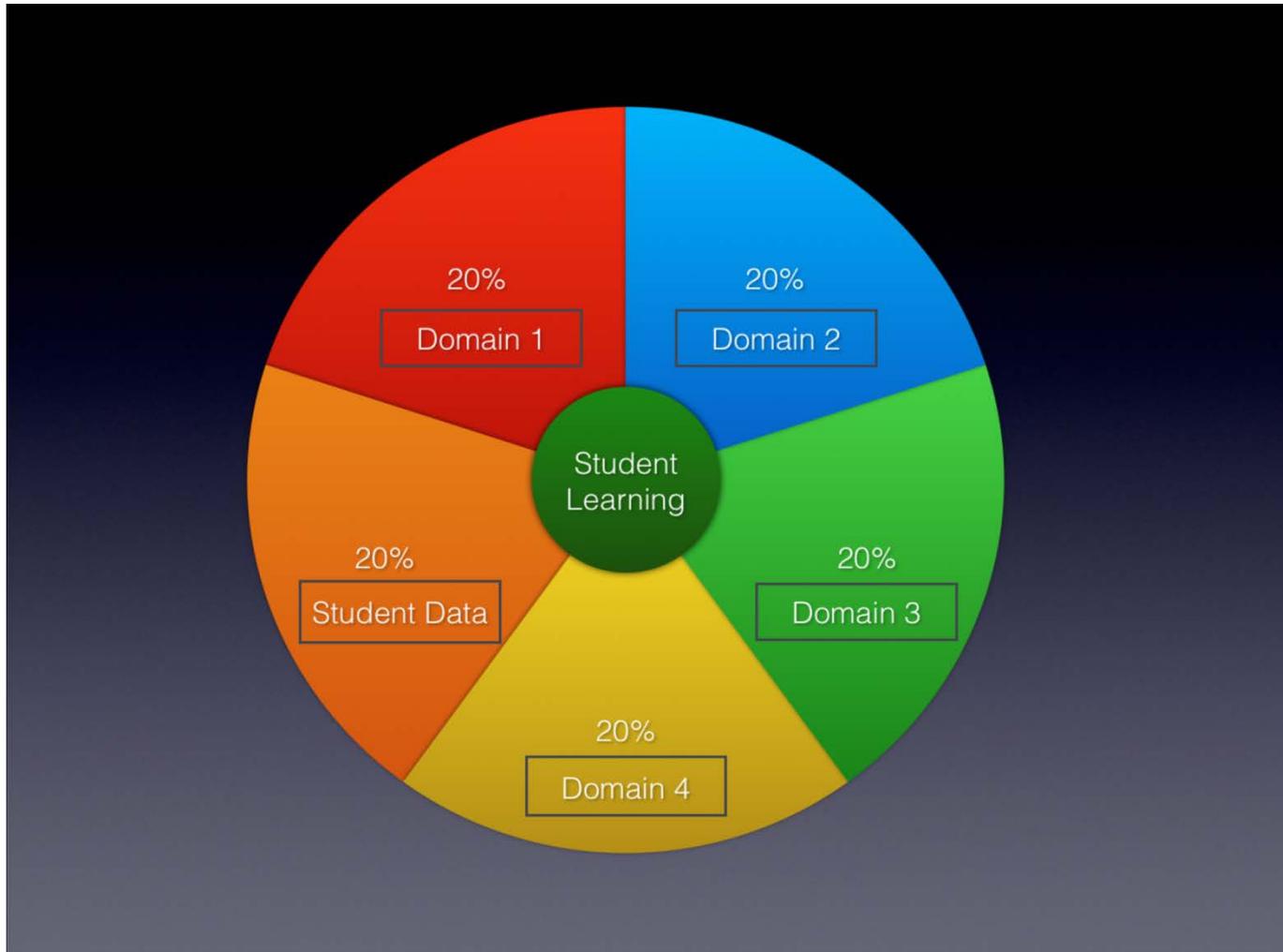
NH will support the creation of an educator effectiveness system, including preparation, selection, induction, mentoring, and evaluation connected to student performance in order to build on the strengths of the system, rather than emphasize the deficits



NH System of Educator Effectiveness



NH Model for Educator Evaluation



Question?

- ▶ How much of the Evaluation Model will be required to be mandated from the state level?

Levels of Student Data in Educator Evaluation ~

- ▶ Large Scale State Assessment (NECAP/SBAC) ~ (Shared Attribution)
 - ▶ Local Valid and Reliable Assessments ~ (AIMS-Web; DIBBLES, etc.)
 - ▶ Student Learning Objectives (SLOs) (Locally negotiated at the classroom level ~ tied to class-specific information and improvement science research)
- 

Schools and educators will be engaged in continuous improvement networks of support driven by research based system objectives



Improvement Science ~

- ▶ Each network seeks to design and test effective interventions while generating learning about how these work, for whom, and under what organizational conditions
- ▶ A coherent and explicit chain of reasoning guides intervention design
- ▶ Specific, measurable outcomes create shared targets for the community
- ▶ Problem solving occurs simultaneously in a diverse network of sites with practical inquiry occurring in each locale as to whether the changes introduced are actually an improvement

Improvement Science, Innovation and Accountability ~

- ▶ Problem solving occurs simultaneously in a diverse network of sites with practical inquiry occurring in each locale as to whether the changes introduced are actually an improvement
- ▶ Evidence is accumulated network-wide through the use of common frameworks for defining problems and hypothesizing solutions along with common measures for examining outcomes
- ▶ The breadth of information generated across contexts and participants enhances the possibilities for innovation and expands insights beyond those arising in any one place.

NH Networks ~

- ▶ SIG Network ~ “An intensive focus on the lowest performing schools to create a challenge and opportunity for leadership”
- ▶ Institute of Higher Education (IHE) Network
- ▶ Network of Professional Development and Training Centers:
 - North Country Educational Services
 - SERESC (PBIS Consortium)
 - Seacoast PD Center
 - Southwestern NH Educational Support Center (KSC)
- ▶ NH Innovative Lab Network (Learning Studios)

Regional and National Networks ~

Regional ~

- ▶ New England Secondary School Consortium
- ▶ New England Network for Personalization and Performance (NETWORK ~ 13 funded)
- ▶ Center for Collaborative Education (CCE)
Performance Assessment Network

National ~

- ▶ CCSSO Innovative Lab Network (ILN), SCEE, CCSSN
- ▶ Stupski Foundation Learning Lab Network (LLN)
- ▶ Wisconsin Math Collaborative
- ▶ Learning Forward
- ▶ Others not listed here!

“A learner–centered accountability system embraces the notion of personalized, student–centered learning; assumes and verifies good intent and support from educators, students, and parents; and places actionable data into the hands of educators and the public to provide both pressure and support to change the current educational system.”

White Paper:
“Rethinking NH State
Accountability:
Building Capacity to
Change Student
Learning”

David Ruff, GSP

“This new theory of change may be more challenging to contemplate and equally difficult to implement, but as it identifies areas of need, builds capacity for implementing ongoing growth, and meets the learning needs of NH students, it remains the necessary next step in the strong educational history of New Hampshire.”

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