NH’s Competency Education Story

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Scott Marion, Executive Director
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We Will Address:

- Who We Are
- Brief History of How NH became Competency Based
- NH Lessons Learned about Implementing CBE
- Theory of Action and Change
- Features of NH Competency Education Today
- New Hampshire’s Performance Assessment of Competency Education (PACE)
- The PACE Assessment System
Center for Innovation in Education, CIE

Paul Leather
Director
Local and State Partnerships

Four State Performance Assessment Network

Virginia
California
Colorado
New Hampshire
NH Hampshire’s 20 Year History of CBE:
1998 → 2005 → 2011-18

- NH BIA
- NH Pilots
- 23 NH High Schools
- Field Driven by 2004

Competency Education Development

NH CBE System Development
- Rule: Minimum Standards
  - 2005 HS Rule
  - 2014 K-12 Rule
- Extended Learning Project

National Recognition PACE Accountability
- CCSSO ILN
- Field Preparation
- State Statutes – 193-H1 & 1a
- PACE Design and Pilot
- ESSA 1204
- State Statute

Extended Learning Project
Kim Carter and Elizabeth Cardine

Monadnock Community Connections School

MC2

Mission:
Empowering me with the knowledge and skills to use my unique voice effectively and with integrity in co-creating our global public world.
Theory of Action
(How top down meets bottom up)

START with SEAs where existing district/CMO work lives and interest in Competency Education is high

INVEST in networks of diverse local school systems that are putting pieces of CBE in practice

POLICY FORMATION

Problem (Define/Re-define)

Solution (Try/Iterate)

Will-Building

TEST and COLLECT evidence, lessons learned, and models of practice

Develop elements of “policy” model + practices

TRANSLATE into policy formation

Re/frame the “mental model” for SEA/LEA leaders

DEMONSTRATE impact on learning and student outcomes

Develop elements of a “system” model

Problem (Define/Re-define)
3 critical cornerstones essential for successful performance assessment scale-up initiatives –

- **robust, sustained professional development** to build teacher capacity to create high-quality, curriculum-embedded performance assessments;

- **technical quality** to ensure that performance tasks are valid and student work is scored reliably; and

- **political leadership and policy support** that enables performance assessment initiatives to be successful and sustaining.

Tung & Stazesky. CCE 2010
Competency Development – Live Free or Die!

State Level Competencies
- Conditions:
  - State grants
  - HS’s choose to participate

Local Competencies
- Rules Passed – deal cut
- Competencies would be treated like curriculum – Local Decision
- Regional Training – Rose Colby

State Model Competencies
- Requested by Field
- Connected to Performance Assessment
- Calibration and Standard Setting
- National Consultation
Key Components of NH CBE System Development

- Systems -- Accountability – PACE
  2010 -- Today
- Supportive Rules & Statutes
  2005 -- 2014
- Piloting & Field Development
  1998 -- 2005
Leadership Matters: Sanborn Regional School District

Pioneers in Public School Competency Education, 2008 – 2017:

Leadership Team:

Brian Blake, Superintendent

Ellen Hume-Howard, CIA Director

Jonathon Vander Els, Principal, Memorial Elementary School

Brian Stack, Principal, Sanborn Regional High School

Michael Turmelle, Assistant Principal, Sanborn Regional High School
Chris Rath, Superintendent of Concord:

“Give us room to innovate!”
The New Competency Education Framework:

<table>
<thead>
<tr>
<th>Competency based</th>
<th>Performance Assessment</th>
<th>Learning Pathways</th>
<th>Dynamic Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Articulated across K-12</td>
<td>• Performance based</td>
<td>• Guided by Personal Learning Plans</td>
<td>• Teacher practice guided by a Grading Philosophy statement</td>
</tr>
<tr>
<td>• A continuum of learning progressions based on standards</td>
<td>• Rubrics designed with ‘Competent’ designated at Strategic thinking (DoK 3)</td>
<td>• Systemic resources support differentiation</td>
<td>• Summative performance assessments weighed 90-100%</td>
</tr>
<tr>
<td>• Validated competencies tied to rich, deep student work and tasks</td>
<td>• Projects ARE the learning</td>
<td>• Teachers skilled at supporting student co-design of learning</td>
<td>• Relearn/reassess without penalty</td>
</tr>
<tr>
<td>• Mapped across K-12 pathway</td>
<td>• Formative Assessment triggers relearning; summative assessment when ready</td>
<td>• Blended and online supports for content and skill acquisition</td>
<td>• ‘Set point’ for ‘Competent’ consistent with task rubric designs</td>
</tr>
<tr>
<td></td>
<td>• Multiple and varied assessments inform evaluation of ‘competent’</td>
<td>• Project-Based Learning/Studios augment rigor in learning</td>
<td></td>
</tr>
</tbody>
</table>

Engaging The US Department Of Education

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
“A foundation of our democracy is that all children deserve access to a quality public education. I spent yesterday at Souhegan High School, in Amherst NH, where I saw a superb public school helping students engage in project based, 21st century learning and trying out our pilot PACE assessment, a groundbreaking national leadership process to competency based assessment.”

- Maggie Hassan, U.S. Senator
- New Hampshire

Performance Assessment of Competency Education, PACE
New Hampshire’s Innovative Model

• The New Hampshire Department of Education (NH DOE) was granted a series of waivers from NCLB and ESSA to implement the Performance Assessment of Competency Education (PACE) as a pilot assessment and accountability system for a limited number of school districts.

• We just submitted an application for the ESSA Innovative Assessment Demonstration Authority
Theory of action for the PACE system

Explicit involvement of local educational leaders in designing and implementing the accountability system

Fosters positive organizational learning and change by supporting internally-driven motivation

Reciprocal support for local districts including technical, policy, and practical guidance

Builds local capacity of teachers and administrators

Use of competency-based approaches to instruction, learning and assessment

Restructures the rigor and content representation of curriculum, instruction, and assessment

Use of curriculum-embedded, high-quality performance-based assessments

Provides specific feedback to teachers, students, and parents on student progress towards proficiency

Changes to the instructional core of classroom practices

Students are college and career ready
PACE as a “re-Balanced” Assessment System

• The emphasis on local assessments and **collaboratively-created “common tasks”** along with the limited use of the state assessment helps to **rebalance the system**

• Such a system supports multiple stakeholders:
  – Students
  – Teachers
  – Parents
  – District & School Leaders
  – Policy Makers
### NH’s Blend of State, PACE, and Local Assessments

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Statewide assessment system (NH SAS)</td>
<td>Performance assessment system</td>
<td>Local Performance Assessments</td>
</tr>
<tr>
<td>4</td>
<td>Performance assessment system</td>
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<td>Performance assessment system</td>
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<td>Local Performance Assessments</td>
</tr>
<tr>
<td>8</td>
<td>Statewide assessment system (NH SAS)</td>
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<td>Performance assessment system</td>
</tr>
<tr>
<td>High School</td>
<td>Statewide assessment system (SAT) &amp; Course-specific common performance assessments</td>
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More Than End of Year Tests: The PACE Assessment System

State summative assessment in select grades

**Local performance assessments**
- Competency 1
- Competency 2
- Competency 3
- Competency 4

**PACE Common Performance Task**

**District-Level Competency Scores**

**PACE**
Comparable Annual Determinations
It’s the System!

• The strength of PACE is drawn from the system of assessments

• The quality, alignment, comparability, and reliability of individual tasks is important, but it is the aggregate quality of the system that really counts!
The assessments are used to **evaluate student mastery** of the PACE competencies are designed to **embody** rich learning goals.

- **Modern theories of learning** make clear that developing **deep understanding** is necessary to facilitate **transfer**.

- Students cannot develop deep understanding unless they are provided **multiple and varied opportunities** with both **learning** and **assessment tasks**.
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 two different designs, describe and analyze the characteristics that lead you to a final recommendation.
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.
## How Do We Characterize High-Quality Tasks?

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Essential</strong></td>
<td>Represents the big ideas and skills of the domain</td>
</tr>
<tr>
<td><strong>Complex</strong></td>
<td>Requires students to engage with the content in deep and meaningful ways</td>
</tr>
<tr>
<td><strong>Authentic</strong></td>
<td>Not contrived, represent real-world activities</td>
</tr>
<tr>
<td><strong>Equitable</strong></td>
<td>Not biased, allow diverse students to show what they know</td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>Coherent with instruction and should provide students an opportunity to learn</td>
</tr>
<tr>
<td><strong>Rich</strong></td>
<td>Opportunities to develop extensions beyond task</td>
</tr>
<tr>
<td><strong>Engaging</strong></td>
<td>Thought-provoking and interesting problems</td>
</tr>
<tr>
<td><strong>Active</strong></td>
<td>Students construct meaning with other people and/or resources</td>
</tr>
<tr>
<td><strong>Accessible</strong></td>
<td>Students of differing ability levels can work productively on the task</td>
</tr>
<tr>
<td><strong>Feasible</strong></td>
<td>Can be completed within bounds of time and cost, locally appropriate</td>
</tr>
</tbody>
</table>

From, Shepard & Marion (1997)
Multi-pronged approach for ensuring quality

- Evidence-centered Design
- Educator Review by grade level teams
- Cognitive Laboratories

- Rubric Development
- Formal expert review
- Piloting

- Pull anchor papers
- Center for Assessment Final Review
- NH DOE Final Approval

Marion_NCLS_May 9, 2018
Comparability by Design

The focus of the regulations

How does the design of the innovative assessment system yield evidence to support comparability claims?

How will the state evaluate the degree of comparability achieved across differing assessment conditions?

If comparability is not achieved, how will the state adjust the classification scale to account for systematic differences across assessment systems?

Pilot compared to non-Pilot districts
ELA: 2016 PACE District Results by Grade

ELA Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Smarter</td>
</tr>
<tr>
<td>4</td>
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<tr>
<td>10</td>
<td>Smarter</td>
</tr>
<tr>
<td>11</td>
<td>SAT</td>
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Math: 2016 PACE District Results by Grade

Math Performance

<table>
<thead>
<tr>
<th>Grade</th>
<th>Smarter</th>
<th>SAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>4</td>
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Comparability is good, but PACE is about classroom impact

Common Complex Performance Assessments

- Building educator capacity
- Enhancing student engagement

Transforming Instruction & Assessment

- Increasing rigor
- Developing student agency

College and Career Readiness

- Preparing students to engage meaningfully in their post-secondary plans
What do the students say?

Ongoing Implementation Challenges

• Assessment literacy
  – Making great strides here
• Local and state capacity
• Local and state resources
• Tools and resources
• Clarity of expectations and communications
• Maintaining political will
Yes, this is hard!!

- As we tell other states, this is not for the faint of heart!