



Frank Edelblut

Commissioner

Paul K. Leather

Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

Application for Inclusion in Performance Assessment for Competency Education PACE 2017-2018

The New Hampshire Department of Education is continuing to support its innovative practice in reciprocal accountability, entitled Performance Assessment for Competency Education (PACE), based on the success of the two-year pilot. The NH PACE option balances local control with statewide accountability and comparability. In PACE, student performance assessment systems build on the local competency work and become one component of the New Hampshire student assessment system.

School districts accepted for inclusion in year 4 (2017-2018) will represent the diversity of the state's schools/districts. Teams from selected districts will engage with others in highly interactive activities with these goals:

- Build district expertise in how to design, administer, and reliably score high quality performance assessments, aligned with state curriculum frameworks, a new set of state competencies, and the district's required competencies;
- Access and implement tools and resources that will enable educators and administrators to establish a shared understanding and district-wide culture of K-12 quality performance assessments to measure student proficiency of competencies;
- Expand school and district capacity to create and sustain a system of valid and reliable K-12 performance assessment tasks in which student-centered learning is embedded; and
- Participate in the development and testing of several cross-district common performance assessment tasks in core disciplines such as mathematics, English language arts, science, and the arts, in grades 3 – 11.

District teams will engage with educators and school leaders (curriculum directors, department chairs, instructional coaches, principals, etc.) from PACE schools around the state for the purpose of examining sample performance assessments in the core disciplines, and learning the tools and processes that lead to the development of high quality performance assessments to be adopted in their schools. District teams will add to the body of knowledge and practice through local development of performance assessment tasks and processes which will then be

shared with the wider group, and will also engage in state level meetings to discuss and establish policy for the on-going PACE initiative.

Rolling Cohorts:

Due to the intensity and high-stakes nature of this accountability initiative, districts will be selected for participation in one of three cohorts based on their application to the NH Department of Education, which includes a readiness survey. This process will allow districts to enter the initiative at their current degree of preparation and will also help to identify the professional development support necessary to become fully implementing PACE districts. New Hampshire Department of Education application readers will evaluate the readiness information districts submit as part of the acceptance criteria for entry into one of the three PACE Tiers. Participation in the NH PACE initiative is voluntary.

Tier Definitions:

Tier 3 Districts: Tier 3 districts are those that have reported no or few local active competency based learning environments, may or may not have written competencies, may not have implemented competencies at the classroom level with students, and have no background experience with performance assessment of competencies. Tier 3 districts accepted for NH PACE participation will have access to a variety of programs, initiatives, online modules, and school-level coaching from contracted expert consultants on the topics of developing and implementing competency-based education and working with both local and the state model competencies. In addition, they will be assisted in planning activities with other Tier 3 districts to prepare for greater involvement in performance assessment district-wide. This coaching will prepare them for professional development in performance assessment as available.

Tier 2 Districts: Tier 2 districts are those that have reported some implementation of local competencies in classroom settings. Competency-based learning environments may be evidenced in some places in the district. Experience with task-based Performance Assessment for competency attainment may be limited to extended learning opportunities or may not have been attempted in any systemic way. These districts will enter PACE in preparation for readiness to administer performance assessments in a competency-based learning environment. Tier 2 districts accepted for PACE participation will benefit from a coherent system of professional development from state and national experts on performance assessment literacy, beginning levels of performance task development, Depth of Knowledge, looking at student work, reliable scoring, and local structures, such as PLC, to support the work, and introduction to NH PACE implementation protocols.

Tier 1 Districts: Tier 1 Districts are selected based on their ability to enter the NH PACE work and both gain and share expertise in competency-based learning and performance assessment with others in the Tier 1 cohort. Districts selected to participate in PACE Tier 1 cohorts will have reported implementation of local competencies in school-wide and classroom settings, and some experience with performance assessment in a competency-based learning environment. Additionally, they will have evidenced a commitment to transitioning to implementing performance assessment of competencies for accountability purposes district-wide (K-12), and they will have articulated at least a beginning plan of how to best accomplish that transition in their community, including parent involvement. Once accepted for Tier 1 participation, the PACE district team will have the opportunity to meet frequently on the local level to develop

the processes needed to implement a new accountability system in the district schools. The district Superintendent and PACE team leader will have the opportunity to meet monthly with PACE state-level leadership for policy and project management discussions. In addition, the district team leader will have monthly support in the form of a meeting with all other PACE team leaders for guidance, Q&A, and solution-building. Workshop days throughout the year will be facilitated by experts, consultants, and coaches allowing cross-school learning of performance assessments within specific content areas and across grade-spans, and will support curriculum-imbedded competency-based task design for the purposes of both formative and summative assessment, scoring, and calibration. Tier 1 districts will have the opportunity to participate, with coaching and guidance, in the development and implementation of common performance assessment tasks for accountability purposes in school year 2017-2018, based on readiness.

APPLICATION SCHEDULE:

Applications may be submitted at any time throughout the year. Districts will be contacted within 21 days of application submission to the New Hampshire Department of Education regarding their application.

For further information, please contact Paul Leather, Paul.Leather@doe.nh.gov, 603-271-3801 or Mariane Gfroerer, mariane.gfroerer@doe.nh.gov.

Please submit applications to:

Paul K. Leather, Deputy Commissioner
NH Department of Education
101 Pleasant St
Concord, NH 03301

DRAFT

APPLICATION PACE 2018-2019

Please keep a copy of the Application for your records and submit one to the NH DOE.

District: Raymond School District

School(s): *(list all; use additional space if needed)*

Lamprey River Elementary School

Iber Holmes Gove Middle School

Raymond High School

Address: 43 Harriman Road, Raymond NH 03077

Grades: K-12

Student enrollment: 1,336

% FRL students: 28%

% Non-Caucasian: 7%

% SWD: 23%

% ELL: .07%

Size of Faculty: 248 (112 Teachers, 64 Instructional Support, 3 Librarians, 21 Specialists, 10 Admin Support, 38 All other Support)

Lead Contact: Tina McCoy

Position: Superintendent

Phone: (603) 895-4299 **Email:** t.mccoy@sau33.com

District PACE Team members:

Please submit your district team list, including names, specific roles, and email addresses.

Depending on your district's configuration, teams should be comprised of the following people/ positions.

- *Superintendent or designee*

- *Building administrators*
- *A person/people working across grade levels such as Curriculum Director, Literacy Coach, Dean of Faculty*
- *Department heads or chairs*
- *For Middle and High Schools, Lead teachers in ELA, mathematics, science, and the Arts*
- *Several lead elementary educators*

APPLICATION PACE 2018-2019

Narrative: Please answer the following questions in no more than five pages. Please note that in completing this application we are looking for district commitment to the PACE pilot project that focuses upon competency-based education and performance assessments; it is expected that accepted districts may be at different development stages in implementing this work.

Describe your district's theory of action for implementing competency-based education and performance assessment.

The Raymond school district has been working collaboratively with faculty, staff, parents and community members to create a high quality education for our students. As a district we have been slowly shifting from a traditional model of education to a competency driven model. This change in educational practices is as much cultural as philosophical. We have been providing and embedding professional development for staff through internal and external sources. In doing so we aim to shift a culture of teaching to a culture of learning. This requires staff investment, student responsibility, and dialog with parents and community members. In the past Raymond sent a core group of teachers and administrators to the Competency Design Studio to develop and refine our competencies. This catalyzed our work in identifying power standards and unpacking supporting standards to reinforce our gradual shift towards competency based learning. Our district competency committee has been a major support in providing vision and guidance as a learning community. The committee has developed and implemented action plans that support competency based instruction, so that we may provide an education that is rigorous and relevant for students. The Raymond School District Strategic Plan identifies moving towards a competency based grading as a primary goal for success. The PACE initiative would provide our district additional structures and support to continue the development of competencies, quality performance assessments, rubrics and reporting instruments.

Describe the district's current activities around attaining your vision for competency-based education and performance assessment, both successes and challenges.

The Raymond School District's competency committee meets on a regular basis to provide direction and address challenges and replicate successes across the district. Our successes in moving towards full implementation of competency-based education and performance assessment include the district investment of the 2016-2017 in-service days. This provided time and professional development for teachers to better understand their standards in relation to competencies and reporting/grading systems. Raymond has contracted with several consultants to support RTI and the design of performance assessments. Current challenges exist in the communication of reporting/grading shifts to parents and community members. We have pockets in each school that are more competency focused than others, however the district

calendar and building schedules are current obstacles to providing constant opportunities for vertical alignment, common planning time, and sustainable, internal professional development.

Describe your school's current use of performance assessment (e.g., list various subjects and grade levels).

Currently math and science teachers are in the progress of developing performance assessments. As a district we are working towards performance assessments across all contents areas and grade levels but in the initial stages. Each school has pockets within teams and grades levels that have progressed further in the design and implementation process.

Describe any continued or prior participation with outside experts, such as a performance assessment development network or organization.

Raymond School District has partnered with a several consultants and organizations to support our work in competency based curriculum, instruction, and assessment work. Individual consults and consulting focus include:

- West Ed – QPA Training for Middle School
- Shannon Harkin – Reading Interventions for Elementary School
- Rose Colby – Competency Design Work

What is at least one thing your school/district hopes to gain though participation in the performance assessment initiative?

As a district we hope to develop common quality performance assessments that provide increased rigor, relevance, and real world connections for our students. We have also identified that literacy and foundational reading, reading literature, and informational texts are identified competencies to focus our work.

Describe how you have built, or how you would build, public and community understanding and support to transition to a district accountability system that focuses on locally determined reporting measures with performance assessment as a core component. Include information about discussions on this issue that you have held with your local board of education.

The Raymond School District has engaged the community throughout the transition to competency based education through a variety of methods. Having two parents serve on the competency education team has offered valuable perspective of how to communicate and anticipate potential questions parents and community members may have during this educational shift. Educators and administrators have engaged the community during various events and locations where parents are already in attendance. Competency based learning conversations have been embedded into open houses, parent/teacher conferences, athletic events, and weekly newsletters. As a district we have been focusing concerted efforts to train teachers about communicating our competency based instruction efforts. In doing so they may better educate parents about competency reporting as this directly affects parents' ability to support their child and understand their academic and social progress. Thoughtful and productive conversations

have occurred at the board level, specifically related to the competency education goal in the district's strategic plan.

Provide a timeline by which the entire district would transition over to a PACE model of district and school accountability:

Timeline Steps for Transition to PACE Model 2018-2019	
Late January 2019	Submit Application to NH DOE and continue work with vertical alignment of competencies, power standards, supporting standards and work study habits/practices.
Early Spring 2019	Coordinate and begin work with state PACE Representatives and begin implementation of test server for teachers to pilot competency based grading. Develop district wide curriculum template that supports PACE and district philosophy. Strengthen RTI systems and supports across the district.
Spring 2019	Evaluate our current standards-based work and continue with ongoing vertical alignment and increase professional development in quality performance assessments and creating rubrics. In collaboration with PACE representatives, create a structured action plan for district-wide transition to PACE. Formalize train the trainer model and how it will be implemented in our district. Increase and formalize informational sessions to parents and community about competency based education.
Spring 2019	Evaluate our current standards-based work and continue with ongoing vertical alignment and increase professional development in quality performance assessments and creating rubrics. In collaboration with PACE representatives, create a structured action plan for district-wide transition to PACE. Formalize train the trainer model and how it will be implemented in our district. Increase and formalize informational sessions to parents and community about competency based education.
Summer /Fall 2019	Provide professional development for all staff in the areas of PACE, creating common language around competency

	based systems, reporting, and instructional practices. Create a 3-5 year curriculum, instruction, and assessment plan.
Winter 2019	Continue to develop quality performance assessments, develop rubrics, and begin calibration process.

APPLICATION PACE 2018-2019

Statement of Commitment:

In joining the NH PACE pilot initiative, our district commits to working in partnership with the New Hampshire Department of Education, NHLI and other PACE districts to develop a local accountability plan, supported by the local board of education and our education community, that encompasses multiple measures and that includes the following:

- Clear and measurable goals for the system
- A clear and visible commitment towards improving the achievement of students who have historically been under-served
- Curriculum that is aligned with the state competencies in ELA, math, science, and the Arts, and that embeds the NH Work-Study Practices
- An instructional system designed to support students attaining proficiency of competencies
- A performance assessment system through which students demonstrate proficiency of competencies
- Coherence with the local educator evaluation system
- High quality measurement indicators to evaluate progress towards the goals
- Yearly reports on student and school performance that inform the community and state about the district's progress of multiple measures, with performance assessments as a central component
- Commitment of resources necessary to ensure the plan's success
- Leadership and educator capacity to design, implement, support, and sustain the new accountability system

The district will participate in all PACE activities, including the following:

- Use of common (cross-district) performance tasks from the state and national performance task banks
- Leadership sessions on building a performance-based local accountability system
- Workshop days on development, review, and administration of performance tasks, scoring, calibration, and data analysis
- District peer review

Superintendent

District

Date