

**New Hampshire
Department of Education**

***ESEA Flexibility Waiver
Concept Review***

Updated: July 18, 2012



Three Things We Want to Talk About Today

1. Pursuing New Hampshire's Theory of Change

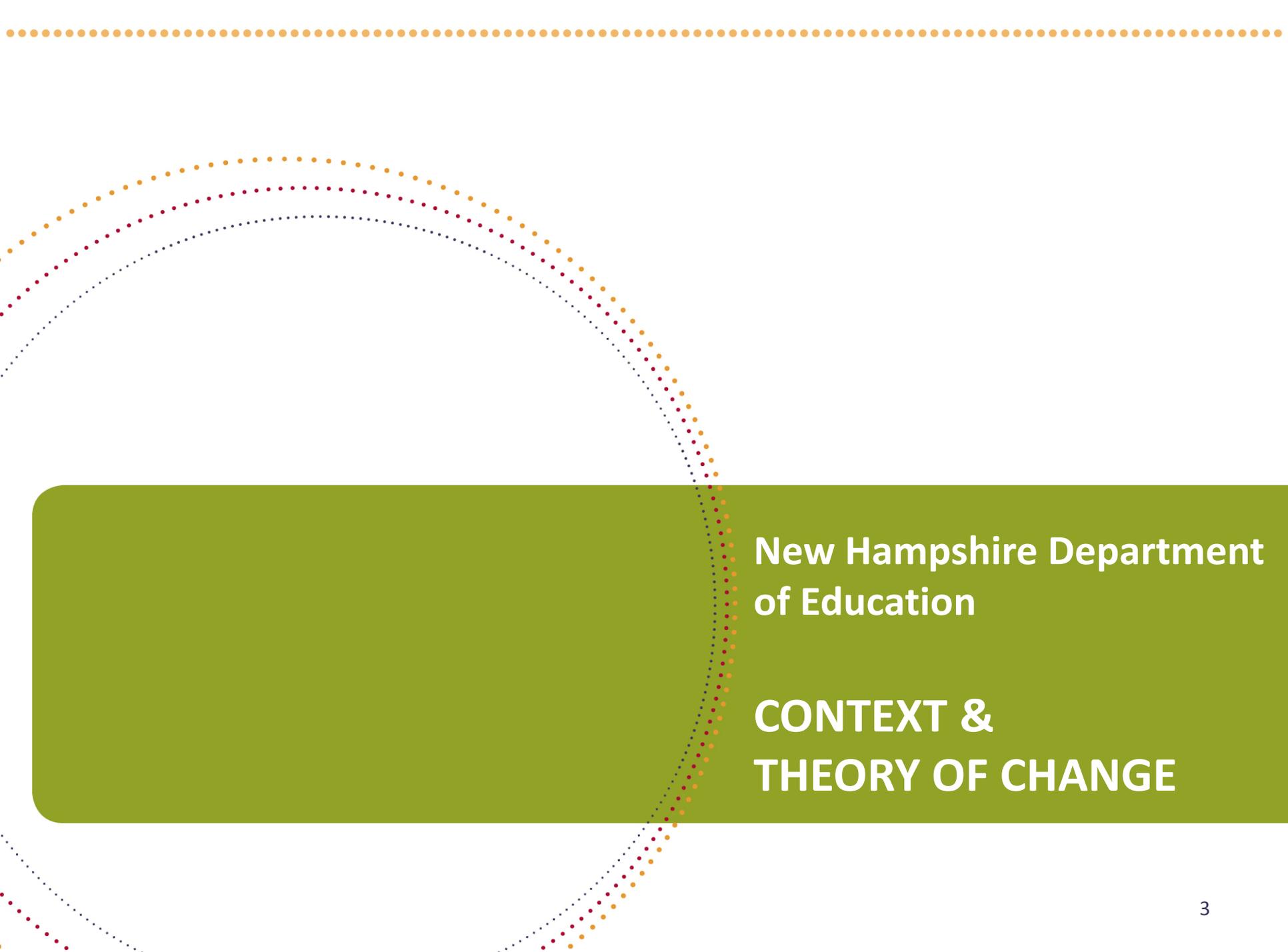
- Changing the course of instruction and learning
- Our commitment for a high quality education system
- Building action for change

2. Pursuing the Flexibility Waiver

- Steps already in progress to meet the opportunity of each principle
- Focus on performance and competencies
- Looking within the SEA to reduce burden and provide support

3. How and Why #1 and #2 Fit Together

- Creating the flexibility to simultaneously improve AND innovate districts, schools and classrooms
- Linking the shared goal of improving student outcomes



**New Hampshire Department
of Education**

**CONTEXT &
THEORY OF CHANGE**



Learning Lab 1.0: The Industrial Age Classroom



Learning Lab 1.1?



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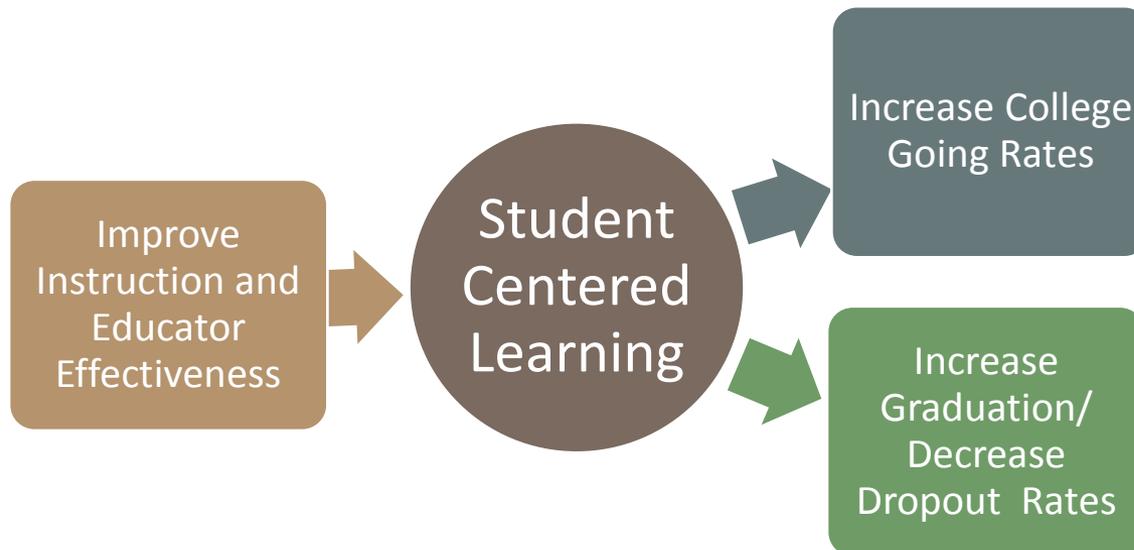
Learning Lab 2.0

NHDOE's Commitment

The NHDOE and the districts of the state have focused their efforts around four pillars of a high quality education system for the last three years:

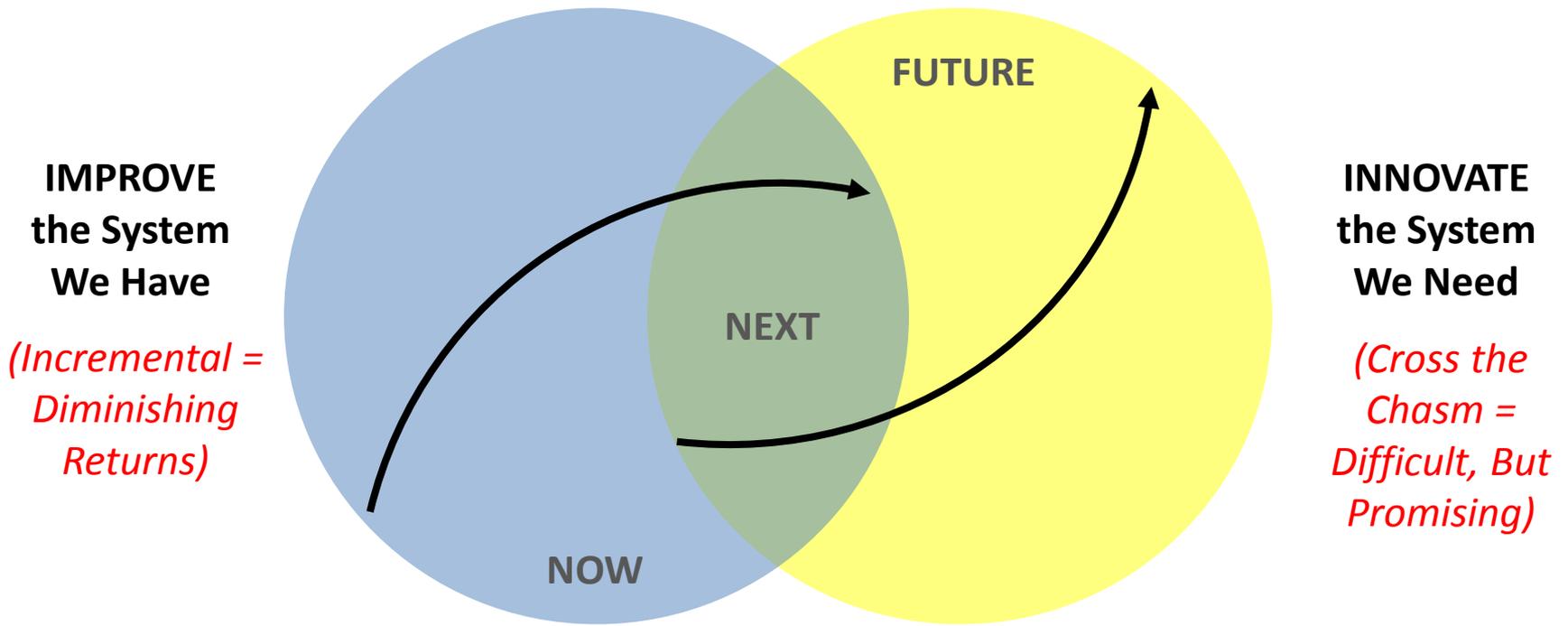
- Standards, Assessments and Instruction
- Data Collection and Use
- Teacher and Leader Effectiveness and Evaluation
- Transforming Struggling Schools

Through these pillars the state is committed to the following goals:



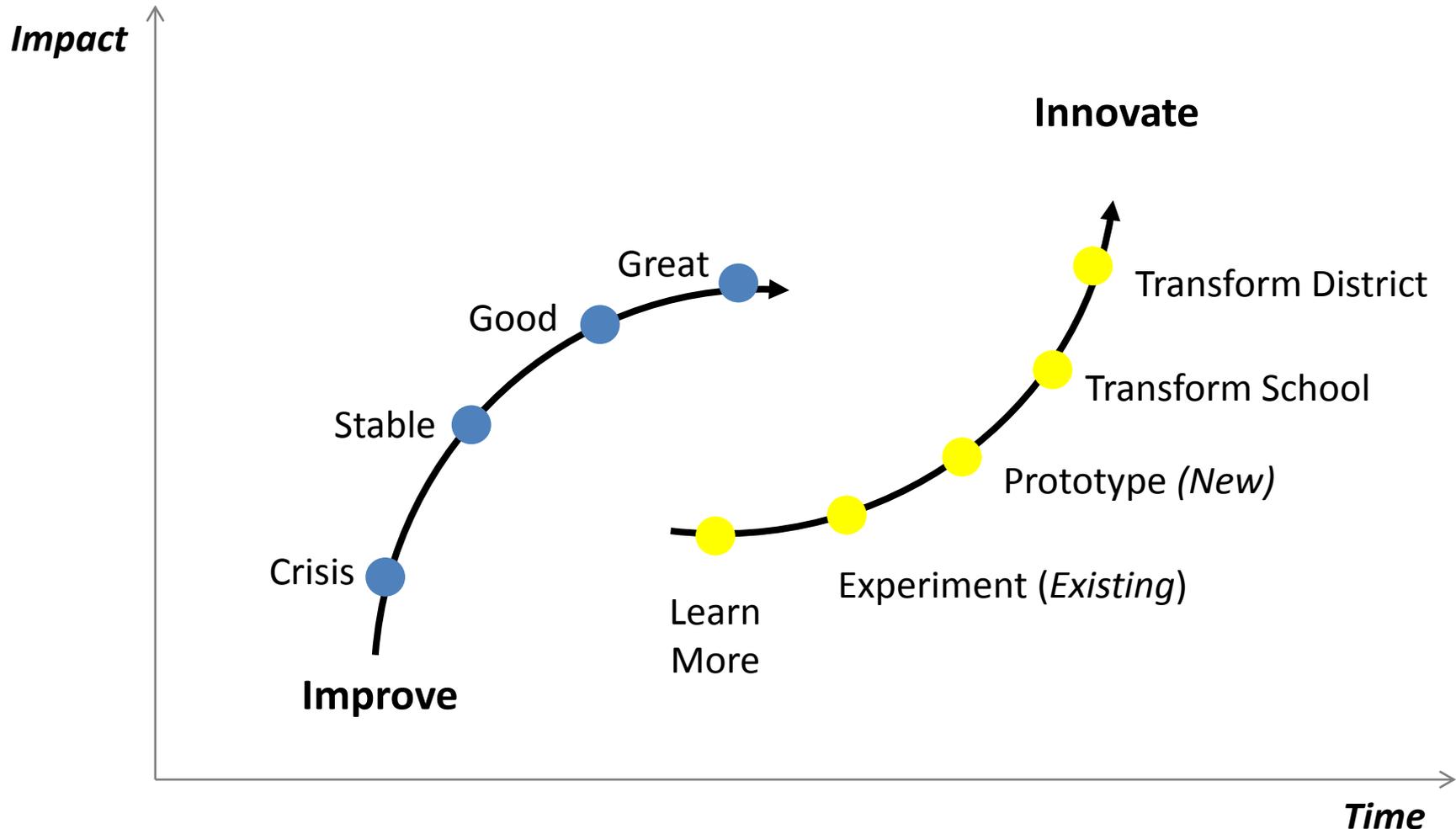
“Both, And”

The state is focused on simultaneously improving the system we have right now AND building the system we need for the future.



We Need A Single, Integrated Model

“Better for kids and families” is a continual process, not a destination



NHDOE's Theory of Change

Our theory of change identifies areas of need and builds capacity for implementing the changes required to better meet the learning needs of all students.



If we believe that "all" students must be college- and/or 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.

Implementing Action for Change

- All graduating students will **demonstrate college and/or career readiness** based on an expanded definition of **rigorous content and knowledge, adaptive skills, and critical dispositions** by 2017.
- The state will adopt a **balanced system of assessments** (formative, interim, and summative) to **assess student competency** along learning progressions. Performance-based assessments will be administered when students are ready to demonstrate competency as opposed to waiting for an arbitrary date on a calendar.
- The state will set its **ambitious annual yearly objectives** (AMOs) with the intent of closing the gap of achievement in every subgroup by 50 percent by 2017 based on multiple measures. The AMOs will move beyond an accountability system based on a pure status model to one that eventually and **fully includes a competency-based learning model.**



Implementing Action for Change

- The state will provide a **broad set of supports through a network strategy** so that educators will be engaged in continuous, research-based **improvement processes and support and cutting-edge, innovative approaches** that rethink the structure of school practice and use of technology.
- The state will implement an **educator effectiveness system** connected to student performance, including competency attainment. It will address areas of preparation, selection, induction, mentoring and evaluation.





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VISION FOR REQUEST
Principle 1

Defining College and Career Readiness

- NH has adopted the CCSS in ELA and Math and has developed an implementation framework to drive state and local work (hardcopy provided).
- We have expanded our definition of CCR to include knowledge, skills and dispositions. This will inform our desired assessment and accountability system.

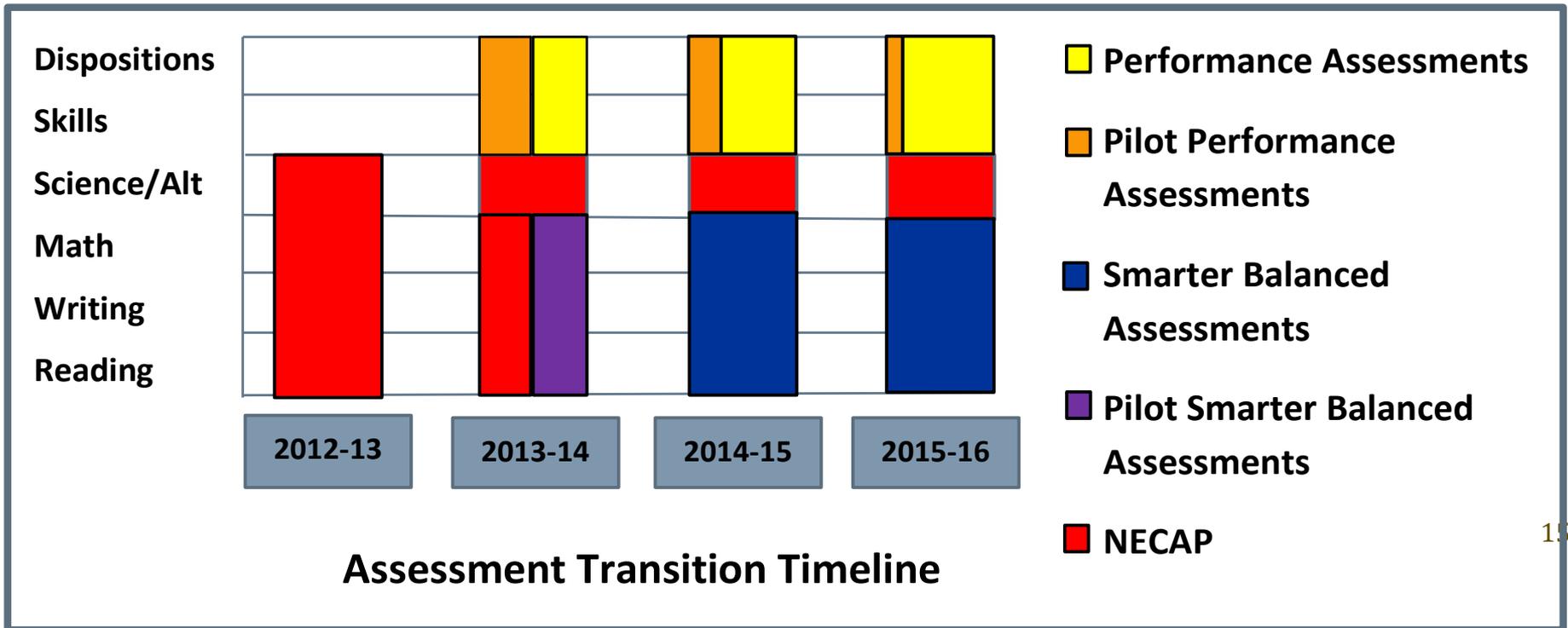
Knowledge – refers to mastery of rigorous content knowledge across multiple disciplines (including but not limited to reading/language arts and mathematics) that serve as a foundation for all learning.

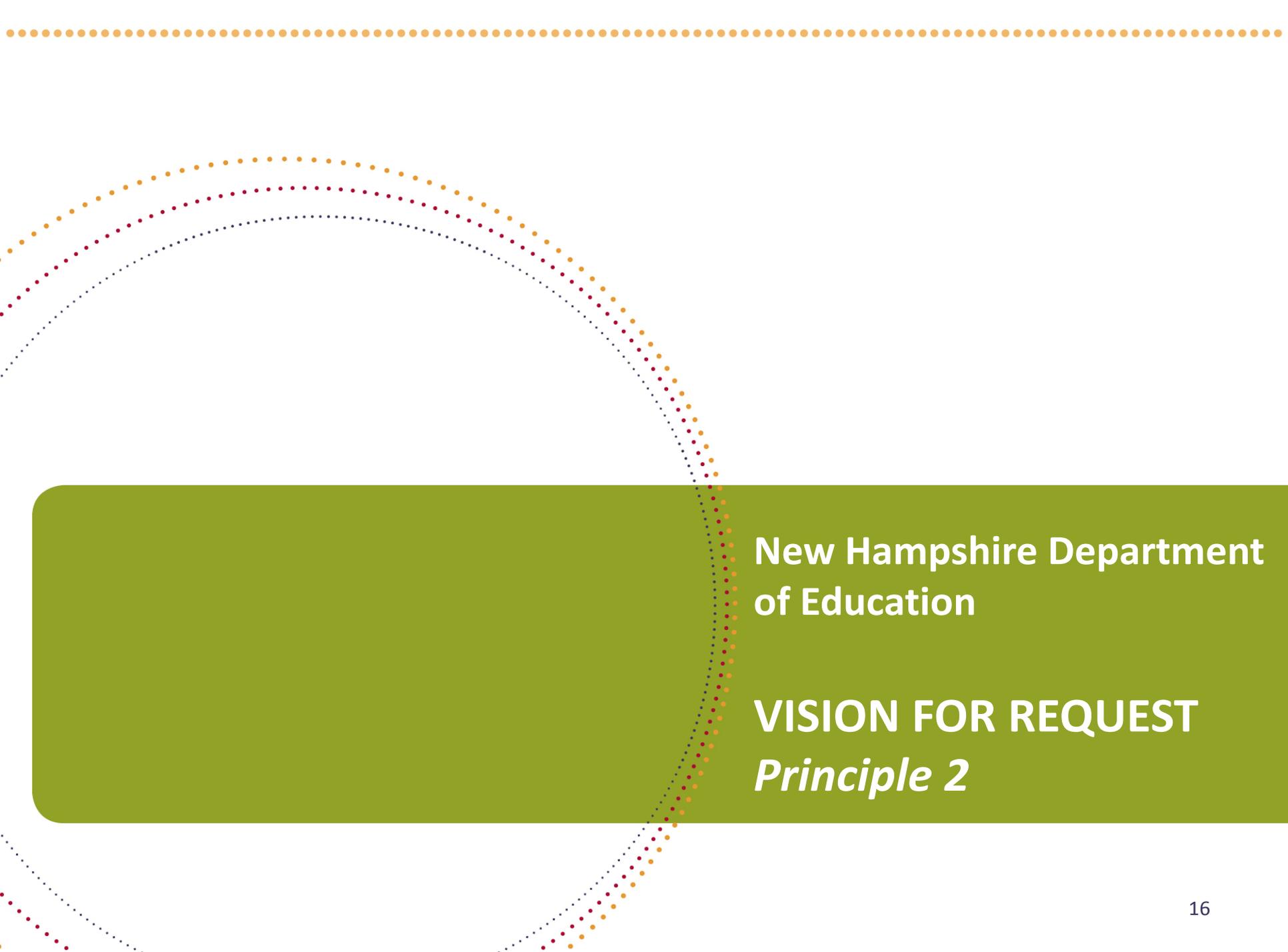
Skills – refers to the higher-order skills that students need in order to extend and apply rigorous content knowledge in the ways that evidence indicates are necessary for success in college and career.

Dispositions – refers to socio-emotional skills or behaviors (sometimes referred to as habits of mind) that associate with success in both college and career.

Assessment Transition

- NH is a governing state for the Smarter Balanced Assessment Consortium and will lead a task force focused on proficiency based assessments.
- A partnership with the Center for Collaborative Education and the National Center for Assessment is ongoing to develop performance/competency based assessments.





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Principle 2

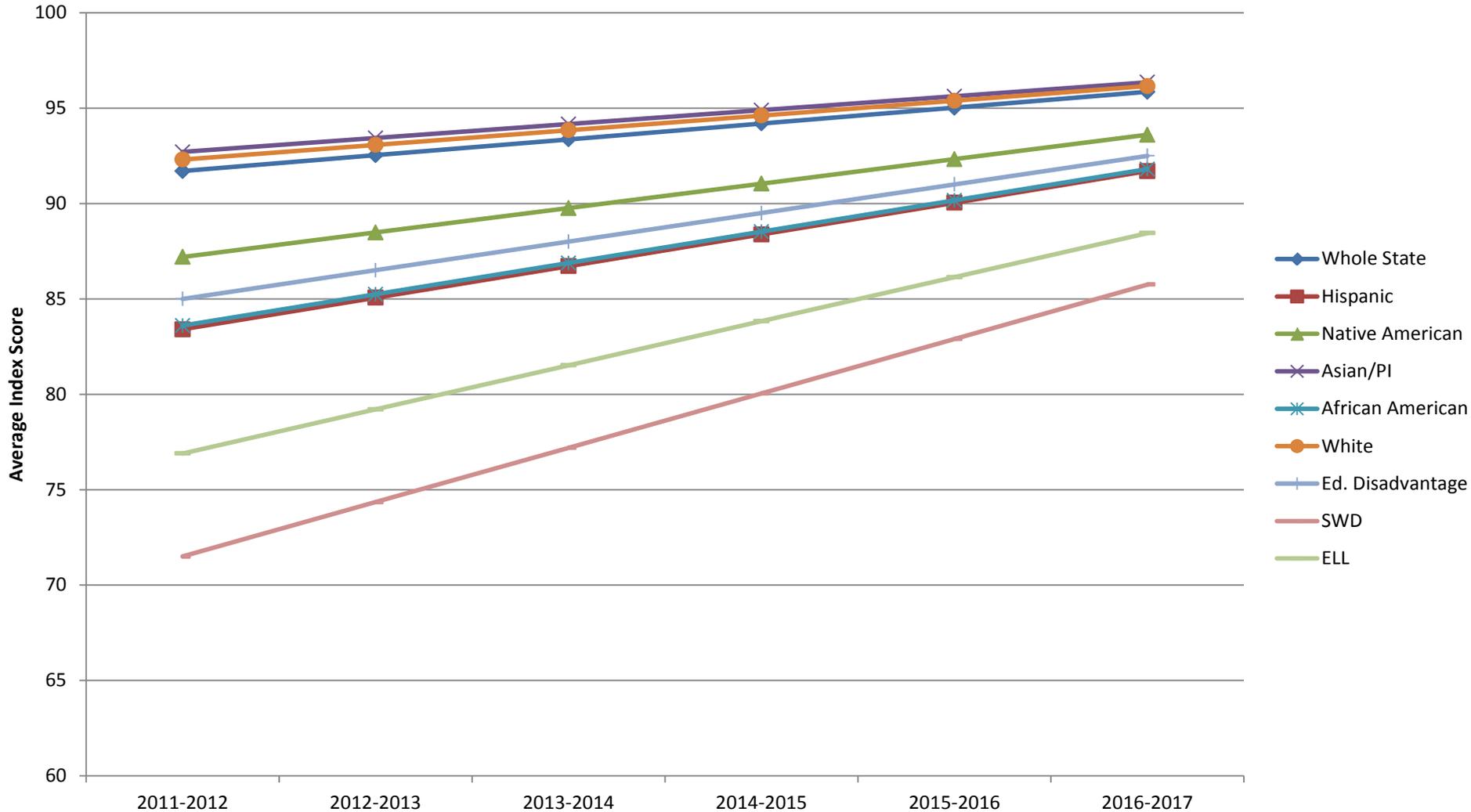
Setting Ambitious but Achievable Annual Measurable Objectives (AMOs)

New Hampshire will choose Option 1:

- Setting AMOs in annual equal increments toward a goal of **reducing by half** the percentage of students in the “all students” group and in each subgroup who are not proficient within six years.
- Using current proficiency rates based on NECAP assessments administered in the 2010–2011 school year as the starting point for setting the state’s AMOs.

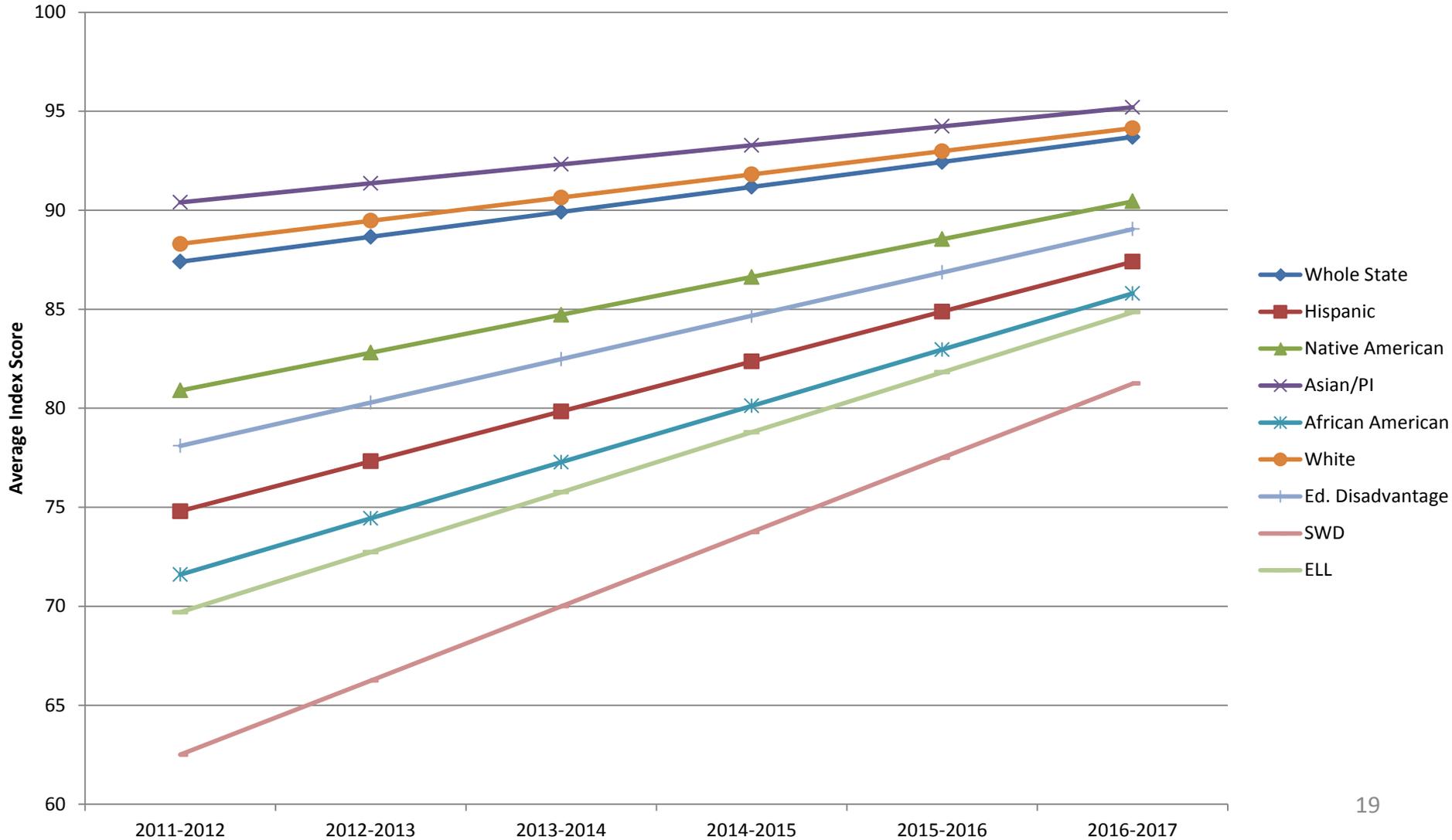
Proposed AMO Example

Principle 2, Option A: Elementary-Middle Schools AMO Calculations Based on
NECAP Reading Index Scores

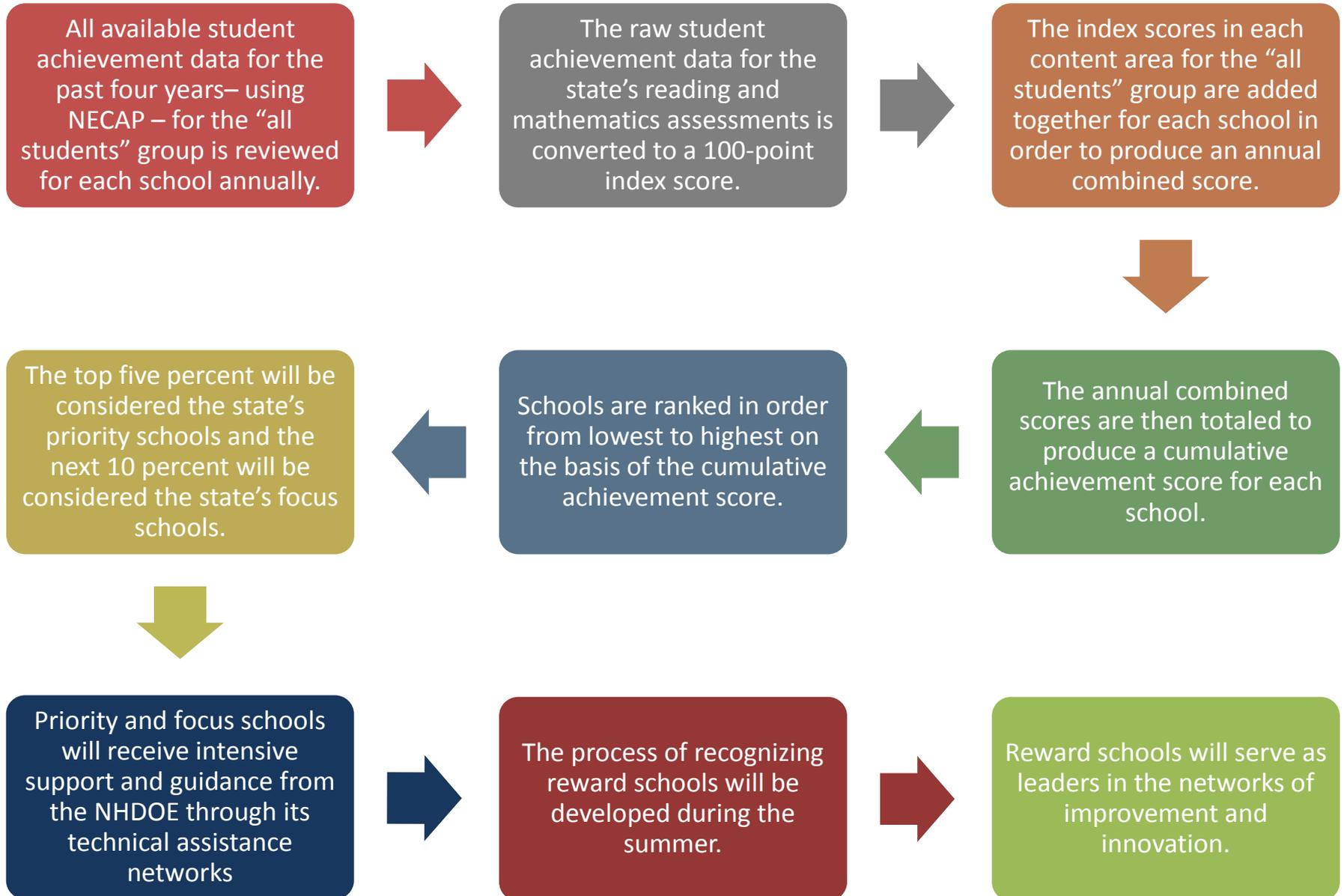


Proposed AMO Example

Principle 2, Option A: Elementary-Middle Schools AMO Calculations Based on
NECAP Math Index Scores

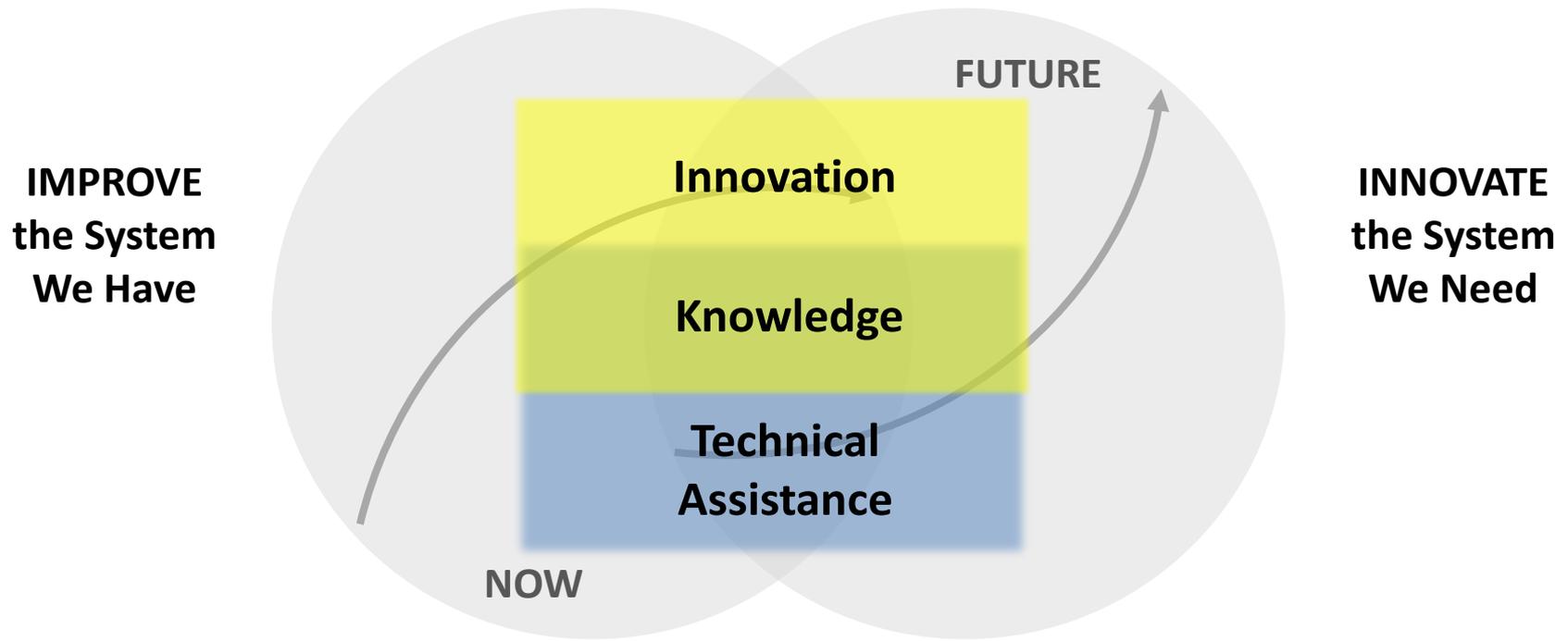


Identification and Support for Priority, Focus & Reward Schools



Building the Flexible Supports Districts and Schools Need

We want to build a system of supports that is both flexible to district and school needs and feasible from a resource perspective.



Because One Size Does Not Fit All

Investing in Networks to Simultaneously Improve AND Innovate on Multiple Levels

NHDOE



Leveraging & Supporting
Existing
Regional Network
Structure

Innovation Networks (BUILD)

Selected districts receive targeted investment and support to begin/continue experimenting with new practices and strategies to improve learning systems (targeted prototyping- “chunking”, full school, whole district, etc.)

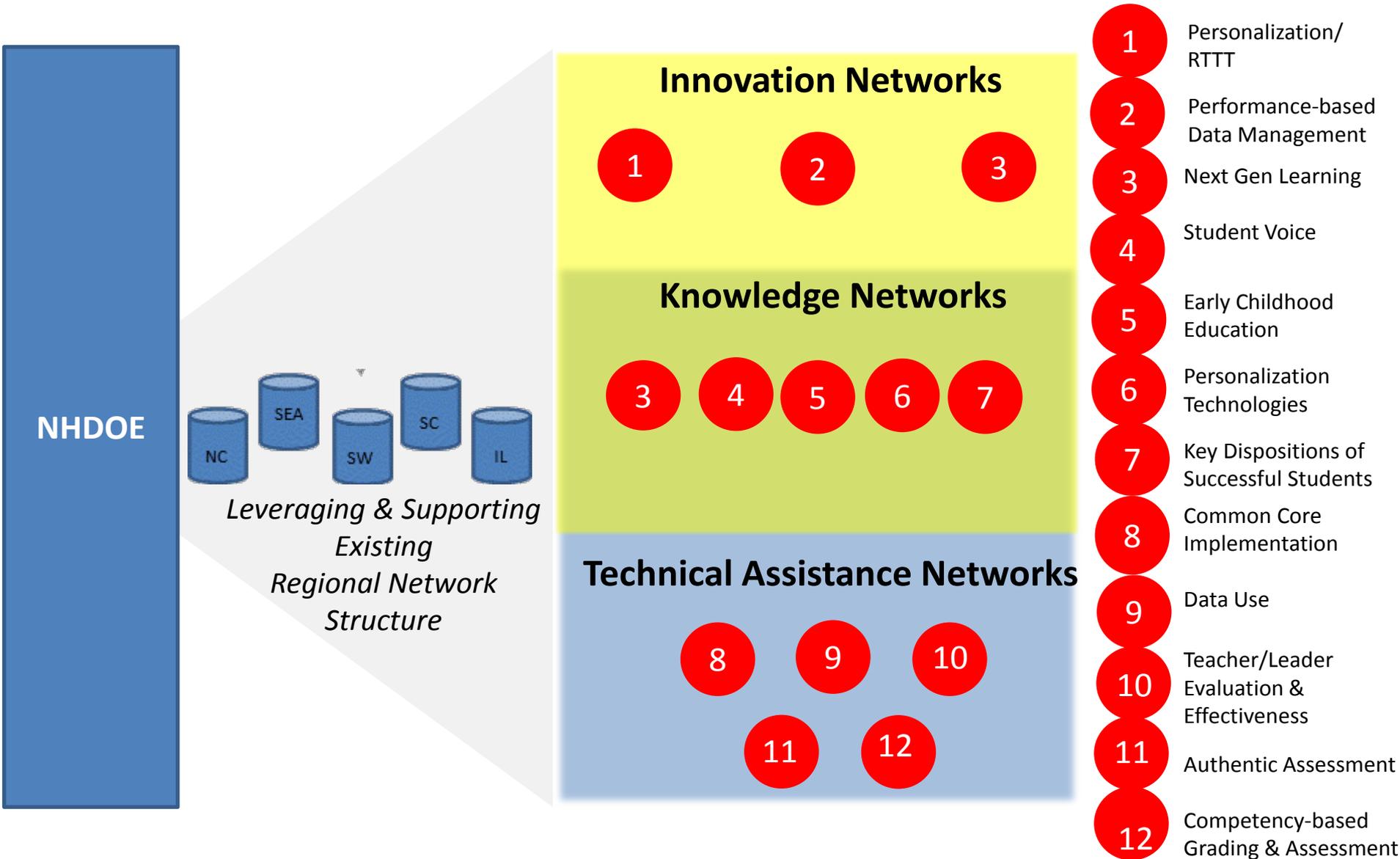
Knowledge Networks (LEARN)

All districts have the opportunity to learn from industry-leading experts both in and beyond NH on critical topics of interest to the field (e.g., science of learning, early childhood education, blended learning, etc....)

Technical Assistance Networks (IMPROVE)

State-provided resources to help districts understand & implement aspects of the NH “Four Pillars” strategy. Mandatory for Priority/Focus schools; optional for others

A Potential Menu of Options



One Size Does Not Fit All

An Example:

High-achieving District

I am the superintendent and we are interested in pushing our work on competency-based learning further by building a fully personalized approach. I am working with 4 other districts on technology solutions to drive the change further, faster in an Innovation Network.

To support that work, we are also attending a few Knowledge Networks including a conference on Personalization Technologies and a webinar series on Next Gen Learning.

I also send my CIA team to TA Networks to support Common Core Implementation & Teacher Effectiveness

Innovation Networks

1

1

Personalization/
RTTT

Knowledge Networks

3

6

7

3

Next Gen Learning

6

Personalization
Technologies

7

Key Dispositions of
Successful Students

Technical Assistance Networks

8

10

8

Common Core
Implementation

10

Teacher/Leader
Evaluation &
Effectiveness

One Size Does Not Fit All

An Example:

District with Priority & Focus Schools:

I have been pushing for a number of years towards a more performance-based data management system. While we're not there yet, the **Innovation Network** is an attractive way to get the support we need and prototype some solutions, building on our work to date.

Because of shifting demographics, we need to better understand Early Childhood Education through the speaker series.

I will also send my CIA and all school-based teams to **TA Networks** to better support Common Core Implementation, Data Use to drive Instruction, & Teacher Effectiveness

Innovation Networks

2

2

Performance-based Data Management

Knowledge Networks

4

5

7

4

Student Voice

5

Early Childhood Education

7

Key Dispositions of Successful Students

Technical Assistance Networks

8

9

10

8

Common Core Implementation

9

Data Use

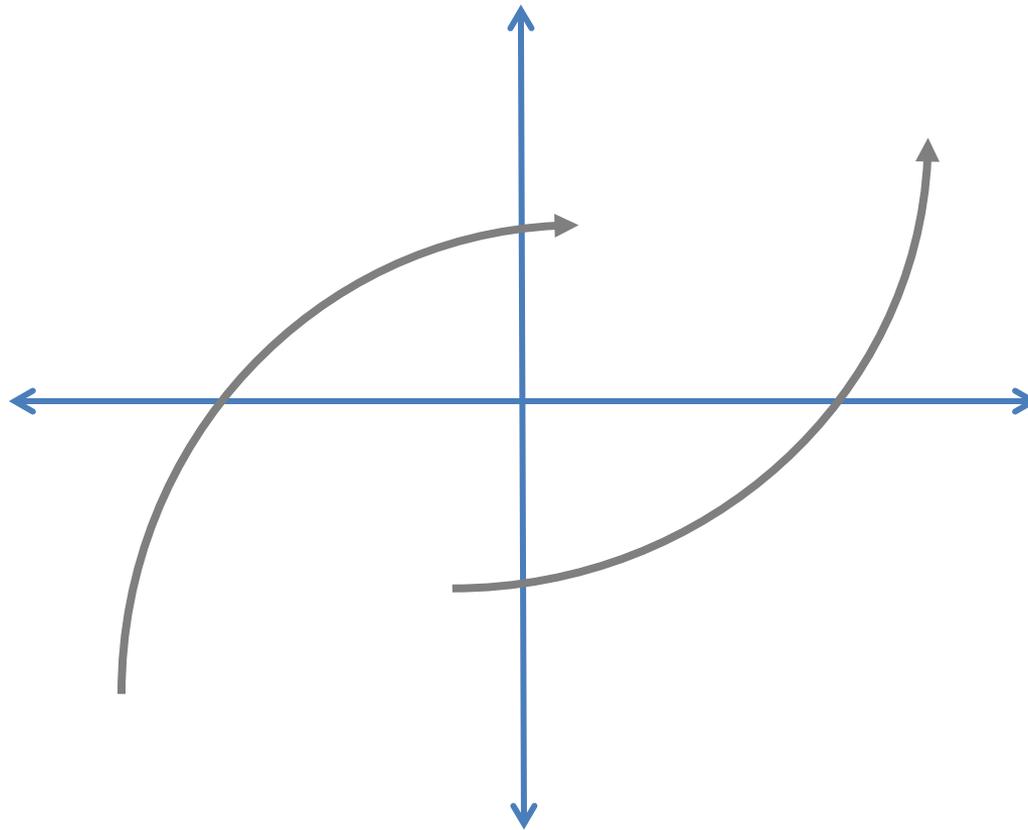
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Teacher/Leader Evaluation & Effectiveness

Re-thinking Networks

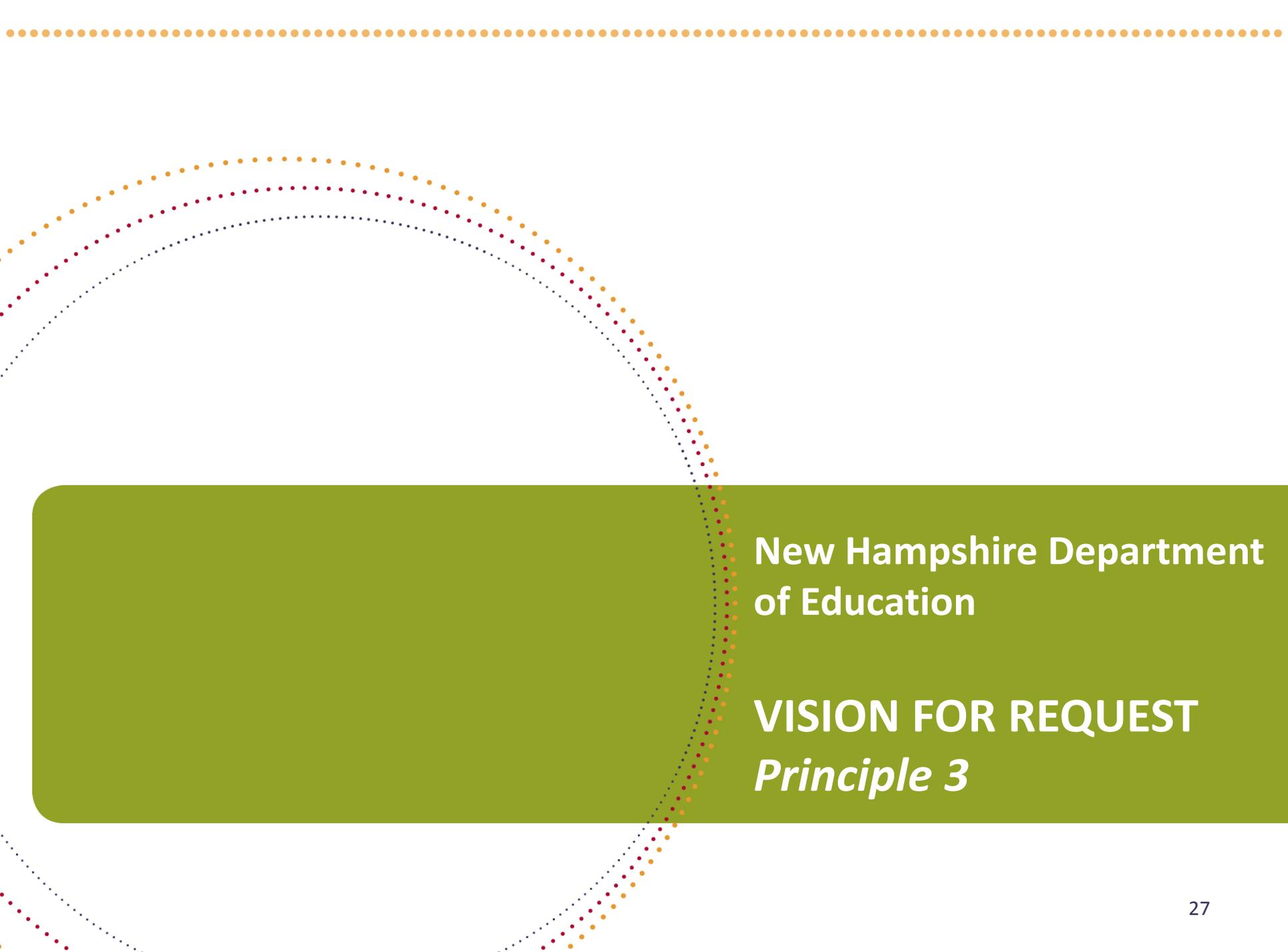
Time-limited/Rapid Prototype

Improvement



Innovation

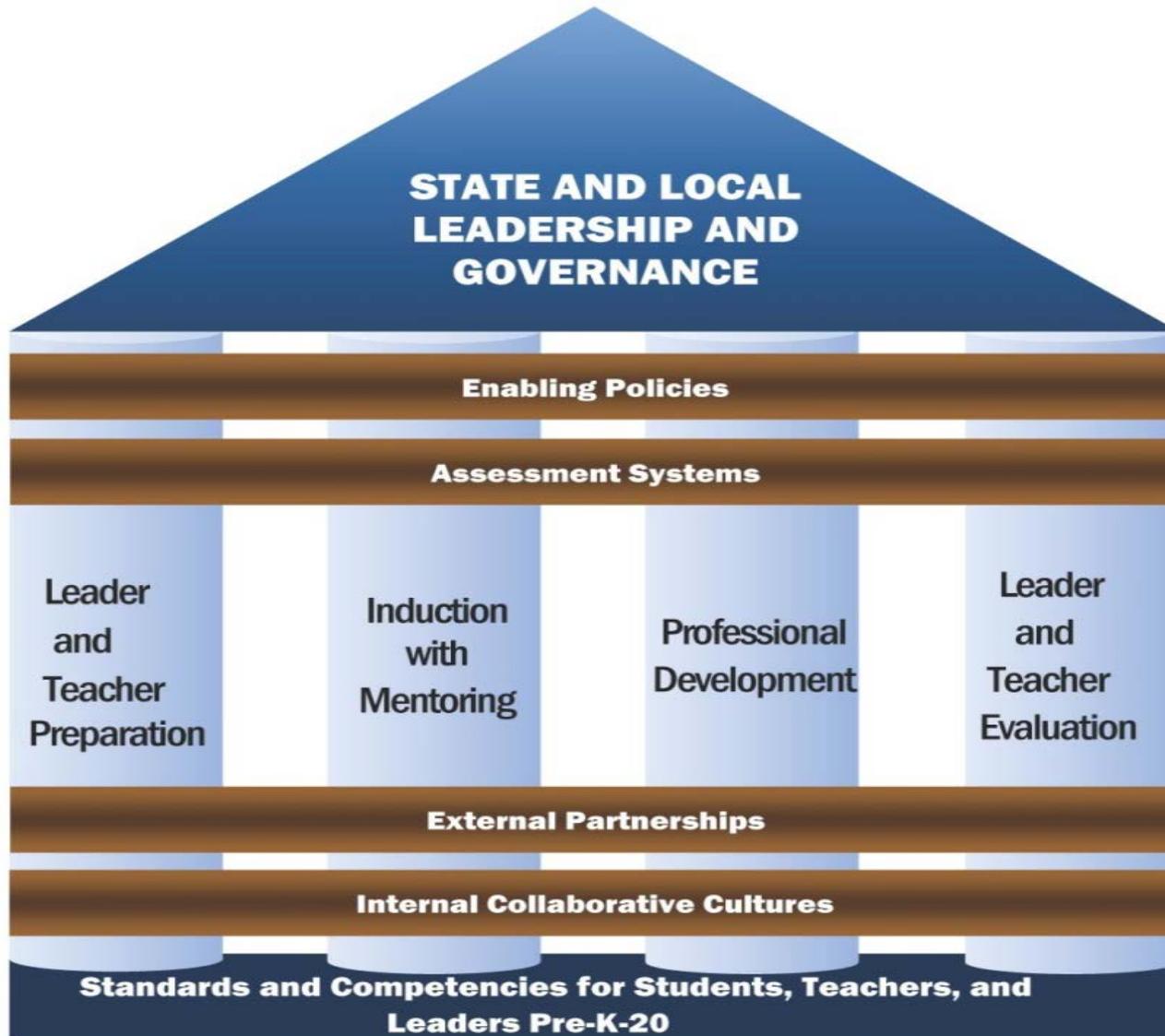
Traditional, Standing Network



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VISION FOR REQUEST
Principle 3

Supporting Effective Instruction and Leadership



Leader Effectiveness and Evaluation

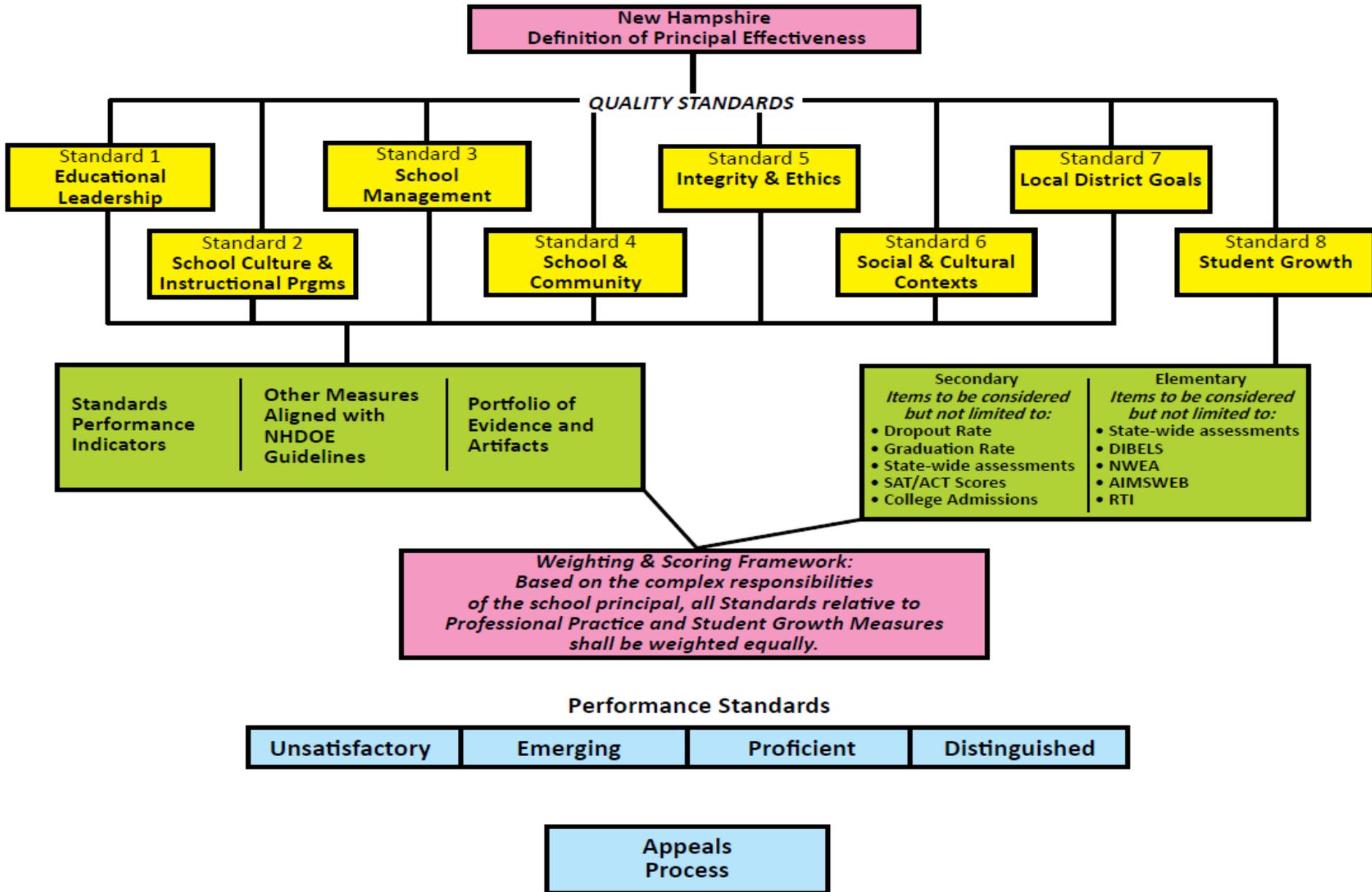
Definition

*Effective principals as those who promote the success of all students by **facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.***

*An effective principal promotes the success of all students by **advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.***

*Principals are educational leaders who promote the success of all students by **collaborating with all families and community members, responding to diverse community interests and needs, and mobilizing community resources.***

Leader Effectiveness and Evaluation



Teacher Effectiveness and Evaluation

Guiding Principles

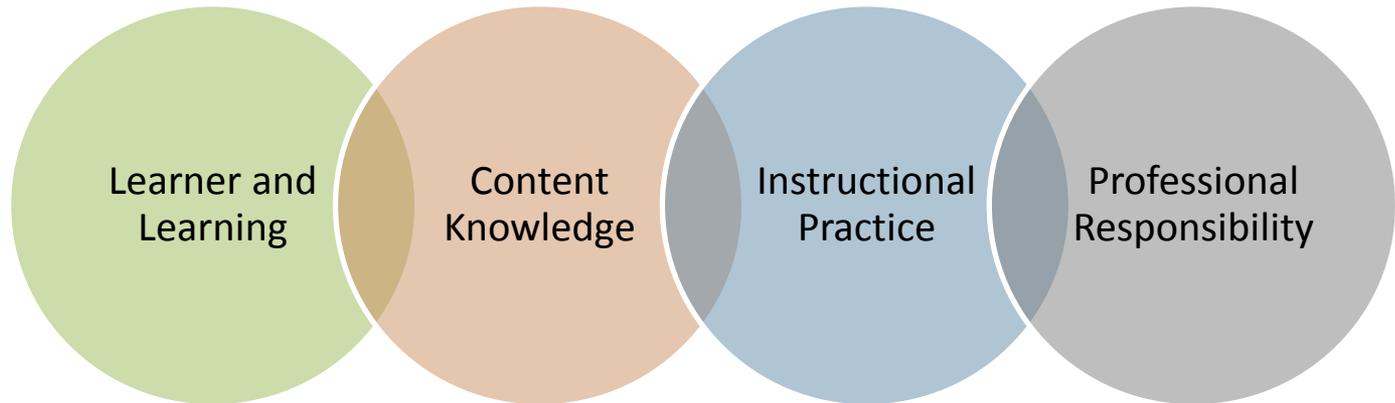
- The effectiveness rating of each educator shall **be based on multiple measures of teaching practice and student outcomes** including using multiple years of data when available.
- The model system is designed to be internally coherent that also **compliments the NH Leader Evaluation System.**
- The educator evaluation system needs to provide information for school principals and/or peer teams to ultimately **make recommendations about each educator's effectiveness.**

Teacher Effectiveness and Evaluation

General Framework

The state model system contains **five major components**:

- four domains of professional practice



- one domain of student performance results

Each of the domains should be weighted relatively equally, although local districts have the discretion to adjust the weighting of the domains to reflect local priorities.

Teacher Effectiveness and Evaluation

General Framework

Each educator evaluation shall include:

- Yearly self-reflection and goal setting
- A professional portfolio documenting key aspects of teacher practice
- Observations of practice by educational leaders and potentially peers
- Student Learning Objectives
- Student Growth Percentiles (if applicable)
- Shared attribution of at least part of the SLO and/or SGP results depending upon local theories of action

Additionally, the Task Force recommends exploring the inclusion of measures of student voice and parent opinions in the evaluation of educators.

Teacher Effectiveness and Evaluation

General Framework

Summative evaluation frequency will be tied to educators' length of time teaching and previous evaluation rating, for example:

- Highly effective, experienced teachers will undergo a summative evaluation at least **once every three years**,
- New and/or teachers previously rated ineffective will be **evaluated every year**

All teachers, however, will be expected to receive formative feedback and participate in SLOs and the professional portfolio process each year.

Teacher Effectiveness and Evaluation

Use of Student Performance Results

- All teachers shall be required to document student academic performance each year using **Student Learning Objectives (SLO)**
- Student Growth Percentiles (SGP) will be calculated for teachers in “tested grades and subjects” based on NECAP and eventually Smarter Balanced Assessment Consortium (SBAC) and incorporated into teachers’ evaluations either using a **shared** or **individual** attribution framework.

Teacher Effectiveness and Evaluation

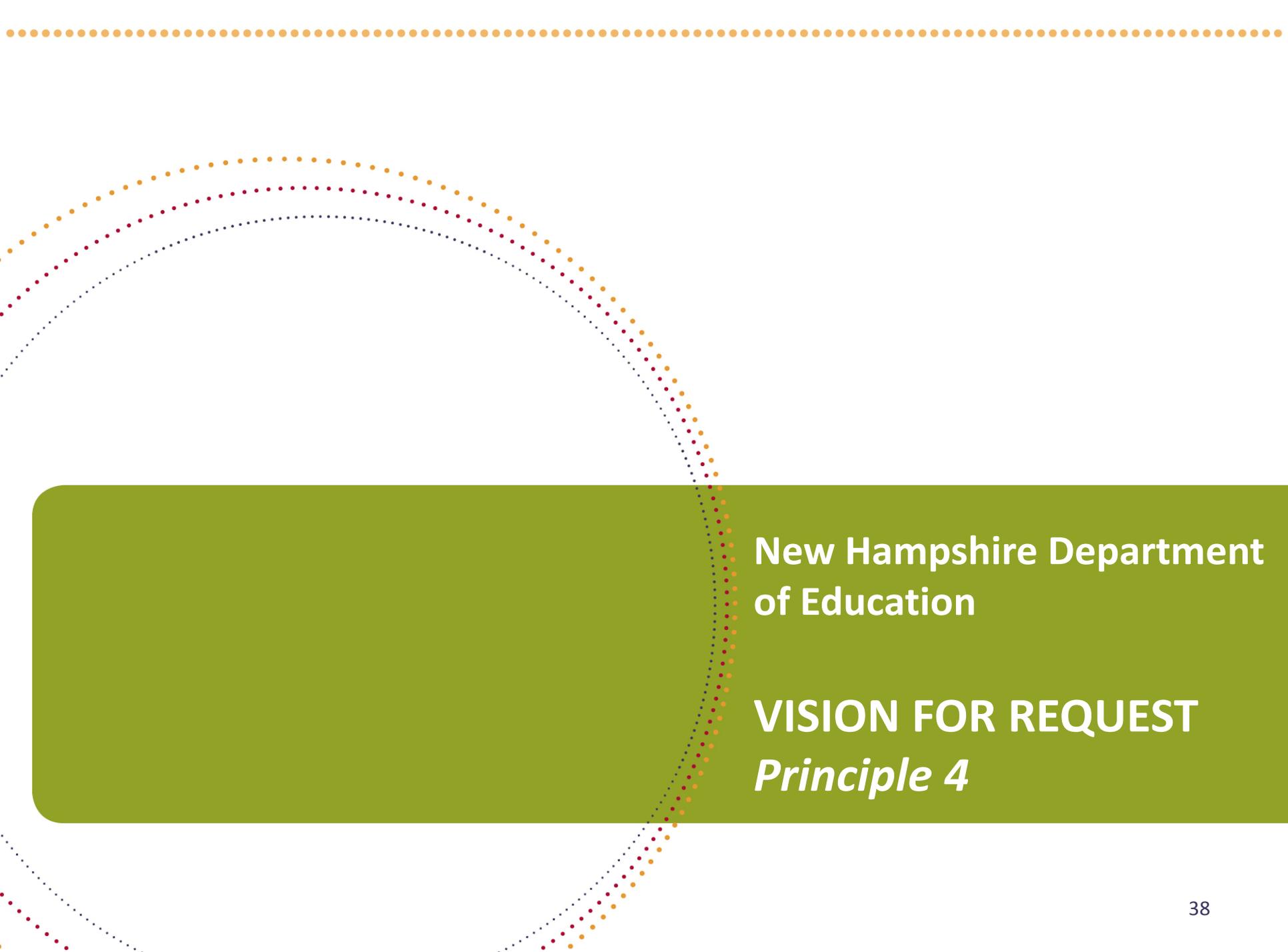
Consequences and Supports

- Teachers with low evaluation ratings will **receive support** in order to improve their teaching performance.
- If the teaching performance, as reflected in the evaluation scores, is low for a second year, the **level of support will be intensified** for at least another year.
- If the teaching performance **has not improved** after two years of progressively more intensive support, the educator's **contract may be non-renewed**.
- **In other words, severe consequences cannot be applied unless multiple tiers of support have been provided.**

Teacher Effectiveness and Evaluation

Implementation

- **2012-2013:** Volunteer districts (pilot) and the School Improvement Grant (SIG) schools (operational)
- **2013-2014:** Volunteer districts from the 2012-2013 and new volunteer districts
- **2014-2015:** All districts will be expected to implement the state model system or locally aligned system

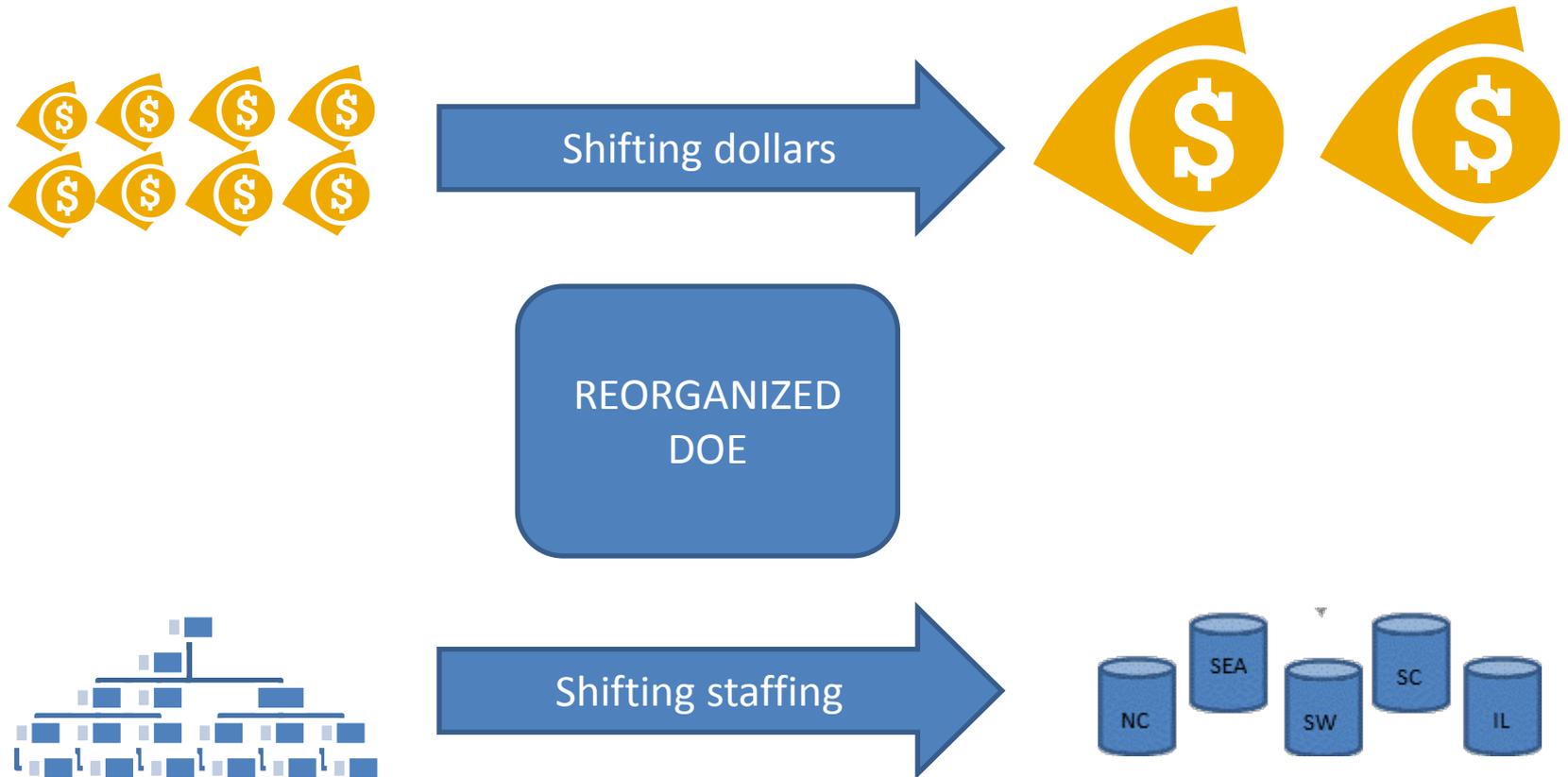


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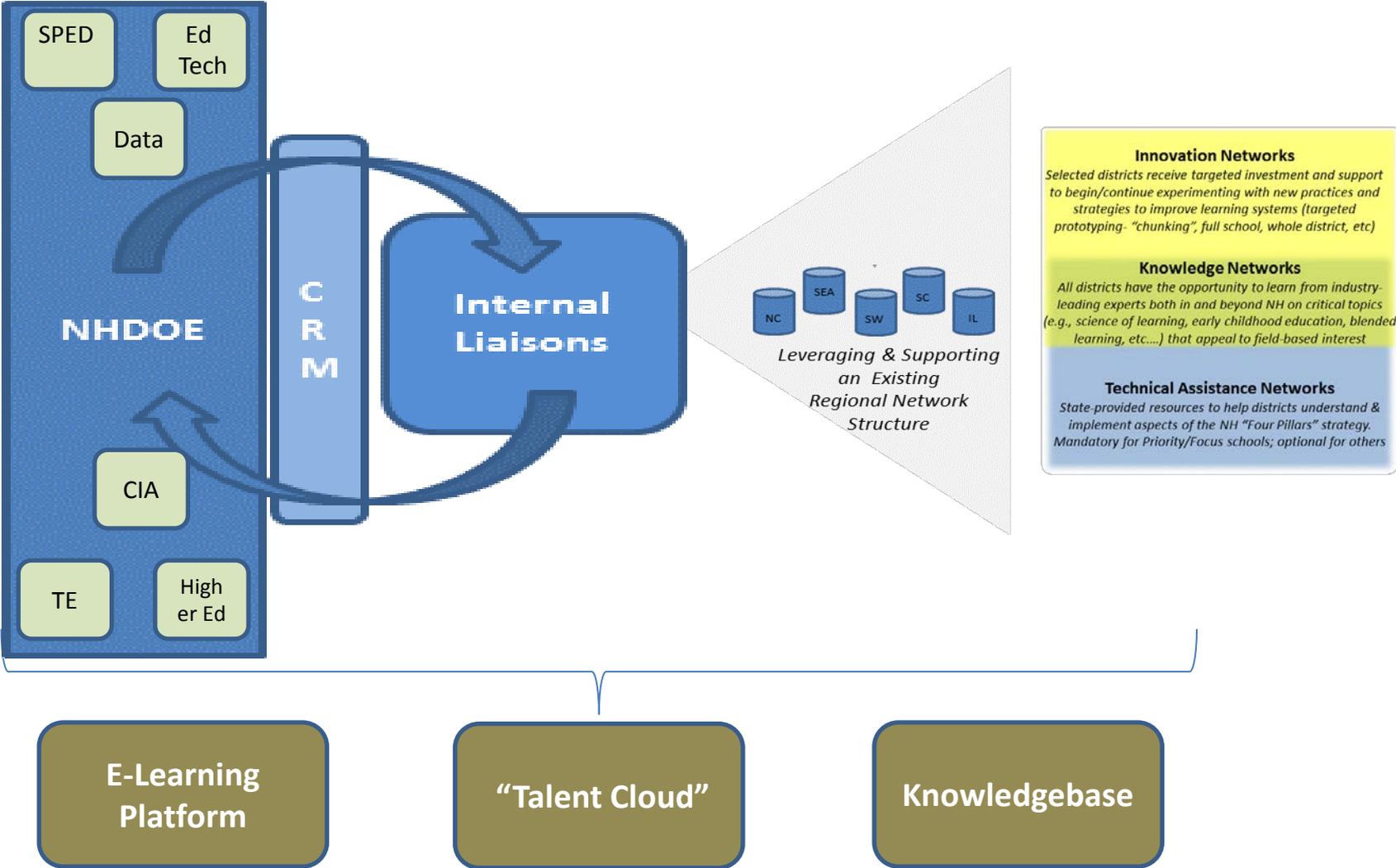
VISION FOR REQUEST
Principle 4

Transforming the State Education Agency

In order to realize this new strategy, the DOE will shift to be more efficient & effective, with regards to \$\$ and staff



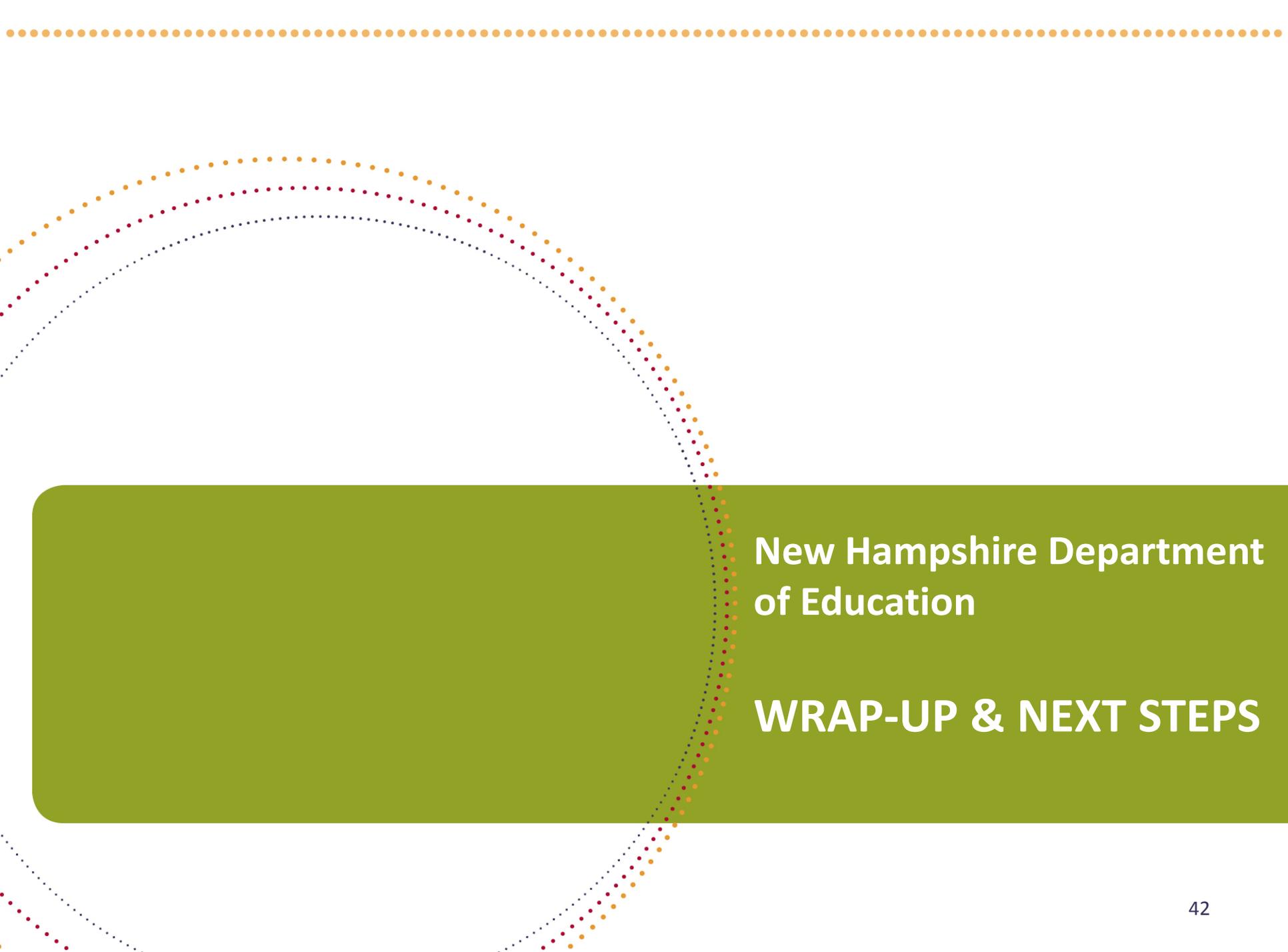
Improving the State Education Agency



Benefits of This Push

All of this work will help accelerate our ability to build a new system to better meet district, school and classroom needs, which in turn removes obstacles and promotes better outcomes for kids

FROM	TOWARD
Compliance	Support
Punishments	Rewards
Hierarchy	Flexible Networks
Test-based Accountability	Professional Responsibility
Standardized	Personalized
Reactive	Proactive
Static	Dynamic
Supply “push”	Demand “pull”



**New Hampshire Department
of Education**

WRAP-UP & NEXT STEPS

Our Summer Strategy: Next Steps

Working Groups

- * *Common Core Standards Implementation*
- * *Assessment Development & AMOs*
- * *Networks of Improvement & Innovation*
- * *Priority and Focus Schools*
- * *Reward Schools*
- * *Principal Effectiveness*
- * *Teacher Effectiveness*



Input

Support

Writing



**Submission
by
September 6**



**New Hampshire Department
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THANK YOU!