



MEETINGS WITH

NH SCHOOL ADMINISTRATORS ASSOCIATION  
REGIONAL GROUPS  
OCTOBER 2013

COMMISSIONER VIRGINIA M. BARRY

# AGENDA

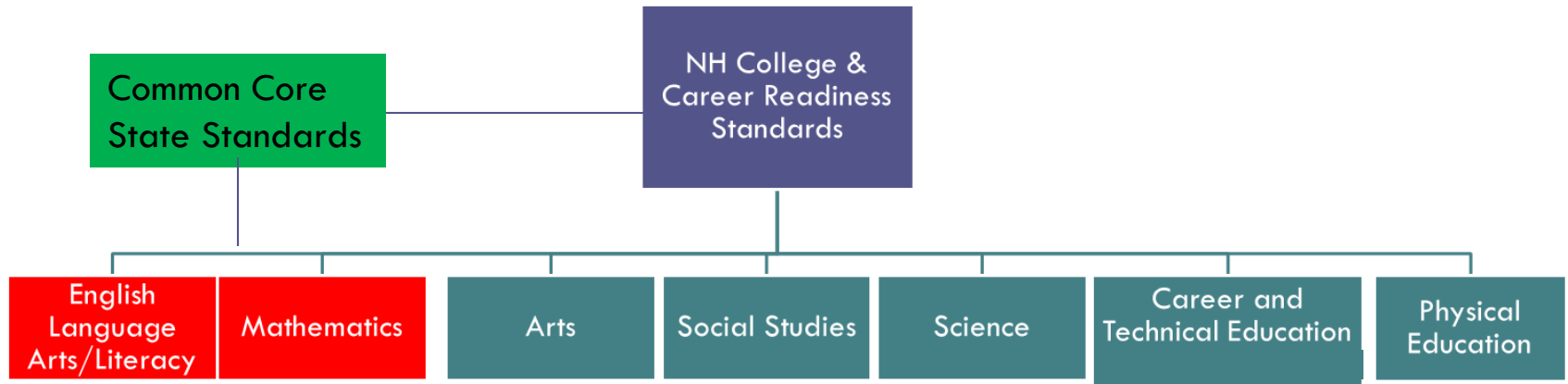
2

- Common Core Implementation Support
- Smarter Balanced Preparation
- Teacher Effectiveness and Evaluation Model
- Principal Effectiveness and Evaluation Model
- ESEA Flexibility Waiver



# New Hampshire College and Career Readiness Standards defined:

3



NH College and Career Readiness Standards are grade level student expectations that have been “adopted” by the State Board of Education to support student success in core academics, career and technical education and other subjects. They are drawn from state and national standards and are meant to guide schools and districts as they set their student expectations, curriculum and instructional practices.

# How Were the Common Core State Standards Approved?

- In July 2010, after six months of review, the NH State Board of Education “adopted” the Common Core State Standards.
- This was based on testimony provided by numerous NH educators and NH educational associations that the Common Core Standards were clearer, more rigorous and fewer than the existing NH Curriculum Frameworks in mathematics and English language arts.
- The Department held over 30 very well attended forums around the state from 2009 to 2011 regarding the new standards, including five with NH higher education faculty and NH K-12 educators to examine their relevance to success in college.

# Were Any Members of the House or Senate Education Committee Involved?

5

- The Department and State Board of Education held an evening session in June, 2010. Invited guests included NH Senators and Representatives then on the Education Committees.
- This session was similar to the one held by NH ASCD at the Centennial Inn on February 6, 2013, where educators shared their work with the standards.

# Some have claimed the Common Core State Standards are federal, referred to as “Obama Standards.”

6

- The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt.
- The nation’s governors and education commissioners – through their representative organizations the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO)– led the development of the Common Core State Standards and continue to lead the initiative.
- Teachers, parents, school administrators and experts from across the country together with state leaders provided input into the development of the standards.

# Some say the Common Core State Standards is not as rigorous as the Massachusetts standards and two years behind the standards of other countries.

7

- Massachusetts worked very closely with the writing teams for the Common Core, as Massachusetts was seen as a benchmark state in the process.
- The Common Core largely reflects the recommendations coming from the Standards and Assessment Team at the Massachusetts Department of Education given their significant input to the process.
- In 2010, Massachusetts adopted the Common Core, so they ARE the Massachusetts standards for mathematics and English language arts.
- Critics have urged that mathematics requirements be placed at a level to include Algebra II, Trigonometry and Pre-Calculus for all students. NH agrees that students who are interested in STEM related college programs and careers should pursue academics to meet these needs. This is indicated in the draft revision of the NH School Approval Standards.
- A recent national analysis of community college programs (including NH) indicated that depth of knowledge of basic math is more crucial to success than upper-level math. Again, when setting standards for all students, we agree with this perspective.

There are claims that the Common Core State Standards take local control of curriculum and instruction out of the classroom.

- The Common Core was specifically developed as a grade-by-grade guide of expectations for student learning in English language arts (reading, writing and speaking) and mathematics.
- It expressly does NOT include curriculum or instructional methods.
- Some critics (Sandra Stotsky, for one) wanted to include curriculum requirements in the form of required reading lists in the ELA Standards.
  - ▣ The writing committee rejected these recommendations so as not to cross the line into curriculum.
- The Common Core can be taught by direct classroom instruction or through more personalized means, such as on-line or blended learning, or competency based learning methods.



# Some say the Common Core was created by non-educators and thus not relevant for the classroom.

- Teachers have been a critical voice in the development of the standards. The Common Core State Standards drafting process relied on teachers and standards experts from across the country.
- Dr. David Pook, a 20 year veteran teacher now at the Derryfield School in Manchester, served on the writing team for the English language arts standards, for example.
- The National Education Association (NEA), American Federation of Teachers (AFT), National Council of Teachers of Mathematics (NCTM), and National Council of Teachers of English (NCTE), including the NH Chapters of these associations, were among the other organizations who were instrumental in bringing together teachers to provide specific, constructive feedback on the standards.

# Intentional Design Limitations

## What the Common Core State Standards do NOT define:

- ❑ How teachers should teach
- ❑ All that can or should be taught
- ❑ The nature of advanced work beyond the core standards
- ❑ Standards in other content areas (science, social studies, art, etc...)
- ❑ The interventions needed for students well below grade level
- ❑ The full range of support for English language learners and students with special needs
- ❑ Everything needed to be college- and career-ready

# Cost of Implementation

- The Fordham Foundation (“**Putting a Price Tag on the Common Core,**” **May, 2012**) projects that NH will experience \$8.9 in additional costs for implementation.
- This does not take into account the regularly planned updates spent by NH districts in materials, professional development and educational technology related to curriculum and assessment.
- NH schools receive \$15 million in federal Title IIA professional development monies and \$39.235 million in Title I funds, totaling \$54.235 million in federal funds annually.
- Currently, the state spends approximately \$7.3 million for state assessment (from state and federal sources).
- To help defray local costs, the NHDOE has provided training and technical assistance to schools and districts through SERESC and the North Country Educational Services on an as-needed basis, and has also created the NH NETWORK, an on-line and blended professional learning site addressing Common Core and assessment implementation.
- We are surveying Educational technology costs currently with the districts and will update these figures as we receive more information.

# Technology Requirements Responsive to School Needs

12

- There is an online “Readiness Tool.”
  - ▣ Schools and districts can evaluate technology readiness.
  
- Standards have been established for new and existing hardware.
  
- Summary reports will be available for schools, districts and states.
  
- Schools do NOT need one-to-one computers.
  - ▣ Technology standards have been established to maximize access to online testing.
  
- Pencil-and-paper option available for three-year transition period; however, districts are strongly encouraged to use the online, adaptive assessment.

# Common Core and STEM

- The Common Core State Standards support STEM related careers in three direct ways:
  - It raises standards of expectations for mathematics performance, (“M” in STEM)
  - It increases emphasis on reading and writing non-fiction skills needed for successful STEM course success.
  - The English language arts standards provide guidance for higher standards in other content areas like science, engineering and technology.
  
- Common Core and STEM Courses:
  - Mathematics is a STEM course and the CCSS standards provide more clear and rigorous standards for mathematics.
  - The NH School Approval Standards continue to require STEM courses be offered by schools and does not reduce any of these requirements for HS graduation.

# Smarter Balanced Assessment Consortium

14

- **GOVERNANCE:** A state-led consortium with equal representation across member states
- **ECONOMIES OF SCALE:** High-quality assessments beyond what any single state can afford
- **APPLES-to-APPLES:** Equivalent levels of rigor across all member states
- **STATE FLEXIBILITY:** Different packages of “core” and “optional” services available to meet state needs

# Smarter Balanced Assessment Consortium

15

- Align to NH's standards in mathematics and English language arts/literacy
- Use common cut scores across the Consortium
- Provide achievement and growth information
- Tests that are valid, reliable, and fair for all students (except those with “significant cognitive disabilities”)
- Focus on ensuring the assessments are designed to meet the needs of special student populations
  - ▣ As part of the development of accessibility and accommodations policies, the Consortium commissioned research on best practices for assessing English language learners and students with disabilities.
- Use online technologies
- Be operational in the 2014-15 school year – replaced NECAP for mathematics and reading (the only statewide assessment)

# Some say there are privacy concerns, particularly with the national assessment consortium, Smarter Balanced.

16

- The Smarter Balanced Assessment Consortium's *Privacy of Student Records Policy* affirms that member states control the data that the Consortium collects; and the Consortium will use industry best practices to ensure data are secure when the data are transmitted and stored.
- NH is governed closely by strict state laws regarding standards and assessments, as developed by State Representative Neal Kurk, a long-standing privacy advocate, and the NH Department of Education.
- Student level performance data is only seen by individuals at local school and district level, by the testing company scoring student performance (currently Measured Progress of Dover, NH) and by a select few employees of the NH Department of Education who directly handle student data and are charged with its accuracy.
  - They sign a strict anti-disclosure agreement as a condition of employment. The legislature (including Representative Kurk) has monitored this process.
- Students are given a unique student identifier number at the local school so that data and reports do NOT carry specific identifiable information.
- Aggregate (not student specific or identifiable) data reports regarding student performance are available on the Department's website.



# Educator Evaluations

- The state models are ONLY required in Title I schools.
- For Title I schools, full implementation of an evaluation system using the state model guidelines and frameworks must be completed on or before the 2015-2016 (used to make personnel decisions on or before 2016-2017). Progress towards developing and/or piloting the evaluation system must be evident and documented during the 2014-15 school year.
- Twenty percent (20%) of an educator evaluation in Title I schools must be based student growth using multiple student indicators, not just one test score.

# CONTACT INFORMATION:

603-271-3494

NH DEPARTMENT OF EDUCATION WEBSITE:

[HTTP://WWW.EDUCATION.NH.GOV/](http://www.education.nh.gov/)