Innovative Assessment and Accountability Systems that Support Continuous Improvement under ESSA: Practical Considerations and Early Research

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Setting the Context

- ESSA allows up to 7 states (or groups of states) to apply for flexibility under Section 1204: Innovative Assessment and Accountability Demonstration Authority.
- Broadly, this authority allows states to pilot an innovative assessment system in a subset of schools for up to seven years, as the state scales the system statewide.

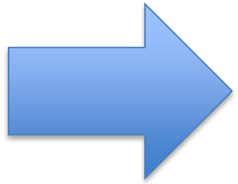
ESSA
Every Student Succeeds Act

Section 1204

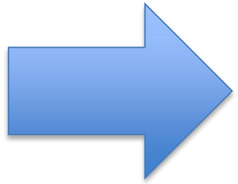
- The application was due at the beginning of April 2018 and only three states applied in this first round: New Hampshire, Louisiana, and Puerto Rico.
- Other states were interested in applying, but decided not to apply for many reasons, including the regulations are not necessarily very flexible.

(b) Innovative assessment system. A demonstration that the innovative assessment system does or will--

(1) Meet the requirements of section 1111(b)(2)(B) of the Act, except that an innovative assessment--



(i) Need not be the same assessment administered to all public elementary and secondary school students in the State during the demonstration authority period described in 34 CFR 200.104(b)(2) or extension period described in 34 CFR 200.108 and prior to statewide use consistent with 34 CFR 200.107, if the innovative assessment system will be administered initially to all students in participating schools within a participating LEA, provided that the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered to all students in any non-participating LEA or any non-participating school within a participating LEA; and



(ii) Need not be administered annually in each of grades 3-8 and at least once in grades 9-12 in the case of reading/language arts and mathematics assessments, and at least once in grades 3-5, 6-9, and 10-12 in the case of science assessments, so long as the statewide academic assessments under 34 CFR 200.2(a)(1) and section 1111(b)(2) of the Act are administered in any required grade and subject under 34 CFR 200.5(a)(1) in which the SEA does not choose to implement an innovative assessment;

Some Reasons Why States Chose Not to Apply in IADA Round 1

- Didn't think they were ready yet (issues around building capacity for this work, especially in large states).
- Believed the state could continue innovative assessment design process without yet touching accountability realm.
- Concerns about scaling the innovative system statewide in seven years with no funding provided by the federal government.
- Concerns about ensuring comparability between the results of two state assessment systems.
- Other reasons…

Purpose of this Symposia

- The purpose of this symposia is to discuss practical considerations related to the design and implementation of innovative assessment and accountability systems, as well as early research about effects of such systems on student achievement outcomes.

Symposia Overview

- **Presentation #1:** Effects of NH's PACE Pilot on Student Achievement Outcomes (2014-2017) – Carla Evans
- **Presentation #2:** MA Consortium of Innovative Education Assessment (MCIEA): Building a New Model of School Accountability – Andresse St. Rose
- **Discussant Remarks:** Paul Leather
- **Q &A/Discussion**

Presentation #1:

Effects of New Hampshire's Performance Assessment of Competency Education (PACE) Pilot on Student Achievement Outcomes (2014-2017)

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Study Purpose

- To examine the effects of a pilot program that utilizes performance-based assessments to make determinations of student proficiency in a school accountability context.
- New Hampshire's Performance Assessment of Competency Education (PACE) pilot was officially approved by the U.S. Department of Education in March 2015 and currently operates under a first-in-the-nation waiver from federal statutory requirements related to state annual achievement testing.
  - PACE is now in its fourth year of implementation (2014-15 to 2017-18)—this study examines the first three years.

Grade	English Language Arts	Mathematics
3	Statewide achievement test	Local and common performance assessments
4	Local and common performance assessments	Statewide achievement test
5	Local and common performance assessments	Local and common performance assessments
6	Local and common performance assessments	Local and common performance assessments
7	Local and common performance assessments	Local and common performance assessments
8	Statewide achievement test	Statewide achievement test
9	Local and common performance assessments	Local and common performance assessments
10	Local and common performance assessments	Local and common performance assessments
11	Statewide achievement test	Statewide achievement test

The PACE Pilot scales each year:

Four school districts self-selected into the PACE Pilot in **Year 1 (2014-15)**, another four districts joined in **Year 2 (2015-16)**, and one more district joined in **Year 3 (2016-17)**

What is the NH PACE Pilot?

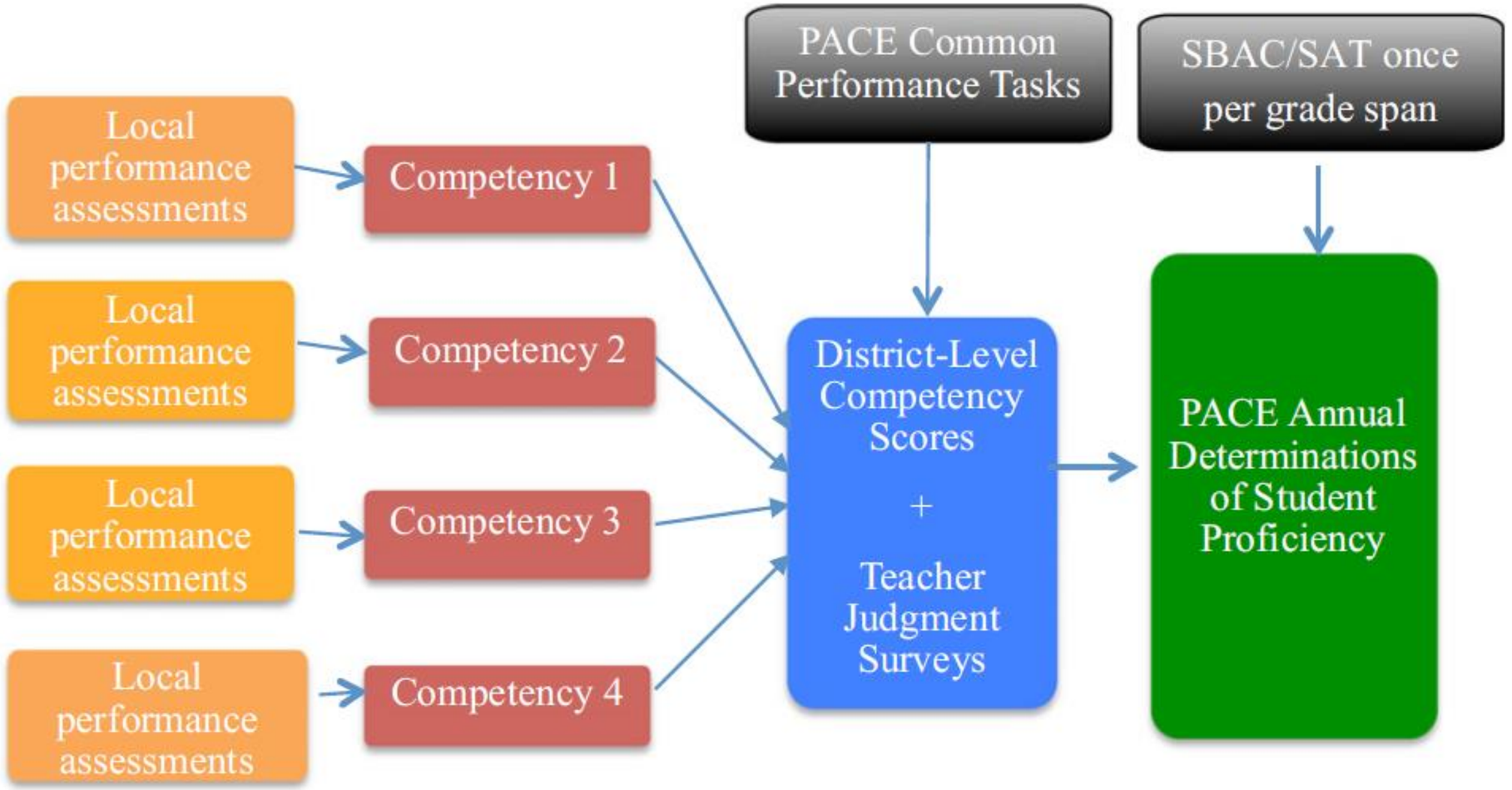


FIGURE 1. NH PACE pilot annual determination graphic. [Color figure can be viewed at wileyonlinelibrary.com]

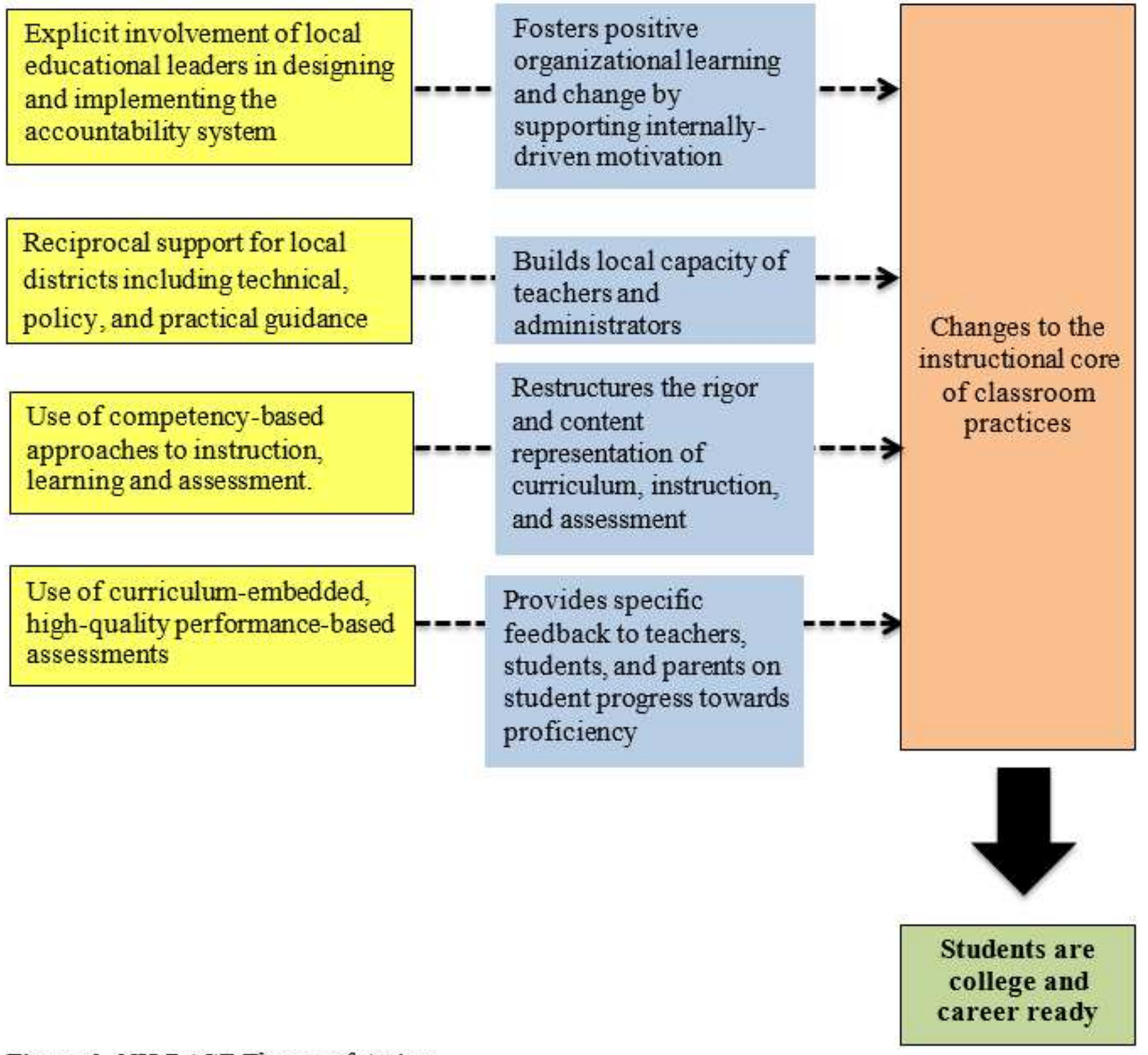


Figure 1. NH PACE Theory of Action

Research Questions

1. What is the average effect of the PACE pilot on Grade 8 and 11 student achievement in mathematics and English language arts in the first three years?
2. To what extent do effects vary for certain subgroups of students?
3. To what extent does the number of years a district has implemented the PACE pilot affect student achievement outcomes? (i.e., dosage effects)

Study Design

- **Sample Selection Process**
  - All NH public school students in Grades 8 and 11 during the first three years of the PACE pilot (2014-15 to 2016-17) that also have prior achievement test results and student background/demographic information available (N= ~36,000 students/grade and subject area).
  - Cross-sectional, not longitudinal (different students analyzed across years).

Making Appropriate Comparisons

- Gold standard of all research is random selection from the population and then random assignment into treatment with control; that is not possible in almost all research.
- PACE districts self-select into the pilot→selection bias
- How did I account for pre-existing differences between PACE and non-PACE districts?
  - Propensity score weighting tries to mimic random assignment so we can accurately compare PACE vs. non-PACE student performance. It is still not random assignment, but it as close as we can get.

District Characteristics of Groups are Roughly Equivalent Prior to Analyses

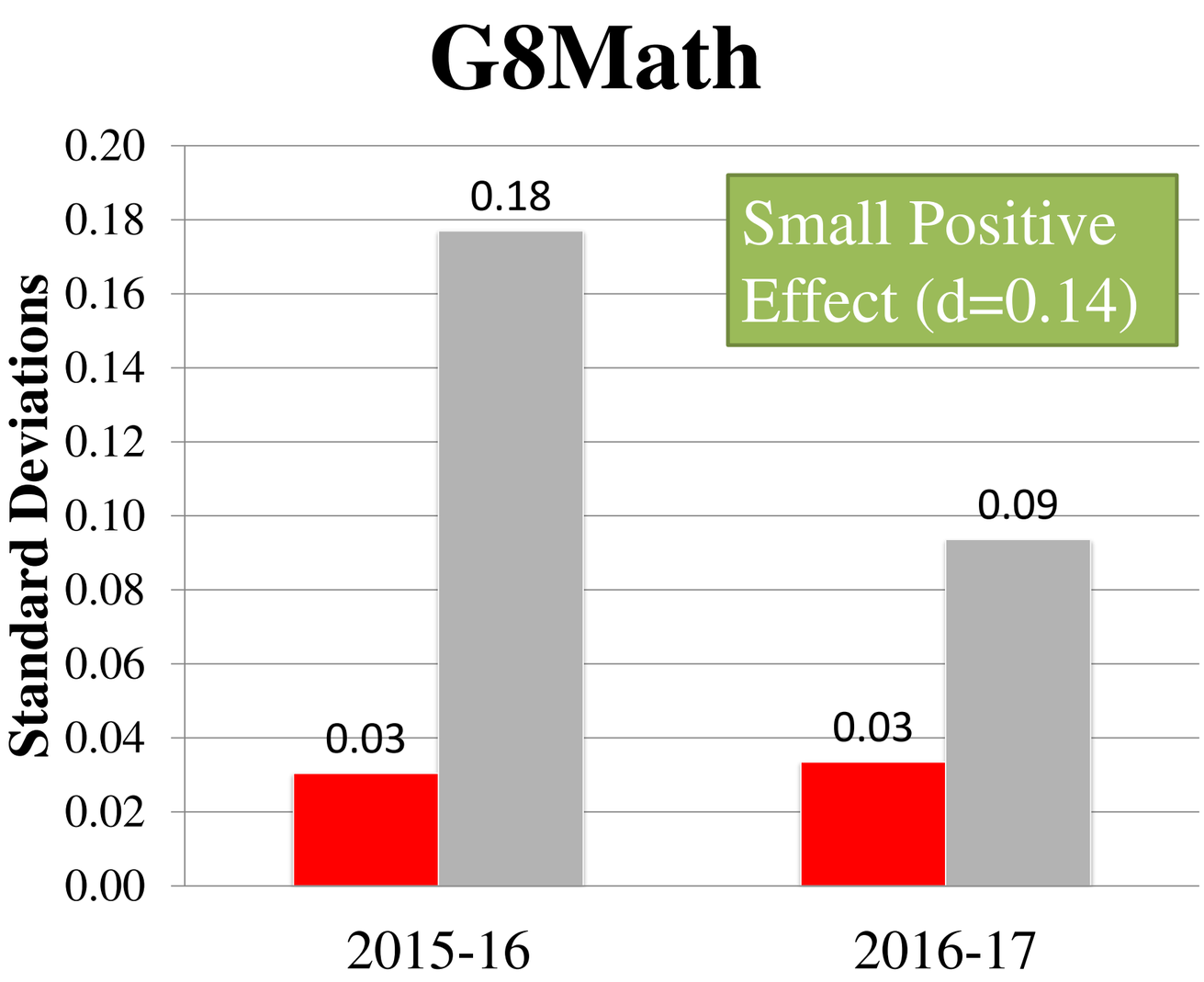
Results are descriptive, not causal

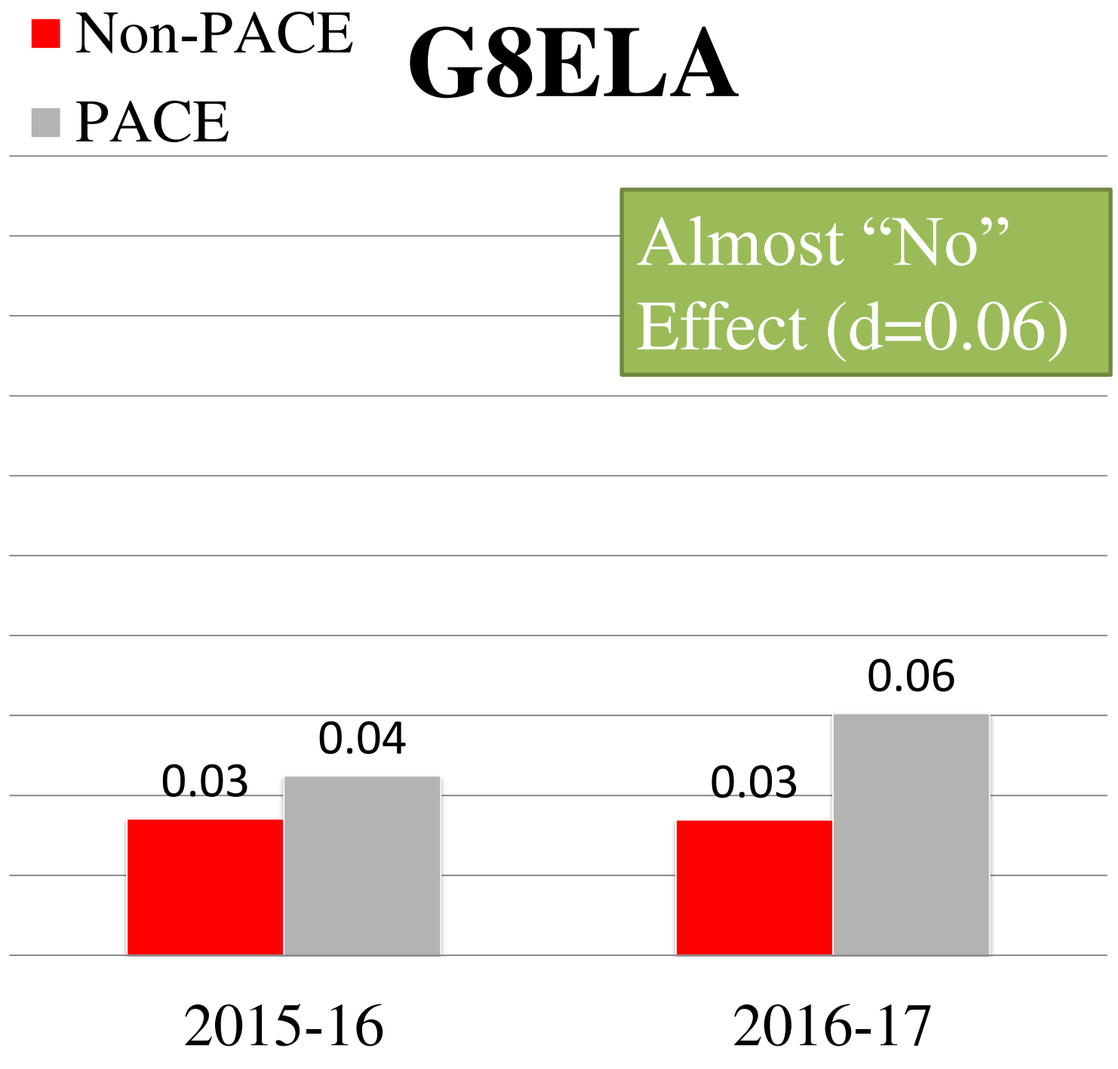
	Gr 8						Gr 11					
	IEP	FRL	LEP	Non White	Math Prof	ELA Prof	IEP	FRL	LEP	Non White	Math Prof	ELA Prof
Non-PACE	15%	27%	2%	11%	66%	77%	18%	17%	6%	10%	62%	79%
PACE	14%	29%	2%	9%	66%	77%	20%	17%	7%	9%	58%	77%

Analytic Approach

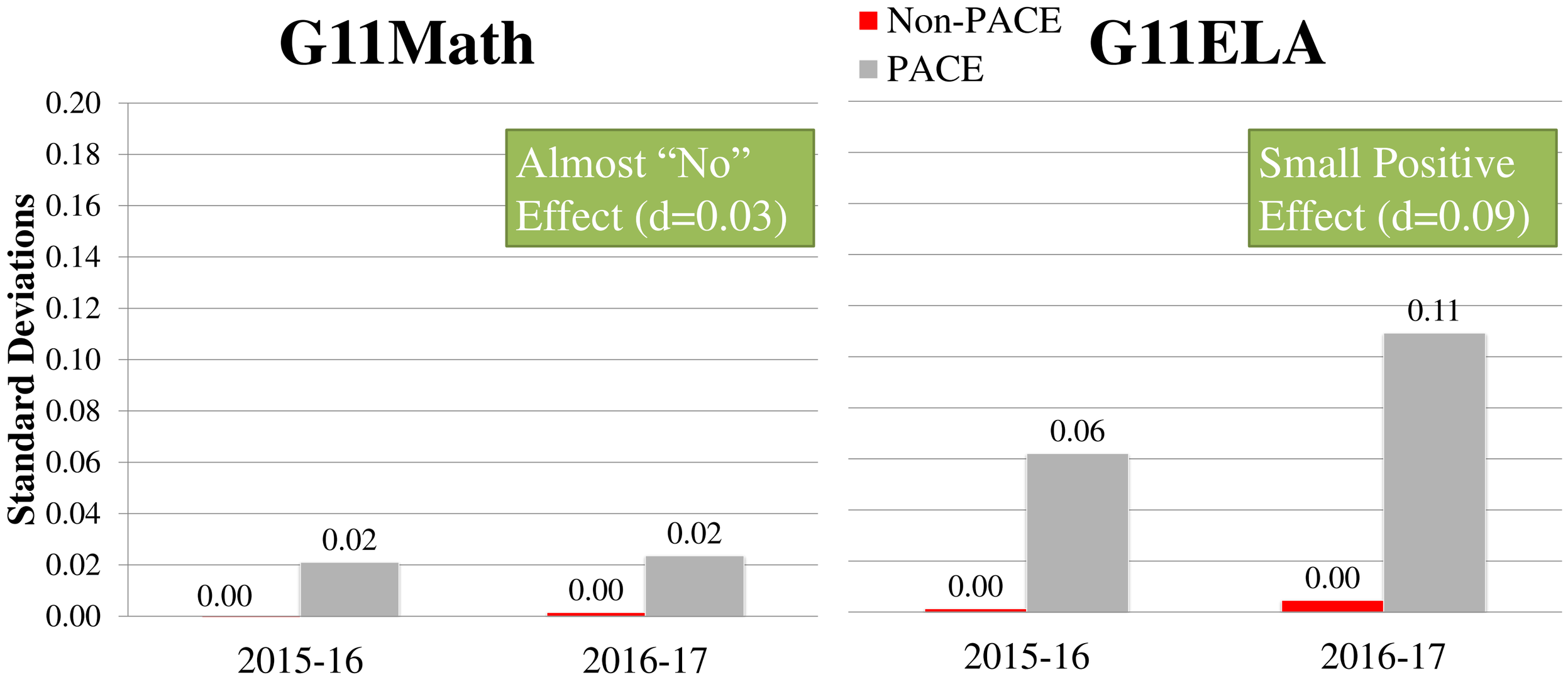
- **RQ#1:** Since students are nested within schools, I used multilevel modeling to estimate the average treatment effects of the PACE pilot on Grade 8 and 11 math and ELA achievement.
- **RQ#2:** I then examined cross-level interactions between the treatment variables and student-level characteristics (prior achievement, gender, IEP status, socioeconomic status) in order to see if effects varied for certain subgroups.
- **RQ#3:** Dosage effects were also examined (one, two or three years).

RQ#1: Grade 8 Average Effects





RQ#1: Grade 11 Average Effects



Quick Summary of RQ#1 Findings

- Findings suggest that there were small positive effects of the PACE pilot in all examined grades and subjects – range in magnitude from about 3% to 14% of a standard deviation.
- There does not appear to be a consistent pattern of effects in one subject area as effects vary by grade.

RQ#2: Subgroup Analysis

Student Subgroup	Differential Effects
Lower Prior Achievement	Positive
Male	Negative
Students with Disabilities	Positive/Negative
Free-and-reduced price lunch	Positive/Negative

Caution: Share of students falling into these categories was small.

Implications

- Findings could be used to provide assurance to key stakeholders that PACE students are "not harmed" as a result of participating in the PACE pilot and provided an equitable opportunity to learn the content standards→political coverage for other states interested in applying in future IADA Rounds?
- Provides early evidence that learning gains exhibited by students resulting from this large-scale performance assessment program may be transferring or carrying over to a very different assessment of student proficiency—the state achievement. If true, signals that deeper learning has taken place.
- These are early effects and this study has limitations. It is important to continue to study effects over time and with other outcomes as well.

NH PACE Practical Considerations Re:1204 Application

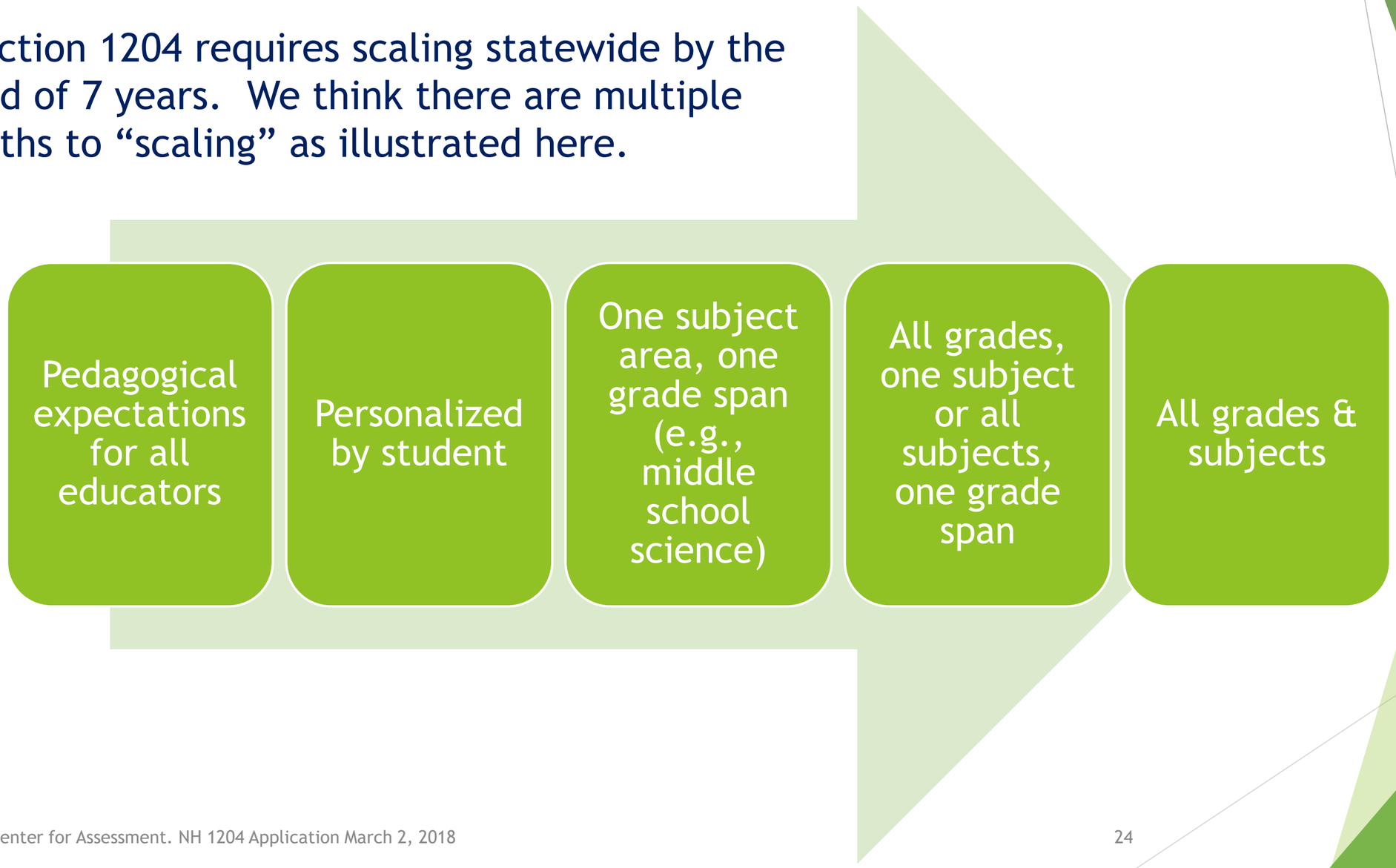
- **Leadership changes/political will**
- **Funding**: state education funding (no income or property taxes) and role of NHLI
- **Building LEA capacity around assessment literacy at scale**
- **Data collection demands** – LEA leadership support, capacity (small districts vs. large districts), and "fatigue" over time
- **Technology-related issues** – no product out there that meets our needs; we are now working with Motivis to design a custom-made solution
- **Scaling issues in a local control state**

NH PACE Technology Wish List

1. Collaborative synchronous and asynchronous performance assessment development;
2. Searchable warehousing of performance tasks along with accompanying administration documentation;
3. Distributed double-blind scoring for the purposes of calibration and monitoring inter-rater reliability;
4. Secure uploading, storage and sharing of student portfolios of work; and
5. Data capturing system that works seamlessly with a diverse set of district student information systems to transfer student-level task scores, competency scores, and teacher judgment scores.

NH PACE Proposed Strategy for Scaling

Section 1204 requires scaling statewide by the end of 7 years. We think there are multiple paths to "scaling" as illustrated here.



Presentation #2:

Massachusetts Consortium of Innovative Education Assessment (MCIEA): Building a New Model of School Accountability

Andresse St. Rose, Ed.D.

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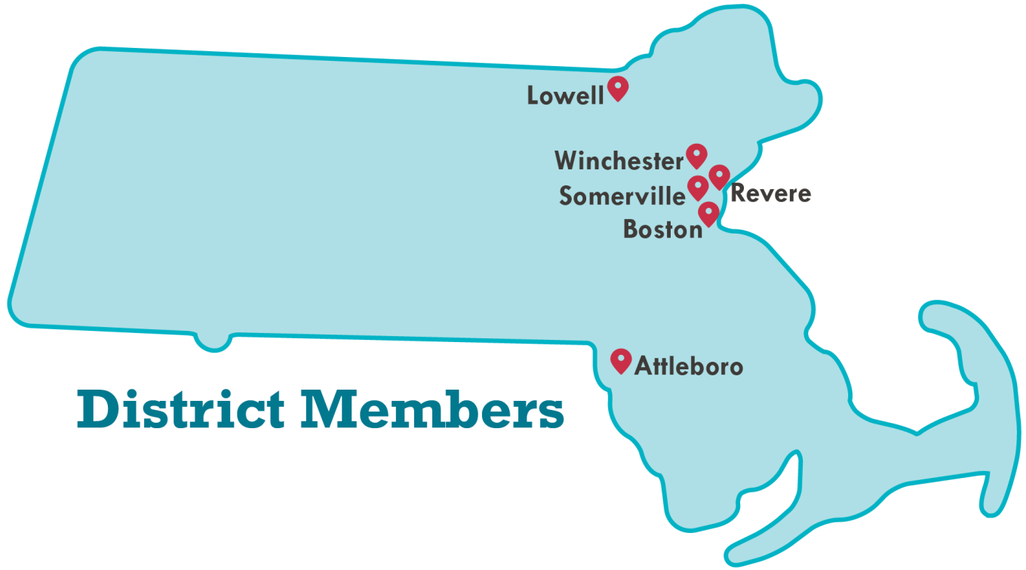
Where is MCIEA?

MCIEA is a partnership of public school districts and their local teacher unions from ***Attleboro***, ***Boston***, ***Lowell***, ***Revere***, ***Somerville***, and ***Winchester***. MCIEA is partnering with the Center for Collaborative Education and the University of Massachusetts, Lowell.



Approximately
1 in 10 students
in the state is in
an MCIEA school

What is MCIEA?

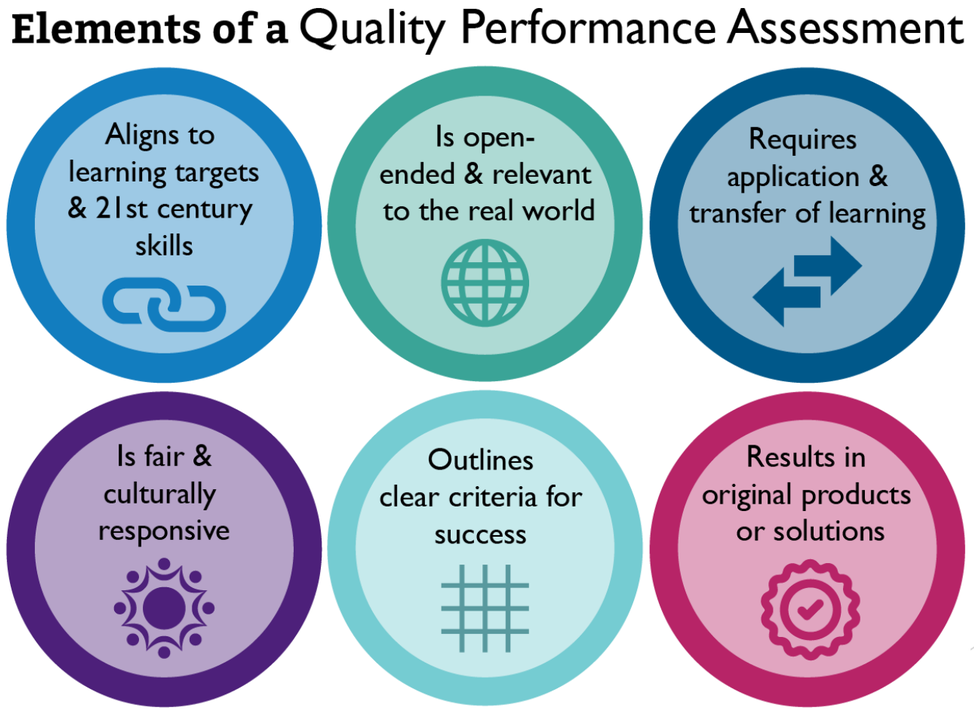
*The **Massachusetts Consortium for Innovative Education Assessment (MCIEA)*** is committed to establishing fair and authentic ways of assessing student learning and school quality that champions students, teachers, and communities. MCIEA seeks to increase achievement for all students and close prevailing achievement gaps among subgroups.

High-stakes Testing:

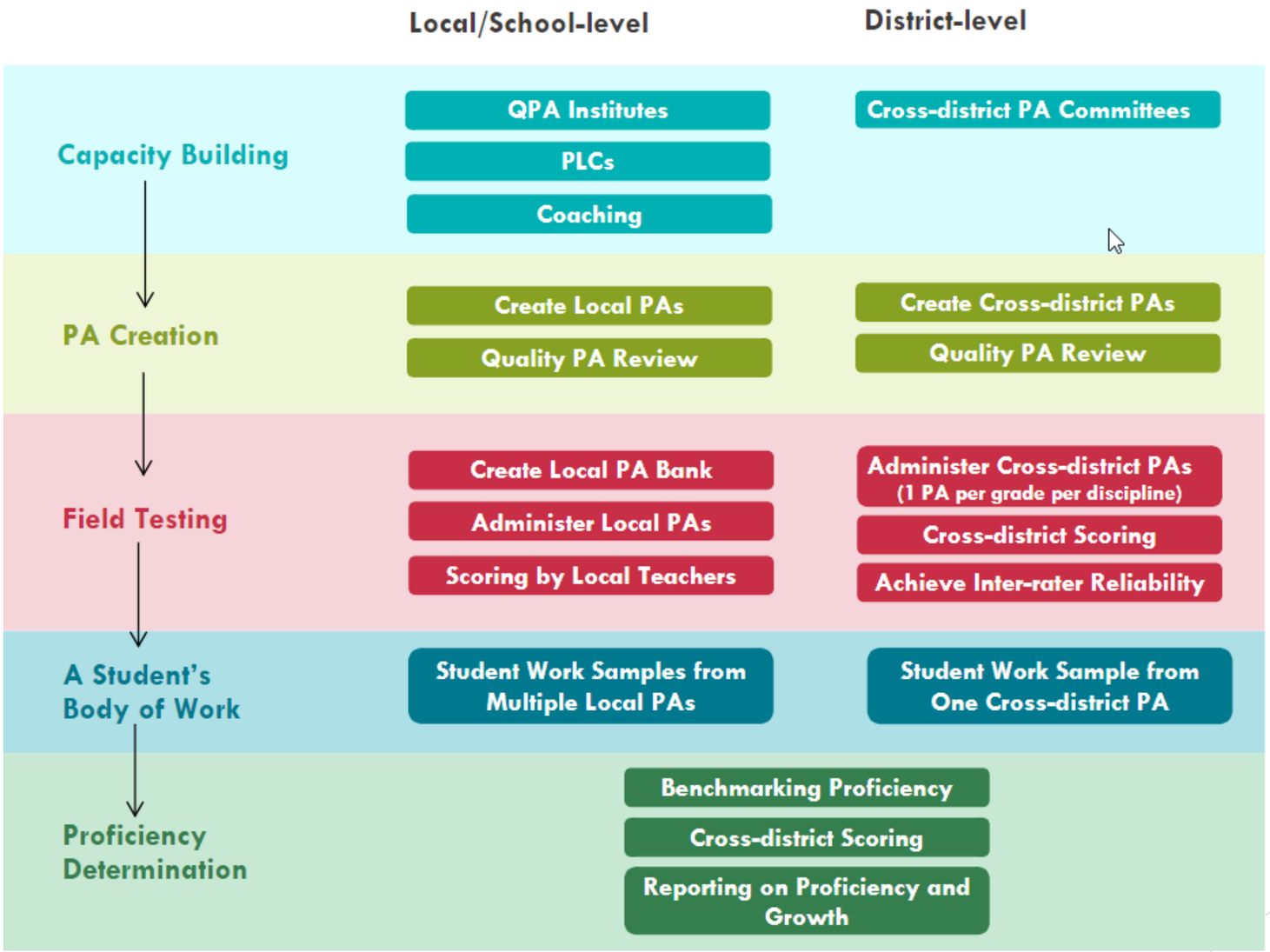
- Narrows the curriculum
- Devalues teachers
- Misinforms the public about school quality

Quality Performance Assessment (QPA)

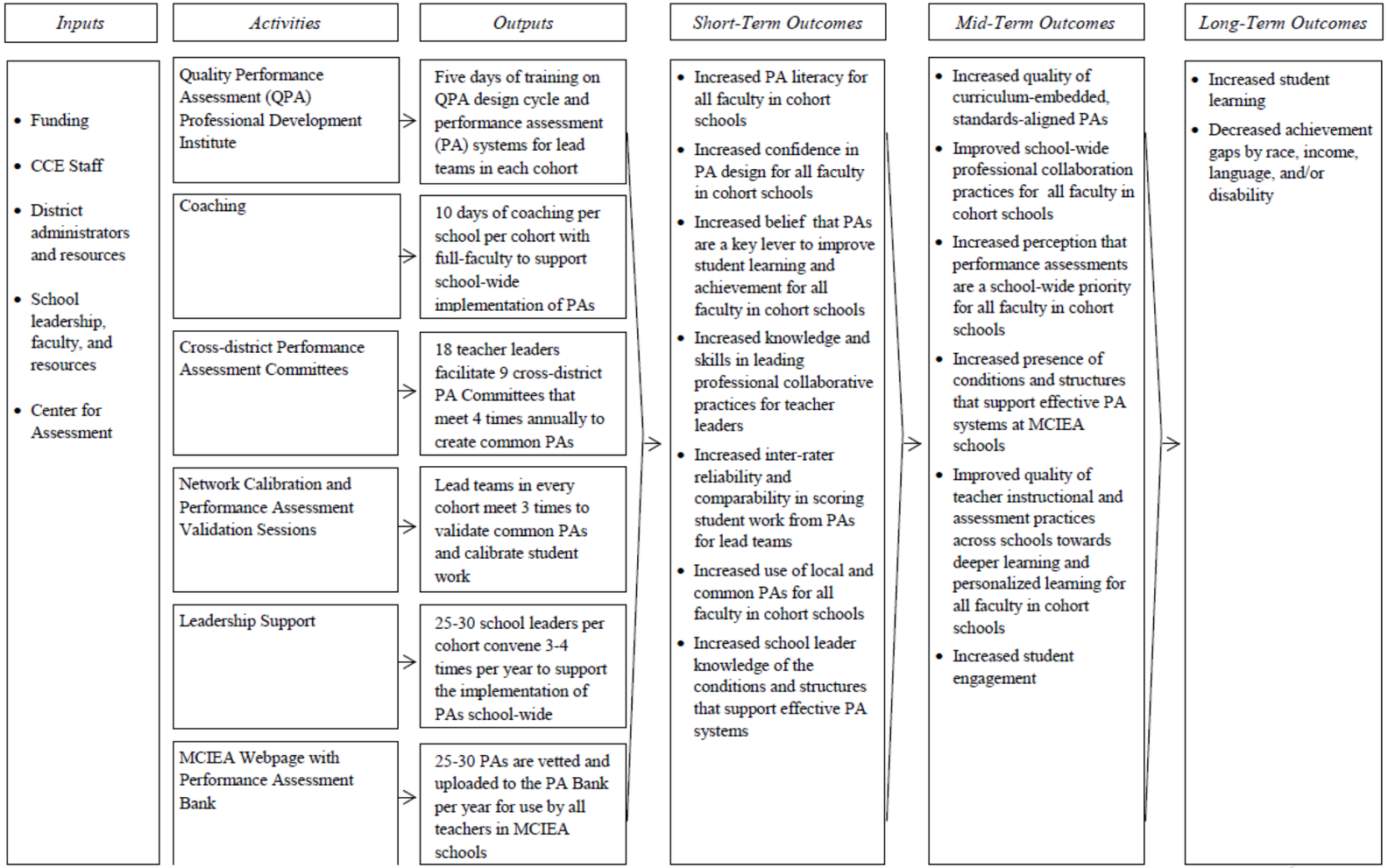
- MCIEA defines “performance assessments” as multi-step, fair assignments with clear criteria, expectations, and processes that enable students to interact with meaningful content and that measure how well a student transfers knowledge and applies complex skills and dispositions to create or refine an original product and/or solution.



Performance Assessments with Technical Quality



MCIEA Logic Model



Evaluation Questions

- How and to what extent does teacher leader performance assessment literacy change after participating in the QPA professional development institute?

- How and to what extent does teacher performance assessment literacy at participating MCIEA school change after participating in professional development provided by teachers leaders?

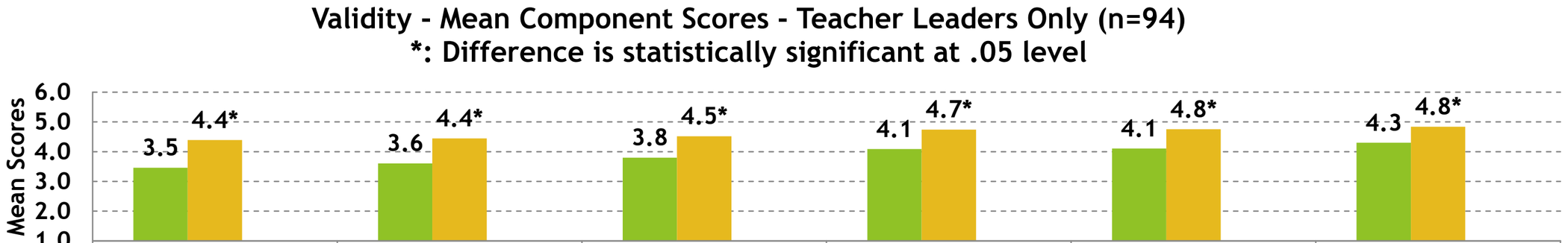
Insights from the Data – Teacher Growth

Growth in Performance Assessment Literacy Scale Components - Teacher Leaders (n=93)
***: Difference is statistically significant at .05 level**

	Validity	Reliability	Data Analysis	Fairness	Student Voice and Choice
Pre	3.9	4.0	4.0	3.4	3.2
Post	4.6	4.2	4.6	4.1	4.1
Growth	0.7	0.3	0.6	0.7	1.0

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Validity (Teacher Leaders)

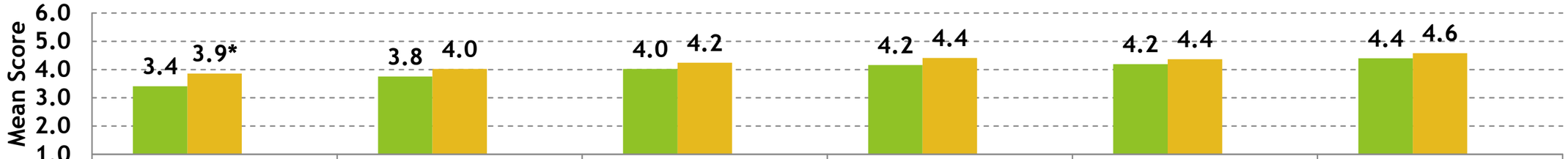


	Create assessments that are aligned to specific habits, skills, and dispositions	Create performance assessments designed to give students the opportunity to demonstrate high levels of cognitive rigor	Design performance assessments that accurately measure student proficiency on MA State standards	Identify student work products that can be used as exemplars for other students	Use backwards design/planning to organize my units and lessons	Create assessments that are clearly aligned to MA State standards
Pre	3.5	3.6	3.8	4.1	4.1	4.3
Post	4.4	4.4	4.5	4.7	4.8	4.8
Growth	0.9	0.8	0.7	0.7	0.6	0.5

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Reliability (Teacher Leaders)

Reliability - Component Mean Scores - Teacher Leaders Only (n=94)
***: Difference is statistically significant at .05 level**

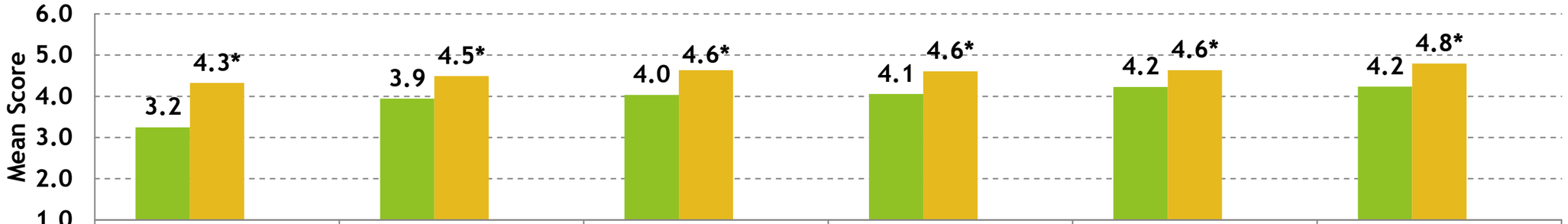


	Create a rubric for use with multiple assessments so students can easily track their progress and growth from one assessment to the next	Create rubrics that have clear criteria and descriptions of student performance at each level	Develop common rubrics with other educators	Calibrate scoring of student work with colleagues using a common rubric	Identify student work samples that can be used as anchors for scoring	Use a rubric to score student work
Pre	3.4	3.8	4.0	4.2	4.2	4.4
Post	3.9	4.0	4.2	4.4	4.4	4.6
Growth	0.5	0.3	0.2	0.3	0.2	0.2

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Data Analysis (Teacher Leaders)

Data Analysis - Mean Component Scores - Teacher Leaders Only (n=93)
***: Difference is statistically significant at .05 level**

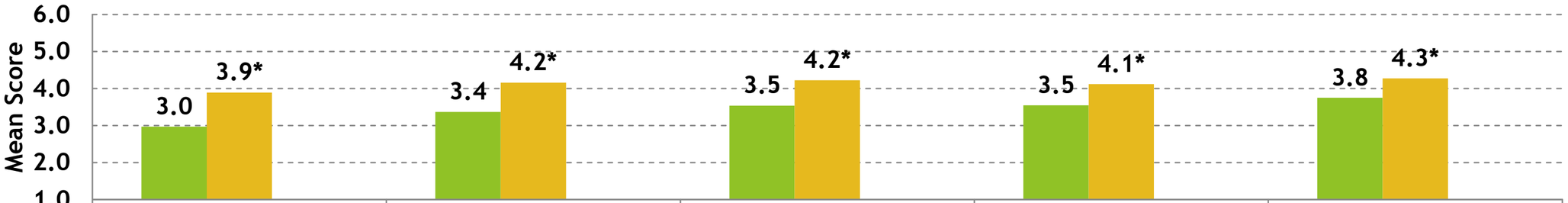


	Create performance assessments that provide actionable feedback about your students' learning	Personalize instruction for individual students based on student assessment data	Analyze and reflect on student assessment data on my own	Adjust instruction for particular groups of students based on student assessment data	Modify instruction for students based on student assessment data	Discuss and interpret student assessment data with colleagues
Pre	3.2	3.9	4.0	4.1	4.2	4.2
Post	4.3	4.5	4.6	4.6	4.6	4.8
Growth	1.1	0.5	0.6	0.6	0.4	0.6

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Fairness (Teacher Leaders)

Fairness - Mean Component Scores - Teacher Leaders Only (n=93)
***: Difference is statistically significant at .05 level**

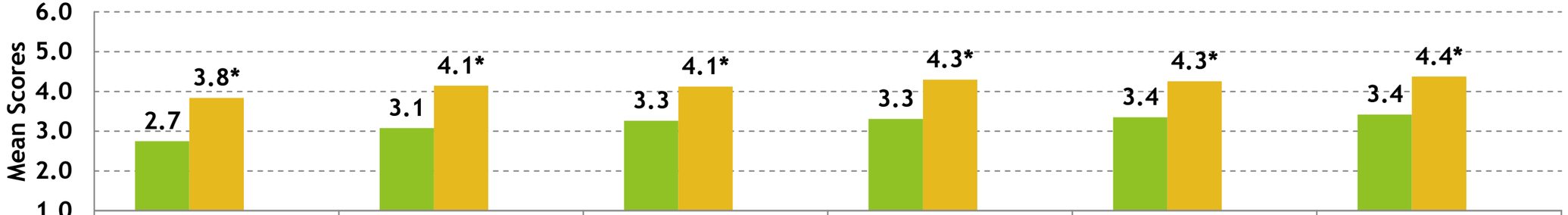


	Develop performance assessments that incorporate content on diverse cultures and traditions	Design performance assessments that provide students with multiple pathways to demonstrate their knowledge	Incorporate accommodations into assessments for English Language Learners	Design assessments that are free of stereotypes about cultural and linguistic groups	Incorporate accommodations into assessments for students with disabilities
Pre	3.0	3.4	3.5	3.5	3.8
Post	3.9	4.2	4.2	4.1	4.3
Growth	0.9	0.8	0.7	0.6	0.5

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Student Voice and Choice (Teacher Leaders)

Student Voice and Choice - Mean Component Scores - Teacher Leaders Only (n=91)
***: Difference is statistically significant at .05 level**

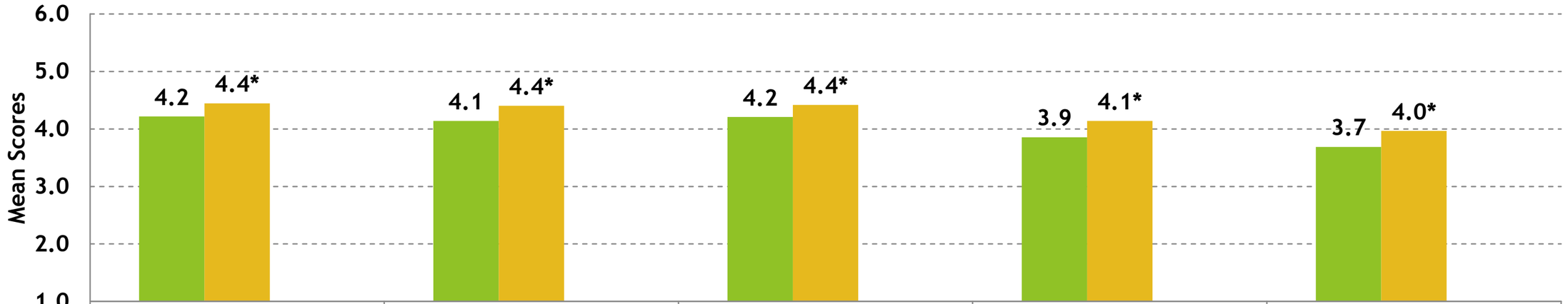


	Create performance assessments that allow students to set their own learning goals	Design performance assessments that provide students with feedback to make decisions about their learning	Design performance assessments that allow students to exercise ownership and decision making	Develop performance assessments that provide students with opportunities to reflect on their learning	Develop assessments that promote an academic growth mindset	Create performance assessments that focus on addressing authentic problems
Pre	2.7	3.1	3.3	3.3	3.4	3.4
Post	3.8	4.1	4.1	4.3	4.3	4.4
Growth	1.1	1.1	0.9	1.0	0.9	1.0

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Performance Assessment Literacy Scale (Non-Teacher Leaders)

Growth in Performance Assessment Literacy Scale Components - Non-Teacher Leaders (n=333)
***: Difference is statistically significant at .05 level**

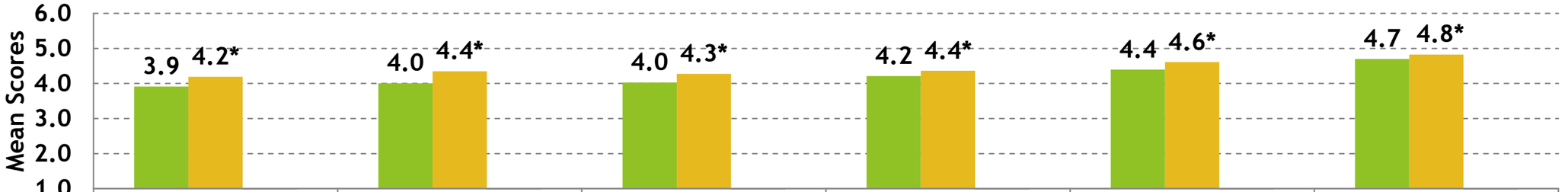


	Validity	Reliability	Data Analysis	Fairness	Student Voice and Choice
Pre	4.2	4.1	4.2	3.9	3.7
Post	4.4	4.4	4.4	4.1	4.0
Growth	0.2	0.3	0.2	0.3	0.3

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Validity (Non-Teacher Leaders)

Validity - Mean Component Scores - Non-Teacher Leaders Only (n=331)
***: Difference is statistically significant at .05 level**

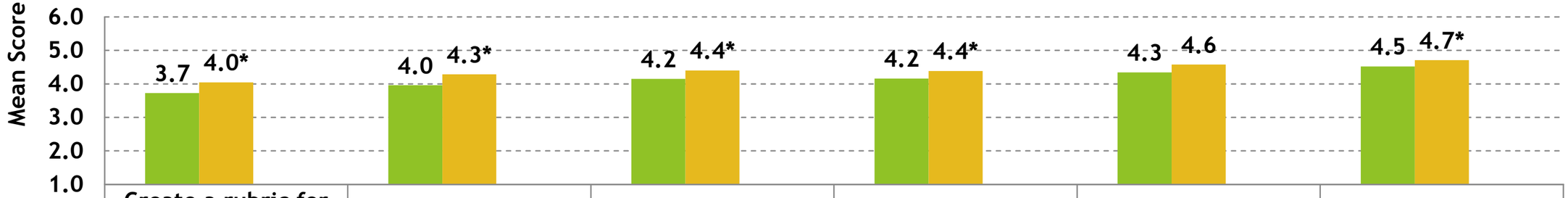


	Create assessments that are aligned to specific habits, skills, and dispositions	Create performance assessments designed to give students the opportunity to demonstrate high levels of cognitive rigor	Design performance assessments that accurately measure student proficiency on MA State standards	Use backwards design/planning to organize my units and lessons	Create assessments that are clearly aligned to MA State standards	Identify student work products that can be used as exemplars for other students
Pre	3.9	4.0	4.0	4.2	4.4	4.7
Post	4.2	4.4	4.3	4.4	4.6	4.8
Growth	0.3	0.3	0.2	0.1	0.2	0.1

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Reliability (Non-Teacher Leaders)

Reliability - Component Mean Scores Non-Teacher Leaders Only (n=321)
***: Difference is statistically significant at .05 level**

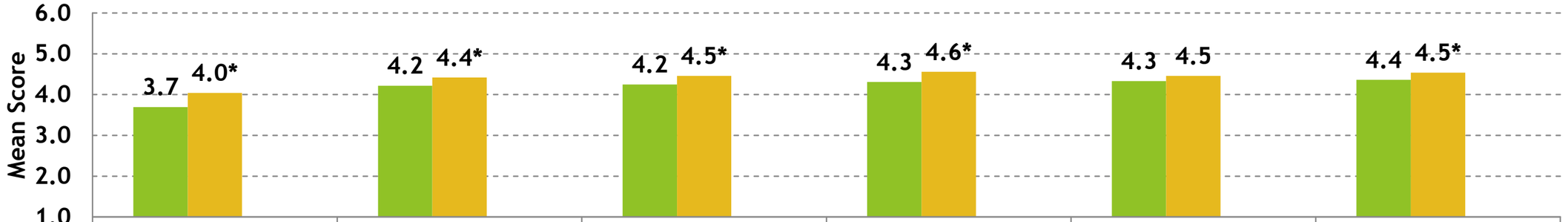


	Create a rubric for use with multiple assessments so students can easily track their progress and growth from one assessment to the next	Create rubrics that have clear criteria and descriptions of student performance at each level	Develop common rubrics with other educators	Calibrate scoring of student work with colleagues using a common rubric	Identify student work samples that can be used as anchors for scoring	Use a rubric to score student work
Pre	3.7	4.0	4.2	4.2	4.3	4.5
Post	4.0	4.3	4.4	4.4	4.6	4.7
Growth	0.3	0.3	0.3	0.2	0.2	0.2

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Data Analysis (Non-Teacher Leaders)

Data Analysis - Mean Component Scores - Non-Teacher Leaders Only (n=317)
***: Difference is statistically significant at .05 level**

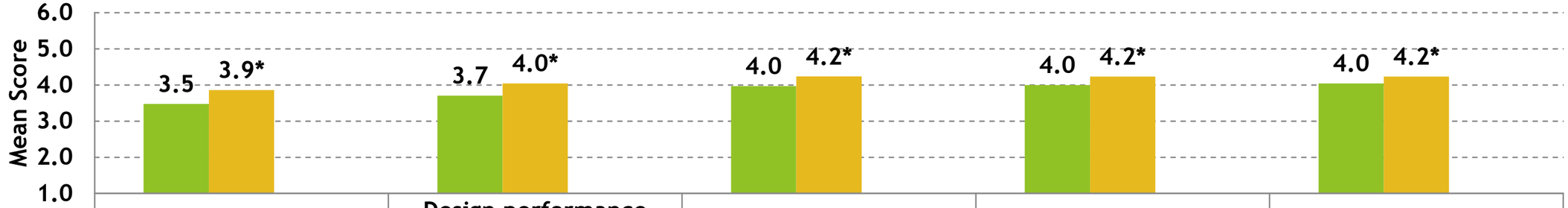


	Create performance assessments that provide actionable feedback about your students' learning	Personalize instruction for individual students based on student assessment data	Analyze and reflect on student assessment data on my own	Discuss and interpret student assessment data with colleagues	Adjust instruction for particular groups of students based on student assessment data	Modify instruction for students based on student assessment data
Pre	3.7	4.2	4.2	4.3	4.3	4.4
Post	4.0	4.4	4.5	4.6	4.5	4.5
Growth	0.3	0.2	0.2	0.2	0.1	0.2

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Fairness (Non-Teacher Leaders)

Fairness - Mean Component Scores - Non-Teacher Leaders Only (n=316)
***: Difference is statistically significant at .05 level**

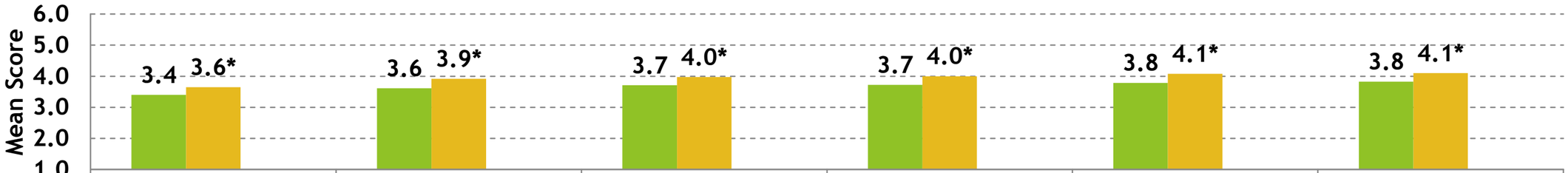


	Develop performance assessments that incorporate content on diverse cultures and traditions	Design performance assessments that provide students with multiple pathways to demonstrate their knowledge	Incorporate accommodations into assessments for English Language Learners	Incorporate accommodations into assessments for students with disabilities	Design assessments that are free of stereotypes about cultural and linguistic groups
Pre	3.5	3.7	4.0	4.0	4.0
Post	3.9	4.0	4.2	4.2	4.2
Growth	0.4	0.3	0.3	0.2	0.2

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Insights from the Data – Student Voice and Choice (Non-Teacher Leaders)

Student Voice and Choice - Mean Component Scores - Non-Teacher Leaders Only (n=309)
***: Difference is statistically significant at .05 level**



	Create performance assessments that allow students to set their own learning goals	Design performance assessments that provide students with feedback to make decisions about their learning	Design performance assessments that allow students to exercise ownership and decision making	Create performance assessments that focus on addressing authentic problems	Develop performance assessments that provide students with opportunities to reflect on their learning	Develop assessments that promote an academic growth mindset
Pre	3.4	3.6	3.7	3.7	3.8	3.8
Post	3.6	3.9	4.0	4.0	4.1	4.1
Growth	0.2	0.3	0.3	0.3	0.3	0.3

Scale: 1 = Not at all confident, 2 = A little confident, 3 = Moderately confident, 4 = Confident, 5 = Very confident, 6 = Completely confident

Implications

- Results provide early evidence on a key mediating factor - increased performance assessment literacy of teacher leaders.
- The results also provide suggestive evidence on a short-term outcome-increased performance assessment literacy of faculty schoolwide. But we know that implementation at the school-level, i.e., scaling was inconsistent across schools and not uniform over time.
- Major limitation is that all evidence is based on self-reports (we also have some focus group data that supports and provides insight to the quantitative results).

A Re-Look at the HumRRO Formative Assessment Results and the Problem of Scale

Paul Leather
Director, Local and State Partnerships

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.

Including Performance Assessments in Accountability Systems: A Review of Scale-up Efforts.
Tung & Stazesky. CCE 2010

Rethinking Scale – Cynthia Coburn, 2003

Four Dimensions:

- Depth of Pedagogical Change
- Sustainability
- Spread
- Shift in Reform Ownership

HumRRO PACE Formative Evaluation:
https://docs.wixstatic.com/ugd/10b949_696ca7f8484c4418825bee921fbc6c5f.pdf

HumRRO Formative Evaluation of New Hampshire's PACE

Summary Report – Theory of Action

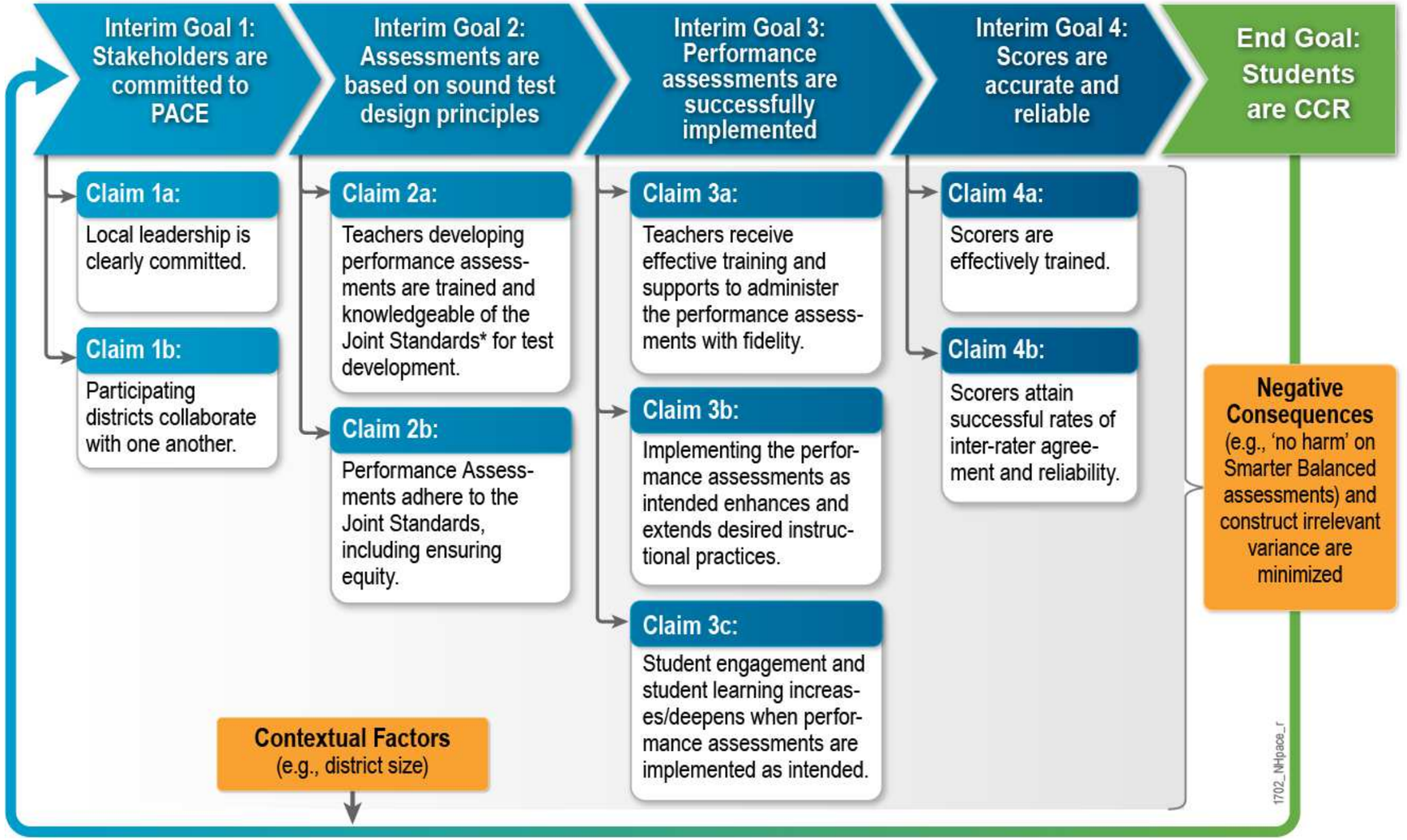


Figure 1. PACE theory of action/change.

** We understand that the PACE stakeholders are not test design experts and, therefore, that the AERA, APA, & NCME Standards are not firsthand knowledge for this audience. Consequently, our discussion with these stakeholders referred more generally to "high-quality assessment."*

A Review of Progress Against the Claims

- ***Claim 1a. Local leadership is clearly committed --*** The overwhelming majority of PACE participants reported high levels of commitment.
- ***Claim 1b. Participating districts collaborate with one another –*** The evaluators found multiple ways in which PACE districts collaborate.
- ***Claim 2a. Teachers developing performance tasks are trained and knowledgeable of the Joint Standards3 for test development --*** PACE teachers demonstrated high levels of assessment literacy during training sessions, scoring, and standards setting meetings.
- ***Claim 2b. Performance assessments must adhere to the Joint Standards, including ensuring equity --*** PACE results are compared with an external reference assessment (Smarter Balanced)… largely parallel the processes of large-scale testing companies that adhere to the Joint Standards and they contribute to a high quality assessment system.

Teacher Training Effectiveness

- ***Claim 3a. Teachers receive effective training and supports to administer the performance assessments with fidelity***
- **Most teachers report that their training is adequate for administering the PACE tasks**. Most teachers report that their school's administration provides them with the resources and supports they need to effectively implement the common tasks. And most report that they received effective training to effectively implement common tasks.
- ***Claim 3b. Implementing the performance assessments as intended enhances and extends desired instructional practices***
- **Teachers across districts expressed that implementing performance tasks has had a positive impact on their instruction.**

Student Engagement in PACE

- ***Claim 3c. Student engagement and student learning increases/deepens when performance assessments are implemented as intended***
- **Teachers report higher engagement for their students and deeper learning of the content, during PACE assessments and as a result of improvements in their instructional practice that they attribute to participating in PACE**. The majority of **students report that they would rather take a PACE assessment** than an end-of-year comprehensive test like Smarter Balanced or the New England Comprehensive Assessment Program (NECAP) test.

Effectiveness of Training Scoring of Tasks

- ***Claim 4a. Scorers are effectively trained***
- **the overall scoring consistency is quite high and few adjustments are necessary to the initially set cut scores** due to inconsistent scoring (either too lenient or too strict) within the districts, **indicating effective training for the scoring of PACE tasks.** This process ensures consistency of scoring across districts. It is also the way that scores are made comparable across years.

Reliability

- ***Claim 4b. Scorers attain successful rates of interrater agreement and reliability***
- The Center for Assessment computes within-district rater agreement statistics (e.g. % exact agreement, % adjacent agreement) and Cohen's Kappa statistics for a sample of the double-scored common tasks (Evans & Lyons, 2016). **Pairs of raters had exact agreement rates of between approximately 60 and 85%**. There were substantial differences by grade, subject, dimension, and by district, but **nearly all districts achieved greater than 60% exact agreement rates across all grade subjects.** Kappa statistics indicate moderate to substantial agreement of ratings across all grades and subjects as well

Pedagogical Change and Teacher Ownership

- **Educators are in charge of nearly all aspects of the program**. Teachers decide what is assessed, how it is assessed, and they even design the scoring rubrics. By placing the responsibility for creating the tasks on the primary users of the assessment data, PACE gives teachers more say in how their students will be assessed than in more traditional testing systems. **Educators at all levels described ownership of the system as a major contributor to buy-in.**
- Unlike end-of-year comprehensive statewide assessments, which sample from the past year's curriculum, **PACE is targeted to the learning that is occurring at the time of administration. Since there is no specific testing window for PACE, and since the tasks are targeted to one broad curricular topic, teachers can administer the tasks when it makes the most sense.**
- Teachers routinely design assessments to check progress on the content they teach, and they did so prior to the PACE program. **PACE adds the competency aspect, though many schools had implemented some form of competency education previously, placing the focus of the assessment on competency rather than progress or performance relative to peers**.

The Issue of Sustainability

- **The sustainability of PACE will rely on demonstrating that the benefits of PACE continue to outweigh the challenges**. For this to happen, PACE will require continuous feedback and improvement as the system expands.
- **The current PACE has been very responsive to challenges and has improved based on feedback**. For example, task development and piloting have been accelerated to make sure every task is sufficiently piloted and revised before it is used operationally. Communication regarding data collection, in-person meetings, and other important calendar-specific activities has been improved and teachers have received this information earlier in the year. This helps teachers plan and makes the PACE system more readily implemented. PACE has begun to distribute minutes from Leads meetings as a means of ensuring common understanding of decisions and future plans. PACE has established Content Leads and Teacher Leads to limit the time teachers must spend outside their classrooms. All of these examples of program improvements resulted from PACE leadership responding to requests from teachers and/or feedback from this evaluation's interim reports.

Telling the Story of PACE in order to Scale

- PACE must prove that it is scalable. New districts are joining PACE, but **NH DOE recognizes the considerable challenges involved in scaling PACE statewide as it is currently conceived**, as indicated by NH DOE leadership and reiterated by district superintendents during interviews.
- there is a great deal of preparation a district must do to become a Tier 1 PACE district. **It would be difficult to suddenly implement PACE on a much broader scale because of the integrated nature of task development, teacher professional development, and collaboration**. Getting a full state's population of teachers to suddenly begin to effectively collaborate seems unlikely. In New Hampshire, PACE began with a few highly motivated districts and is expanding carefully.

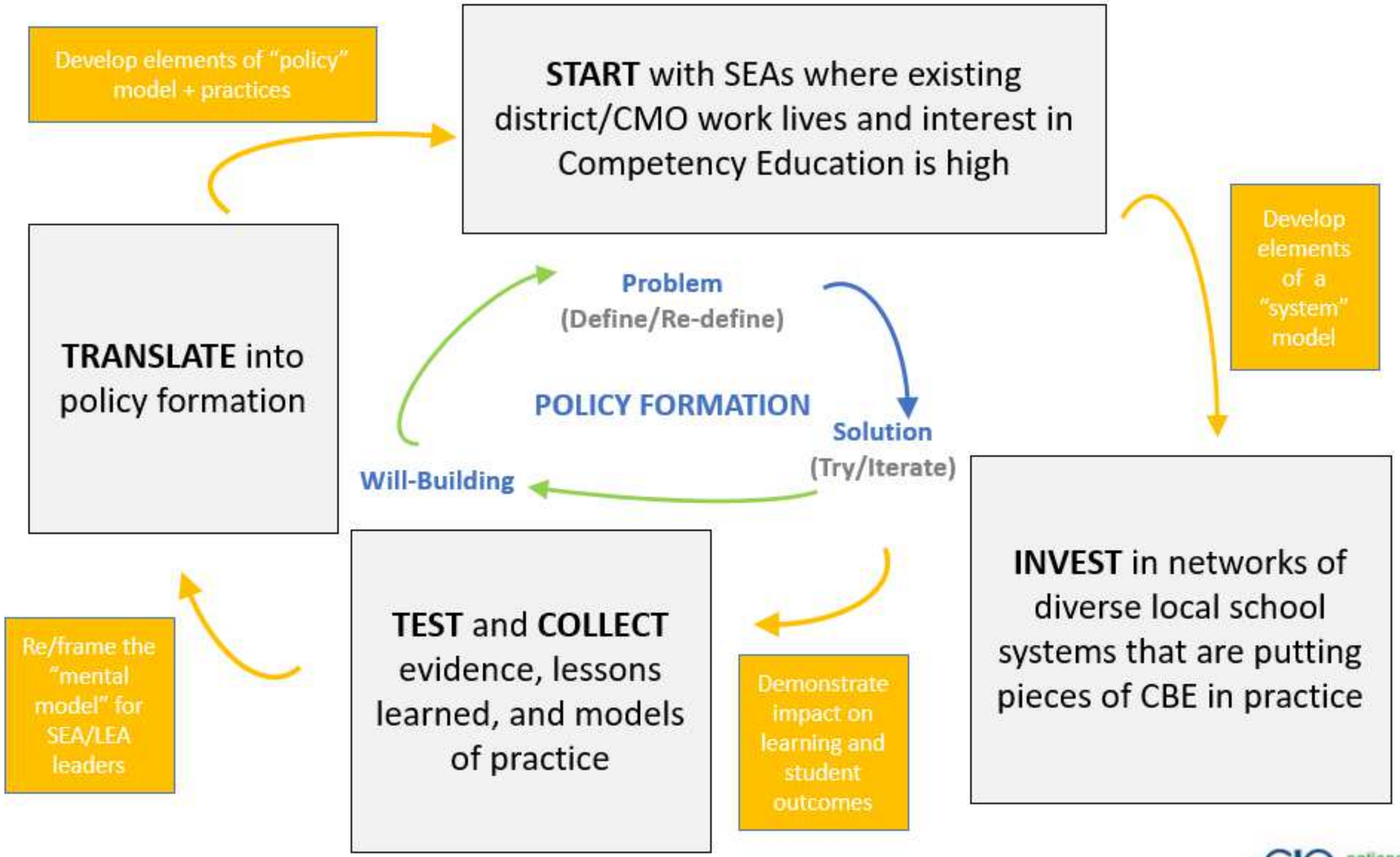
Shift in Ownership – Content Teacher Leaders

- **A collaboration mechanism -- the naming of multiple Content Leads (about 30 total) for each grade level and content area combination. These teachers were identified as leaders in PACE and were recommended by peers and ultimately selected by the PACE District Leads to help coordinate subject/grade-specific activities.** Most have been PACE participants and task developers since the beginning of the PACE pilot program. The Content Leads program allows PACE to build deep expertise among local educators without requiring all educators to attend every meeting and activity. The Content Leads helped PACE address the expansion of the program. They act as liaisons to the educators in their districts and also in a “buddy district,” which might not have a Content Lead.

Developing a Theory of Action to Scale PACE

- **In New Hampshire, PACE began with a few highly motivated districts and is expanding carefully.** This model seems to be effective for a system like PACE, and if the system is transported outside New Hampshire, other states may want to adopt a similar implementation plan.
- Getting new staff members oriented to complex new ways of educating students takes considerable time and effort. If the experienced teachers train the new ones, they will need time to do so. They will need time in addition to the time they spend implementing PACE in their own schools and classrooms.
- There may also be performance gaps between the experienced and newly joined districts. These issues, as well as potential changes in the political and economic climate in which PACE is being implemented will likely challenge PACE. **The sustainability of PACE will rely on demonstrating that the benefits of PACE continue to outweigh the challenges. For this to happen, PACE will require continuous feedback and improvement as the system expands.**

Theory of Action
(How top down meets bottom up)



Questions?

Thank you!

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