The state has a learning framework, or set of standards, that represents the full range of knowledge, skills and social-emotional competencies students need to graduate ready for postsecondary education and a rapidly changing workforce. This framework provides transparent learning expectations that help organize a personalized education system, empowering local leaders and educators to create or leverage aligned competencies and empirically-based learning progressions that map how students learn so educators can more effectively address learning needs.

**EXPLORATION**

**THE GOAL**
The state has aligned its K-12 standards to its vision for student success and has begun to pilot the use of competencies and empirically-based learning progressions in districts to help educators more effectively map student progress toward mastery of the standards.

**SUPPORTING ACTIONS**
» The state convenes a diverse array of stakeholders to align the state's K-12 standards to its vision for student success and establishes a plan to create aligned competencies either at the state level or in partnership with districts.

» The state establishes a pilot with demographically and geographically diverse districts to pilot competencies, empirically-based learning progressions and formative assessment practices to help educators design personalized learning pathways that ensure all students achieve mastery, especially students that are behind and require accelerated growth.

**STRATEGIC QUESTION**
*How can the state build on its current K-12 standards to ensure students are ready for success in a rapidly changing workforce?*

**REPLICATION**

**THE GOAL**
Districts have adopted competencies aligned to state K-12 standards and are increasingly integrating empirically-based learning progressions to improve instruction and close disparities in outcomes.
SUPPORTING ACTIONS

» The state develops a process for ensuring districts are implementing high-quality competencies, either by creating state-level competencies for districts to adopt or by developing state tools and review processes that support districts to create their own competencies.

» The state evaluates, refines and expands its district competencies and learning progressions pilot program to high-need communities and develops new growth mechanisms to ensure students farthest from proficiency experience the greatest learning gains.

STRATEGIC QUESTION

How has student learning changed in communities across the state where districts are piloting competencies and learning progressions to personalize instruction? If it has changed in positive ways, how can the state ensure more students benefit from these innovations?

STATEWIDE TRANSFORMATION

THE GOAL

The state clearly outlines a continuum of expectations for learner knowledge and skills ranging from preschool through postsecondary and all districts in the state are leveraging aligned empirically-based learning progressions to create high-quality curriculum and instruction.

SUPPORTING ACTIONS

» The state engages PreK-12, postsecondary and workforce leaders to create state standards and aligned competencies that span the learning continuum from preschool through postsecondary and identifies strategies to improve postsecondary and career transitions, particularly for student groups with disparities in college access, completion and meaningful employment.

» All districts and their community partners leverage empirically-based learning progressions and culturally responsive practices to support individual learning pathways to mastery. Districts engage in a review of their curriculum and instructional materials, assessment systems and strategies for measuring success and make necessary changes to ensure alignment.

STRATEGIC QUESTION

What lessons have emerged from a statewide shift toward integration of competencies and learning progressions that could help the state better measure student success?

EARLY ADOPTER

In 2013, the New Hampshire Department of Education partnered with the National Center for the Improvement of Educational Assessment and the Center for Collaborative Education to design voluntary state-level competencies that districts could use to support a shift to competency-based instruction. The department involved educators representing the K-16 education spectrum to support this process, including representatives from the state’s teacher associations. The competencies, which have been approved by the state board of education, align to the state’s standards for mathematics, English language arts, science and work-study practices.