New Hampshire ESEA Flexibility

Request for Window 3

ATTACHMENTS

September 6, 2012

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

Commissioner: Virginia M. Barry, Ph.D

Virginia M. Barry, Ph.D.
Commissioner of Education
Tel. 603-271-3144

Paul K. Leather
Deputy Commissioner
Tel. 603-271-3801

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
FAX 603-271-1953
Citizens Services Line 1-800-339-9900

August 28, 2012

Dear New Hampshire Educators:

As you know, the New Hampshire Department of Education (NHDOE) has been looking at and working towards applying for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education (USED). There will be ten waivers included as part of the larger application. By submitting this application the NHDOE will request flexibility through waivers of ESEA requirements and their associated regulator, administrative, and reporting requirements. No Child Left Behind (NCLB), the current version of the federal ESEA, has served as a catalyst for constructive debate and action on educational issues such as school and district performance, teacher quality, English language acquisition, and choice options for students. However, the United States Congress has not acted on the long overdue reauthorization of ESEA. Significant NCLB provisions are outdated and the constraints of the law make it difficult to move ahead with important reforms. Because of the delay in reauthorization, Secretary of Education Arne Duncan has invited states to submit waivers to ESEA provisions and requirements. The NHDOE has received widespread support of the waiver application, working extensively with multiple stakeholders, as well as the New Hampshire State Board of Education endorsement of it. Here in New Hampshire, we have approached the waiver process from the perspective that anything we do must be consistent with our unique local control character. Recent conversations with Secretary Duncan and others at the USED have encouraged us to move forward with this abiding principle.

Parties interested in seeing more may contact Trisha Allen at NHDOE to view a copy of the waiver application. A draft copy will be available as of August 30, 2012. Please contact her at Trisha.Allen@doe.nh.gov. In addition, attached is a concept paper regarding the waiver that we encourage you to view. Should you require further information on the concept paper, please contact Deputy Commissioner Leather at Paul.Leather@doe.nh.gov.

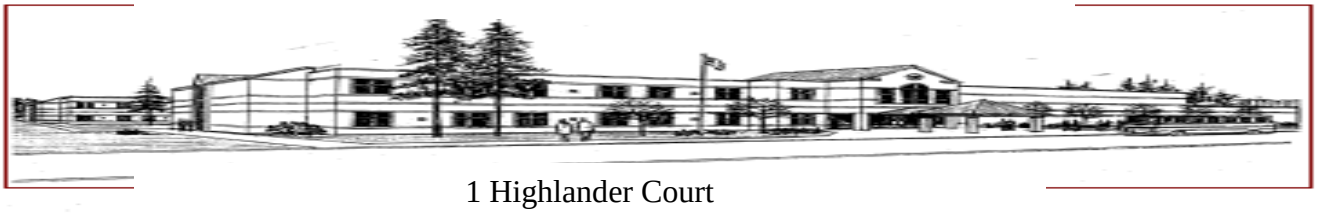
Sincerely,

Virginia M. Barry

Virginia M. Barry, Ph.D.
Commissioner of Education

cc: File
VMB:tna

Campbell High School



1 Highlander Court
Litchfield, NH 03052
(603) 546-0300 Fax (603) 546-0310 www.campbellhs.org

Laura A. Rothhaus	Christopher Corkery	Lisa M. Petry	John N. Patterson
Principal	Assistant Principal	Director of Guidance	Athletic Director
lrothhaus@litchfieldsd.org	ccorkery@litchfieldsd.org	lpetry@litchfieldsd.org	jpatterson@litchfieldsd.org

Campbell High School's mission is to join together with parents, students, staff and community to become a collaboration of learners born of character, courage, respect and responsibility.

Wednesday, September 05, 2012

Dear Secretary Duncan,

Good day to you. We met briefly at ALA Washington in 2010 and at the Education Technology Policy Summit in 2011. I am writing to you today on behalf of New Hampshire's students. They need your help dealing with the fallout from the old, outdated punitive measures in the Elementary and Secondary Education Act. As someone who has worked with students K-20 over my career, and is a lifelong learner, I know what works in education. I have the privilege this year of being New Hampshire's School Librarian of the Year, and received this honor because of my work personalizing education for students and advocating for their needs.

As a teacher, my job is to engage students, find them the resources that they need and give them an environment that supports learning. I believe that granting our state a flexibility waiver will enhance our teachers' and administrators' ability to personalize learning for our students. As such, I fully support New Hampshire's application and advocate for the United States Department of Education to approve this request for a Flexibility Waiver.

Thank you for taking the time to read this letter.

Kind regards,

[redacted]

Andrea Ange, MPA
President-Elect, New England School Library Association
Advocacy and Government Relations Liaison, NHSLMA
NH School Librarian of the Year, 2012
Outstanding Library Media Specialist, 2011
Campbell High School
Litchfield, NH 03052
(W) 603-546-0300 x 1138
Fax 603-546-0310
"Carry this lamp with you always, in time the darkness will yield and you will abide in light."

NEA S & C
NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
ACCREDITED MEMBER

COMMUNITY COLLEGE
system of New Hampshire

September 4, 2012

Commissioner Virginia Barry
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Re: New Hampshire Department of Education Application for Elementary and Secondary Education Act Flexibility Waiver

Dear Commissioner Barry:

In a rapidly changing world, it is imperative that educational systems be positioned to implement responsive strategies to improve student performance and overall educational outcomes. In the above-referenced application, the NH Department of Education (NHDOE) has put forward an approach that focuses on academic rigor, innovation, and the development of educational pathways that better prepare all students for college and career success. The NHDOE's strategy emphasizes the important inter-relation of the mastery of rigorous content knowledge, the development of higher-order analytical and problem-solving skills, and the strengthening of non-cognitive characteristics associated with academic and career achievement.

The NHDOE benefits from a history of collaboration with key stakeholders in the State of NH, including the Community College System. We have worked together to create a strong dual-enrollment program in New Hampshire, and to improve levels of math preparedness of high school graduates. A P-16 leadership group has collaborated on a range of broad strategies as well as on targeted initiatives that address New Hampshire's educational and economic priorities. This collaborative climate maximizes the prospects of success and ensures that the benefits of the NHDOE's work will be leveraged across the educational and workforce development continuum.

I urge consideration of the Elementary and Secondary Education Act Flexibility Waiver application submitted by the NHDOE. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,

[redacted]

Dr. Ross Gittell
Chancellor

September 4, 2012

Virginia M. Barry, Ph.D.
Commissioner of Education
State of New Hampshire
Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Dr. Barry,

Granite State College is pleased to support the New Hampshire Department of Education (NHDOE) in its application to the United States Department of Education for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver.

The NHDOE provides the visionary leadership needed to support New Hampshire's leaders and teachers in our efforts to improve our quality education system, as evidenced in the 'New Hampshire Department of Education ESEA Flexibility Waiver Concept Paper'. The development of this concept paper has involved state-wide conversations with multiple stakeholders and the New Hampshire State Board of Education, and provides a vision 'to ensure a better educational experience for all learners in a rapidly changing world – one that will result in more students reaching higher levels of learning and better equipped to succeed beyond high school'.

Granite State College looks forward to participating in the ongoing state-wide conversation and providing any additional support to the NHDOE to move this effort forward.

Sincerely,

[redacted]

Mary J. Ford, Ed.D.
Dean, School of Education

Granite State College
University System of New Hampshire
SCHOOL OF EDUCATION

MANCHESTER SCHOOL DISTRICT
SCHOOL ADMINISTRATIVE UNIT NO. 37
195 McGregor Street, Suite 201, Manchester, NH 03102
Telephone: 603.624.6300 • Fax: 603.624.6337

Thomas J. Brennan, Jr., Ed.D.
Superintendent of Schools

Michael J. Tursi
Assistant Superintendent

Karen G. Burkush
Assistant Superintendent

Karen DeFrancis
Business Administrator

September 5, 2012

Dr. Virginia Barry
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

Dear Commissioner Barry:

As the superintendent of the oldest, largest, and most diverse school district in New Hampshire, I am privileged to endorse the *New Hampshire ESEA Flexibility Request for Window 3*.

I am confident that the Manchester School District would benefit from being excused from many of the ESEA requirements listed in the *New Hampshire ESEA Flexibility Request for Window 3*. These waivers would present opportunities to better focus our efforts on improving student learning and increasing the quality of instruction for all students. The waivers will provide Manchester with the flexibility to build on and support significant state reform efforts already under way in critical areas that include adopting and transitioning college- and career-ready standards for all students; developing a New Hampshire-based system of differentiated recognition, accountability, and support; and developing and adopting guidelines for local teacher and principal evaluation and support systems. These rigorous and comprehensive plans are designed to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality and effectiveness of instruction.

On behalf of the students, parents, teachers, administrators, and the Manchester community, I thank you for your efforts to improve educational outcomes for all children in New Hampshire.

Respectfully,

[redacted]

Thomas J. Brennan, Jr., Ed.D.
Superintendent of Schools

It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District.

CITY OF MANCHESTER

Theodore L. Gatsas
Mayor

September 5, 2012

Ms. Virginia M. Barry, Ph.D
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry,

As Mayor of the states largest City, I write today in strong support for the *New Hampshire ESEA Flexibility Request for Window 3* waiver.

The state of New Hampshire has operated its Department of Education pursuant to an outdated federal education law that has not provided a rational accountability structure or the focuse and meaningful support our schools need. The current system here in New Hampshire creates complication and confusion for all of our schools, especially here in Manchester.

The benefits that would become available to the students in the Manchester School District thru the waiver would allow the district to focus on improving student learning and increasing the quality of the instruction currently provided. It would allow the ability to build on, and support significant state reform efforts already under way in critical areas that include adopting and transitioning college and career ready standards for all students. Last but certainly not least, it would work towards improving educational outcomes for all students, closing achievement gaps, increasing equality, and improving the quality and overall effectiveness of instruction here in Manchester.

It is important that together we work to improve education for both the students here in Manchester and across the entire state of New Hampshire. Thank you again for your time and dedication to the request for the *New Hampshire ESEA Flexibility Request for Window 3* waiver.

Regards,

[redacted]

Theodore L. Gatsas
Mayor

NEA New Hampshire

Shaping the Future, One Student at a Time

September 5, 2012

NH Department of Education
Attn: Commissioner Barry
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

After participation in the development of the NHDOE ESEA Flexibility Waiver and review of the concept paper, NEA-NH is proud to support the Waiver.

We believe that the waiver will allow our public schools to move forward and be recognized for making clear progress on obtainable goals rather than the current deficit model. Additionally, the waiver provides a means to measure teacher effectiveness and provides the needed support for schools and teachers to continually grow and improve.

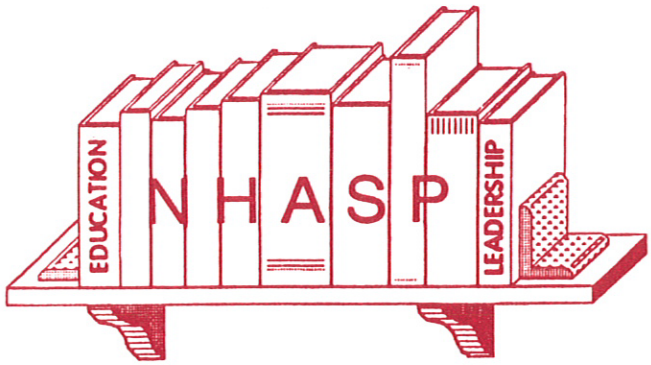
NEA-NH appreciates the opportunity to work collegially with the New Hampshire Department of Education on this Waiver and will assist in any way we can with the implementation of it throughout the state.

Sincerely,

[redacted]

Scott McGilvray, President
NEA- New Hampshire

Peggy McAllister
Executive Director



New Hampshire Association of School Principals

AFFILIATED WITH:
NASSP and NAESP

August 29, 2012

Virginia M. Barry, Ph.D.
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

The New Hampshire Association of School Principals (NHASP) has had the opportunity to view the concept paper of the New Hampshire Department of Education's ESEA Flexibility Waiver application. The membership, myself included, was very impressed with it. They greatly appreciated how involved they were, as well as the fact that they were kept informed throughout this process. We were all pleased to be asked and quite proud to be a part of this process and we wholeheartedly support you and your team in applying for the waiver.

Please let me know if there is anything that I or the NHASP can do to further assist you or the Department in the process of applying for the waiver.

Sincerely,

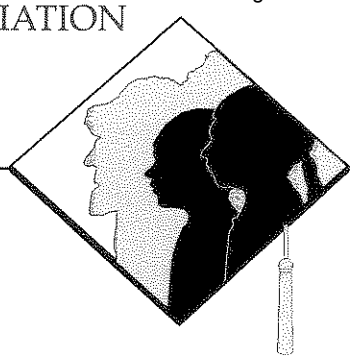
[redacted]

Peggy McAllister, Executive Director
New Hampshire Association of School Principals

2 Pillsbury Street ● Suite 500A, Concord, New Hampshire 03301
Telephone: 603-225-3431 ● 1-800-479-6269
FAX 603-224-3766 ● e-mail: nhasp@aol.com

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN



September 5, 2012

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

As the representative of the school system leaders in the state of New Hampshire, I am pleased to offer my full support of the New Hampshire Department of Education's application for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education (USED) where the NHDOE will request flexibility through waivers of ESEA requirement and their associated regulator, administrative, and reporting requirements.

New Hampshire School Administrators Association is a private, non-profit association founded in 1941 to support public education, the interests of children and the development of educational leaders and its members. NHSAA represents school system leaders including school superintendents, assistants, school finance leaders, curriculum coordinators and special education directors.

NHSAA supports the belief that New Hampshire, along with every other state, has had to operate pursuant to an outdated federal education law that does not provide a rational accountability structure or the focused and meaningful support our schools need. Waiving certain aspects of ESEA would allow for a more coherent overall approach thereby creating the opportunity for achieving dramatic improvements in student performance.

Additionally, NHSAA also believes that by applying for the federal waiver, the state will be able to move toward a system that is better for all students – a system that has a support orientation rather than a compliance orientation and that in the end, it will be the students of New Hampshire that benefit from a better, more rigorous, innovative and meaningful education that prepared them for success in college and careers.

We look forward to collaborating with the New Hampshire Department of Education, schools, districts and organizations to help reshape New Hampshire's public education system to better prepare all our children for the challenges of the future. On behalf of education system leaders, we support this very important effort.

If I can provide any additional support, please do not hesitate to let me know.

Sincerely,

[redacted]

Dr. Mark V. Joyce
Executive Director

[redacted]

BOW BROOK PLACE, 46 DONOVAN STREET, SUITE 3 • CONCORD, NH 03301
TEL: (603) 225-3230 • FAX: (603) 225-3225

New Hampshire
Association of Special Education
Administrators INC

September 4, 2012

Virginia Barry, Ph.D.
Commissioner
NH Department of Education
Concord, NH 03301

RE: ESEA Waiver

Dear Commissioner Barry,

I am pleased to write this letter of support for New Hampshire's application to the US Department of Education for a waiver of current ESEA requirements.

As administrators for special education, our members are very supportive of moving our assessment and reporting systems forward, to reflect improvements in student achievement. We recognize the challenges of reporting progress in terms that the public can understand, along with the complexities of individual and sub-group achievement data.

We applaud the NHDOE approach to the waiver, so that we can continue to develop systems that not only meet federal requirements, but also provide our state's educators with useful data for better decision-making.

Please let me know if there are other ways that NHASEA can support this effort.

Sincerely yours,

[redacted]

P. Alan Pardy, Ed.D
Executive Director

2 Pillsbury Street
Suite 500A
Concord, NH 03301
603-224-7555
info@nhasea.org

www.nhasea.org

PARENT INFORMATION Center
Guiding & Encouraging Families

Dr. Virginia Barry
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, N.H. 03301

September 4, 2012

Dear Commissioner Barry,

The Parent Information Center (PIC) is pleased to write a letter of support for the New Hampshire Department of Education's application for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education (USED).

The Parent Information Center (PIC) has been New Hampshire's federally-funded Parent Training and Information Center (PTI) since 1977, providing information, support, training and resources to thousands of parents of children with disabilities each year. PIC's vision is that all children, including children with disabilities, have successful educational experiences that prepare them to be college and career ready as well as actively involved in the community as adults.

PIC supports the NH DOE's ESEA Flexibility Waiver application because it maintains high learning standards for all students, including students with disabilities and continues to work to reduce the achievement gap. In addition, it direct supports to the neediest school districts (priority and focus schools) while recognizing those districts that are high performing and high progressing. It promotes innovation and learning amongst districts to improve student outcomes. Additionally, it allows for differentiation of support to all schools, thereby meeting the unique needs of the local district.

PIC is committed to working collaboratively with the NH DOE to implement the ESEA Flexibility Waiver once it is approved. Parents, including those with children who have disabilities will need information about the waiver and what it means for their child and school. PIC looks forward to assisting the NH DOE in communicating about the waiver and its provisions to parents and community members. Please do not hesitate to contact me at mlewis@picnh.org or 603-224-7005 if you have any questions.

Sincerely,

[redacted]

Michelle L. Lewis
Interim Executive Director

THE SENATE OF THE STATE OF NEW HAMPSHIRE

107 North Main Street, Room 302, Concord, N. H. 03301-4951

September 5, 2012

Virginia M. Barry, Ph.D.
Commissioner of Education
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry:

As a Senator in the State of New Hampshire, I am pleased to offer my full support of the New Hampshire Department of Education's application for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education (USED) where the NHDOE will request flexibility through waivers of ESEA requirement and their associated regulator, administrative, and reporting requirements.

As chairperson of the New Hampshire Senate Education Committee, I work with schools, districts, and the New Hampshire Department of Education on a regular basis. Our committee is highly concerned that New Hampshire's public education system prepares our students for college and careers, as well as being responsive to the needs of parent, students, and the business community.

I believe that New Hampshire, along with every other state, has had to operate pursuant to an outdated federal education law that does not provide a rational accountability structure or the focused and meaningful support our schools need. Waiving certain aspects of ESEA would allow for a more coherent overall approach thereby creating the opportunity for achieving dramatic improvements in student performance.

Additionally, I also believe that by applying for the federal waiver, the state will be able to move toward a system that is better for all students – a system that has a support orientation rather than a compliance orientation and that in the end, it will be the students of New Hampshire that benefit from a better, more rigorous, innovative and meaningful education that prepares them for success in college and careers.

I look forward to working with the New Hampshire Department of Education, schools, districts and organizations to help reshape New Hampshire's public education system to better prepare all our children for the challenges of the future. On behalf of education system leaders, I support this very important effort.

If I can provide any additional support, please do not hesitate to let me know.

Sincerely,

[redacted]

Senator Nancy Stiles
District 24

Tom Raffio
Bow
Chairman

Cindy C. Chagnon
Bedford

Helen G. Honorow
Nashua

Gregory Odell
Dalton

John R. Rist
Manchester

James C. Schubert
Hampton

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
STATE OFFICE PARK SOUTH
101 PLEASANT STREET
CONCORD, N.H. 03301
TEL. (603) 271-3144
FAX (603) 271-1953
Citizens Services Line
1-800-339-9900

August 28, 2012

Virginia M. Barry, Ph.D.
Commissioner of Education
State Department of Education
101 Pleasant Street
Concord NH 03301

Dear Commissioner Barry:

On July 18 and August 15, 2012, the State Board of Education had the opportunity to review the strategy and initial documents of the New Hampshire Department of Education ESEA Flexibility Waiver application. On August 15, 2012, the Board took up this matter and voted to fully support the Waiver application, with a recorded vote of 4-1, with one member absent and one position vacant.

I would like to commend you and your team for the tremendous progress you have achieved in implementing the strategic plan that we have been working on for the last two years. The accountability model that you have developed should be a tremendous improvement in support to the schools and should assist New Hampshire students to reach College and Career Readiness by the time they leave K-12 education. Please let me know if there is more the Board can do to assist in this process.

Sincerely,

[redacted]

Tom Raffio, Chairman
State Board of Education

University System of New Hampshire
CHANCELLOR'S OFFICE
Dunlap Center
25 Concord Road
Durham, NH 03824-3546
Phone: (603) 862-0918
Fax: (603) 862-0908
www.usnh.edu

September 4, 2012

Dr. Virginia M. Barry
Commissioner
Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Barry,

This letter will convey the support of the University System of New Hampshire (USNH) for the New Hampshire Department of Education (NHDOE) application for the Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education.

In my view, the capacity gained by NHDOE through waivers of ESEA requirements and their associated regulator, administrative, and reporting requirements (currently defined by No Child Left Behind language) will better enable the department to act on educational issues such as school and district performance, teacher quality, English language acquisition, and choice options for students. The USNH is pleased to join the support of many other stakeholders, including the New Hampshire State Board of Education, for the waiver application.

I look forward to continuing to work with you in providing residents of New Hampshire with effective, quality learning experiences from K-12 through completion of postsecondary education degrees. Thank you for your leadership in this effort!

Sincerely,

[redacted]

Edward R. MacKay
Chancellor

[redacted]

Minutes of the Title I Committee of Practitioners Meeting – August 23, 2012

ATTENDANCE:

✓ Mary-Ellen Arigo	✓ Rachel Valladares
✓ Virginia Barry	✓ Patricia Burns – Nashua School District
✓ Deb Connell	✓ Terry Flynn – Governor Wentworth
✓ Debby Fleurant	✓ Heather Gage – Education First
✓ Joey Nichol	✓ Laurie Larkin – Orion House
✓ Barbara Patch	✓ Sue Rocca – Nashua School District
✓ Lynda Thistle-Elliott	

Barbara Patch started the meeting at 3:34 pm by thanking everyone for attending.

1. ***Barbara Patch*** **– Introductions**
   Barbara Patch introduced everyone in the conference room at the DOE, as well as those participating by phone.

2. ***Heather Gage*** **– Question and Answer Session**
   Heather Gage thanked everyone for participating in the meeting. Heather verified with the individuals participating via phone that they had heard of the waiver process before Barbara sent out the notice. She asked because she wanted to go through a couple of main points of the waiver application before the group begins to discuss what the NHDOE wants to propose. She asked if anyone on the phone wanted that information and no one said that they did. Heather let everyone know that the first full draft of the waiver application had just been completed and sent out to the work team leads and from that, gaps will be filled in and then it will be sent out to a variety of stakeholders, LEA's included, but particularly our committee of practitioners to get your input. However, before we do that, we would like to give some time for everyone present to ask questions about the waiver application and provide some of the answers that we already know going into this. Heather welcomed everyone to jump in with any questions they had. The waiver is focused in on four principle areas and only three require significant input into the application. One area does not even have a space in the application, but because we find it important, we will put some information in the waiver request on that. That area is the reducing duplication and unnecessary burden. Commissioner Barry has been thinking about some strategies and talking with the LEAs about that. The three big areas are:
   1. College and Career Ready Expectations for all students where they are looking at the Common Core implementation strategies, as well as how we are going to transition to new assessments.
   2. Differentiated Recognition, Accountability and Support System where within that we are resetting AMO's and we are going to be talking about a new and innovative way of supporting our districts through our network system, which are currently being developed. We are going to be talking about priority and focus schools and how they will, in essence, replace what we know now as corrective action, restructuring, etc. They want to have a good feel of how we will get a list of those schools together every year that we want to recognize and reward, if possible, for the great work that they are doing as far as progress and performance. NHDOE already does a lot of things to recognize school districts and we are going to be putting those things, as well as some additional thoughts, into the waiver application.

3. Teacher and Leader Effectiveness is a big piece of the waiver application. We are going to be taking the work that has been done by both the teacher and principal task forces and placing it into the application and talking about next steps to move forward.

Heather then asked if anyone had any questions about the three areas before we proceeded and no one did. Barbara Patch then stated that there were some questions that came in by e-mail from parents, a Title I Project Manager and others from the field and asked if Commissioner Barry wanted to talk before we got into the questions that the people on the phone and in the room might have. Commissioner Barry then said that she would like to start with the questions.

3. *Commissioner Barry* – Questions and/or Statements

Commissioner Barry began by saying that some of the feedback we received from people is not necessarily questions, rather they are statements. She then began reading them. Please note that the page citations refer to the "ESEA Flexibility Waiver Concept Paper". The questions and comments are as follows:

1. Page 2, paragraph 1: "Appreciate recognition that the current ESEA is 'outdated' and 'does not provide a rational accountability structure' not 'focused and meaningful supports'."

   Commissioner Barry said everyone in the room would probably agree with that and that the purpose of the waiver is to give more meaning to curriculum instruction and assessment, to allow greater flexibility within our schools. Commissioner Barry said that she believes that this is just a statement and whoever made it, we would agree with that.

2. Page 2, paragraph 3: "Appreciate the call for a strategy of improvement based upon a 'support orientation instead of a compliance orientation'".

   Commissioner Barry said this is also a statement that was made and we agree with it. She said that in the concept paper it is made very clear that one of the goals that we have as a state education agency is to move from compliance to support and that is something that we talked a lot about in the Department and the Title I group, in particular, has been providing us with some new ways of thinking.

3. Page 4, bullet 3: "The intent of identifying AMO's to close the achievement gap within subgroups by 50% by 2017 needs fleshing out. It would imply an annual reduction of 12.5% over four years (2013-2017). Is that that accurate?"

   Commissioner Barry said that it does need fleshing out, but it is a requirement. We had to select either option A, B, or C and we selected the 50%, like many states did. Heather said that when people receive the second draft, she would encourage them to look at this particular section to make sure that it is clear to them because we do not want to send this to the USED without clarity. She also asked people to send any feedback on that section that they may have. Heather then addressed the question portion of the above in regard to the accuracy of the implication that there would need to be an annual reduction of 12.5% over four years. She said that it depends on the school district and the school. It may be accurate depending on what number you started with. We are not going off of statewide. She hopes that when everyone reads through the draft it will make sense to them. She said that one reason that she is not going into too much detail on that piece is because our

DRAFT

assessment and AMO group is still fleshing out the details of that and how it will look. Heather invited anyone in the meeting to send recommendations to her after the meeting was over. Commissioner Barry then said that the Department has been working with the Principals Association and the Superintendents Association for almost a full year now and the 50% option was selected based on the fact that by next year 87% of our schools would be in need of improvement. That selection was chosen by all of the people in the leadership roles in the state.

4. Page 4, bullet 4: "'The state will provide' always provokes an 'I will believe it when I see it' local response…although the concept of support networks seems achievable and worthwhile."

   Commissioner Barry said that it is unfortunate that someone feels that way because in her three years she has seen nothing but enormous support from her staff at every level, but thanked whomever made this comment for saying that it is achievable and worthwhile. We believe the networks will allow for a much more personalized approach from the Department, as well as regional resources. She said that people may not be aware, but the Department supported the hiring of five regional liaisons. Every region will have a liaison that will be able to communicate concerns. They will be able to work with the superintendents, the principals, the curriculum and assessment people, as well as the union representatives in those areas. We believe that that will increase communication in those areas and hopefully improve it. We are very optimistic about the networks and we have really invested an enormous amount of commitment to this.

5. Page 6, paragraphs 1 and 2: "The Smarter Balance and performance assessment pieces sound great in concept. I would appreciate more detail on how they will 'look.' I realize this may be a premature concern, but the notions of 'adaptive skills' and 'critical dispositions' do not offer me enough detail to understand what are potential measures."

   Commissioner Barry said that this was a great question. She said that we agree and we need more detail about this. She said on September 10, 2012 the New Hampshire Superintendents Association is sponsoring an all-day event at the Grappone Center. It starts at 8:30 am and it will be dealing all day with Smarter Balance. Dr. Stanley Rabinowitz from West Ed will be there (they are the group that was involved in the initial development with Linda Darling-Hammond and the various other groups). She strongly encouraged everyone to be there as we are all still asking many questions. She then said that once we gain greater clarity on this, she can assure that we will be working very closely with everyone. Barbara then clarified for everyone in the room and on the phone that these are all questions from the locals, not the Department. Heather then added that you will notice in the draft that you will receive that there will still be a vague way of explaining the performance-based assessments and the reason for that is that we want to build it with the field. The partnership that we have with CCE is to work with cohorts of districts to build what that performance-based assessment system could look like. Even though the draft will have a lot more information, you may still feel like it is still not fleshed out enough and again, it is because we want to build it with you all. Commissioner Barry then asked if everyone that participated in that meeting would receive a copy of the draft so they could see what was being talked about and Heather said they would.

6. Barbara then said that she had another question concerning Smarter Balance from another constituent that was, "Are there other choices? Or why did you choose Smarter Balance?"

   Commissioner Barry said that was a very good question. She said that there are 26 states that selected Smarter Balance and New Hampshire was one of the last states in the country to make that final decision and we stayed in PARK, which is performance assessment and New York state is using it. The PARK consortium is a paper and pencil test and while it is aligned with the Common Core, it has a different function. From our superintendents, our principals and several hundred teachers that were interviewed, looking at a computer adaptive test was of great interest. More than 62% of our schools use the NEWA and teachers are familiar with that and they like the process and it gives more formative, essentially some interim, assessment capability. That is why it was selected, because it gives us greater flexibility for providing support in curriculum and instruction.

7. Barbara then said that there was a question from a second grade teacher in Concord who wanted to know the history of the other states. Have they done waivers? Are they doing the same thing? Are they being received?

   Commissioner Barry said that 31 states have received waivers. The first waivers to be accepted were all Race to the Top states and that is because they had done a great deal of the work that is required in the waiver. The waiver does not represent the elimination of testing. Applying for the waiver gives New Hampshire, and any state that is accepted, greater flexibility to develop their own accountability system to measure student progress and growth. In this whole process, at the end of this past year, New Hampshire has a new accountability system in place that has not been well published so people really understand the function of it. What Smarter Balance does is it is a national test, we still have to participate, but it does allow us to look at critical thinking differently and also to have the computerized component of it. That is why we chose Smarter Balance. We are a governing state, which allowed us to be part of the decision making in the actual development of the actual testing and as you can see in our waiver, one of the goals that we have with competencies and proficiencies in learning is to really look at performance-based assessment, to make sure that our students graduate competent and we believe that Smarter Balance, as it currently is being developed, is a good match for our state.

   Barbara then asked if anyone on the phone had any questions or if they would rather we continue with the e-mail questions we had. Someone from Nashua had the following question.

8. "From Nashua, I would just ask one question. If our district is implementing IReady in the fall, would Smarter Balance be in addition to IReady or part of it?"

   Heather said that once Smarter Balance gets onboard and we have done the pilots, it is for all districts to be participating in because it would be what would be considered your NECAP for math and literacy. Commissioner Barry then said that it brings up a good question when we look at the teacher-leader evaluation. Smarter Balance is the national test that we selected and it will always be a part of looking at overall achievement in students. However, the great part about the waiver that we have put into place, in terms of flexibility, is that it allows districts to identify multiple measures that they choose to look at student growth and

achievement. That is really important because if you are using DIBELS, AIMSWEB, NEWA, etc. the teachers in the school, along with their administration have an opportunity to develop multiple measures that they are using to oversee student growth.

Heather then said that what she hopes will be clear when you see the draft is that the state is very much interested, which is a little different from what you will see in most waivers but we think it is very important for New Hampshire. You will see that the accountability and the assessments that we are using, along with using the multiple measures just described by Commissioner Barry, will hopefully start blending into our accountability system. Although right now all we have that is used for statewide measurement is NECAP, we are hoping that the USED will approve the fact that we want to move towards more of a multiple measured accountability system. That will be a few years out, but it is certainly something that we want to get the USED thinking about.

Barbara then said just to be clear and on the record, none of these changes will take place until the waiver has been approved, so for this school year as you start, it will be the same as it has been in the past.

Commissioner Barry then said that leads us into the next question.

9. Page 3 and Chart: "Will schools piloting the Performance Assessments be required to take the NECAPS? If so, it is a huge disincentive."

   Commissioner Barry said yes and we agree it is a disincentive. She said if there was a way for us to waive the NECAP to incentivize the schools to participate in the pilot, we would support that option. It will certainly be a question that we will ask the Secretary, but based on other states, they have not eliminated the statewide testing.

10. Pages 7 and 8: "If we are reducing the achievement gap in all subgroups by 50% by 2017 and eliminating the NECAP (except for science and alternative assessments) after 2014, what becomes your measure of progress? I am sure you are aware of the comparison of apples and oranges. I don't know how you get around it."

    Commissioner Barry said Smarter Balance becomes our measure of progress. Imagine Smarter Balance is going to replace NECAP.

    Debby Fleurant then said that you don't have to worry about how the two tests are going to match because others will be looking at the psychometrics and will take care of that as there are all kinds of formulas. There is a process in place. Frequently there have been questions of how NECAP is going to phase into Smarter Balance and how to compare. She told everyone not to worry about it because someone else will figure it out.

    Commissioner Barry said that there is a national expectation, and this is important, that during the first two to three years of Smarter Balance, there will be, what many people believe, is a drop. The relationship of NECAP to Smarter Balance is, like Debby said, from a psychometric standpoint, so we do not need to worry about it. There is an expectation (not a certainty) that we will drop. Some people believe though that New Hampshire will not drop as much. In working with Measured Progress and the Center for Assessment, that

comment has been made several times that we may not see as much of a drop as other states might see.

11. Barbara then said that one of the parents had a question about the subgroups. Why are the subgroups being combined and which subgroups are being combined?

    Commissioner Barry said that the subgroups are not being combined. Our New Hampshire accountability system separates all of the subgroups and one thing that is important to recognize is that in this model, the lowest 5% of our performing schools are our priority schools, the next group up are what we refer to as our focus schools. Focus schools could be high performing if we were to look at the NECAP, but they are looking at the gap between the highest performing students and the students in special education. Moving forward, these groups (the subgroups), will be independent. We will be looking at their achievement over time and the closing of the gap in a school district from the highest performing students to our English language learners, special education and the poverty index, so they will remain separate.

    Heather added that this is another section of the waiver that when you see the draft, look particularly closely at how we describe the methodology for getting into priority and focus and make sure that makes sense. If it does not make sense to you, it will not make sense to the peer reviewers.

    Commissioner Barry then added that you would also see the comment on reward schools and those are schools that are basically demonstrating achievement. That is another way of thinking about it. We are not categorically listing any longer, in the newspapers, failures. We are looking into different ways of recognizing.

12. Barbara then said that the same parent wondered about the small schools and the N size. For example if you have a small school that only has 70 kids and you are not counting all the ones that are not in a subcategory that is less than 11.

    Heather said that it does not change. The same system is in place. Barbara then said that she thought that the parent thought it was unfair.

    Commissioner Barry then said that it was a great question and we are working with Scott Marion from the Center for Assessment so let's put that down as a question that will get a better, more in depth answer to respond to that, but that is a great question.

13. Page 9, paragraphs 1 and 2: "I did not understand how the lowest performing schools were calculated. Maybe I misunderstood the procedure, but it would seem that the high scores would indicate the highest achieving schools, not the lowest."

    Barbara said that they are not going off of the draft. They are going off of the concept paper. Heather then said that it would help if there was more clarification on the question. Barbara said she would get more clarification on it.

    Commissioner Barry then said that we can answer it with how the calculation was made for the lowest performing schools. Deb Connell said that the initial list was a cumulative index

score and those with the lowest scores would be identified as the focus schools. She believes, however, there has been an addition of the gap analysis. Commissioner Barry said that those would be the priority schools. Heather said that she was on the phone with Scott Marion that morning getting a little bit of additional information for the waiver request, specifically on focus schools. The way that some states have laid their gap analysis on top of performance, using per school data, creates too much trauma in the data. He is laying the gap of the schools against the statewide data to keep it less flexible. When you see this, please let people know if it makes sense. She then said that if we have answers to some of the questions that we could not answer over the phone, we may be able to add them to the notes. Barbara said the person asking this question just thought it needed to be clearer, because it was confusing if it was the high score or the low score. Heather said that it would be made clearer in the waiver. Commissioner Barry added that we are still working on that calculation. She said that when they looked at schools the day before, they had schools in a district that fell as a priority school in the district, we had a reward school in the district, we had a focus school in the district and we had a high performing school in the district. How that all is going to fit together, is not really known yet, but the Department is working with the Center for Assessment to figure that out. It will be interesting to find out what that means in a district.

14. Pages 9 and 10: "I am impressed with the proposal for support networks. Details of funding should include consideration of staff release (as facilitators or for training). How school personnel access training without compromising ongoing instruction is an issue."

    Commissioner Barry said that is absolutely correct and we have had several discussions with superintendents about it. Remember New Hampshire has tremendous leeway in how we use hours. Right now we no longer have to do 180 days, so there are many districts that have PLC's that are changing their hours to accommodate the opportunity for teachers to participate in higher levels of professional development. We have brought experts in the state and we will continue this year to really look at how time can be better utilized in school to support our teachers.

15. Page 12: "First sentence refers to "nine procedures" without explanation. Also what are the ISSLC Standards?"

    Commissioner Barry said the ISSLC Standards are national standards for principals and the standards that all effective principals should be involved in. New Hampshire adopted the ISSLC Standards. The Principals Association adopted the ISSLC Standards and those are the standards that they are going to use to evaluate principals. If you go online, they are terrific. We have also adopted, for teachers, the INTASC Standards. Heather said going back to the nine procedures, the waiver application now has those listed. They have either been detailed out or the wording "nine procedures" has been removed.

16. Page 14, bullet 2: "I would leave the requirement of a professional portfolio to LEA discretion and not as a NHDOE requirement. The majority of educators would see it as an unnecessary burden. There are alternative ways to account for the type of information that is typically in a portfolio."

Commissioner Barry said absolutely, it will not be a requirement from the NHDOE. A portfolio process is really within the hands of the district. We want to really reinforce that we set the standards, a model, that we would like our districts to follow, including student achievement, but the actual way that that would play out is up to them. However, with principals, the Principals Association, their stakeholders voted on a three year portfolio process tied to overall school growth. So they decided on a portfolio process which they will be piloting over the next three years. But as far as teachers are concerned, we are not going to require them to do a portfolio. You are developing it in your district. The measures, the process, how many times you would be evaluated, what would be the difference between beginning teachers, novice teachers, experienced teachers. All of that will be within the hands of the district.

17. Page 14, bullets 4 and 5: "The evaluation proposal and descriptions are excellent. SLO and SGP need better explanation because they are the connection to individual teacher evaluation and student performance."

    Commissioner Barry said to keep in mind that the SLO is really a function of the non-tested areas. We have been running with our SIG schools extensive training in the last year and that is really designed for the non-tested areas, not for grade levels that will be participating in Smarter Balance. Deb Connell then said that there are going to be a number of technical assistance networks that we would be inviting priority and focus schools to participate in them. SLO's will be one of the initiatives. There will be support for the development of the teacher evaluation system. There will be support for instructional leaders (principals). There will be opportunities to participate in very specific activities that will advance the Common Core. There will also be a fairly significant initiative aligning the Common Core and RTI, multi-tiered system of support. We are getting very close on the design and development of the networks and we are really anticipating launching those within the waiver and to the superintendents in September. Heather said that so much of what you will see in this waiver are things that the Department is going to be doing anyway. Stakeholders have put together the teacher and leader evaluations, which will happen anyway. The work with Common Core implementation will happen anyway. The way we work with our most struggling schools will change because of the waiver. If we do not get that, we continue to do corrective action, restructuring, etc. Heather said that 85%-90% of what you will see are things that the state wants to do anyway and the flexibility will free us up to spend more time and focus on those important initiatives.

18. Barbara then said that a parent had asked about the Common Core and that we are changing from the standards we have been using to the Common Core. The parent wants to know if anyone has looked at those standards. They also want to know if they are higher or if they are the same.

    Heather said that that information is on the website. Commissioner Barry then said that Deb Wiswell, who is in charge of accountability and assessment, over a period of an entire year, worked with teachers throughout our state and did a walk-through and looked at the Common Core relative to New Hampshire standards. The general feeling was that some of the standards were slightly higher, particularly in the mathematics area, and the overall evaluation was that English language arts seemed to be right on target, so we are pleased with that. One thing that did come out of it is that the Common Core standards, as teachers

evaluated them, were clearer and that they were much more integrated into what is now being referred to nationally as learning progressions. They really scaffolded the development of concepts in a much clearer way so that the teachers could design instruction in a much more responsible way than they currently do.

4. *Barbara Patch* – Questions and/or Comments about the Waiver

Barbara said that a parent from the Governor Wentworth school district sent an e-mail of support. She apologized that she could make it. Barbara said that we appreciate her support in going forward with the waiver.

Barbara then asked if anyone else had any questions or comments about the waiver. One of the participants on the phone asked when the waiver was going to be submitted and what the timeframe was for the waiver. Heather said that the work teams were looking at the first draft between today and Monday, August 27, 2012, and then we hope to have a second draft out by Thursday, August 30, 2012, at the latest, that will go out to all LEA's, as well as the Committee of Practitioners and a few other stakeholders that have agreed to look at it. There will be a real quick turn-around on comments and the document is, right now, almost 100 pages. We expect that it will be longer than that once we get input and feedback into more of it. We are hoping that we will have all feedback by the weekend. The waiver application is due to the federal government on Thursday, September 6, 2012. Barbara then said that it is important to realize when people share this with parents or other people that this is not taking effect until it has been approved. Someone on the phone then asked when it could be that it would be approved. Heather said that we would probably hear from the USED within a month and the process that they have used in the past is to write a letter to the Commissioner that will include all of the peer review questions, concerns and feedback (some of the feedback that states have received has been positive feedback) and then a meeting will be set up. Some states have gone through several of these meetings, which we are hoping will not be the case for us. She said she would imagine we would have approval or not before the presidential election. Heather said that this is the third round of waiver applications being submitted throughout the country, so they really have the process nailed down. We know a lot of the questions that are going to be asked, so we are preparing for those.

Laurie Larkin then asked how the entire waiver and all of the components of it affect the D2 for the residential providers. Debby Fleurant said that it probably will not right now, except that you do have to report on achievement increases or not (the pre and post-tests). That part will be it. She said that she does not think it will affect how the program functions, at this point of her understanding. She said it is more the state test.

Someone else on the phone then asked if the Supplemental Education Services (SES) delivery, or the achievement of SES students, would be considered at all in the waiver. After clarification, Heather said that if we receive the waiver, SES will go away. It was then asked if SES would go away for the 2012-2013 school year or the 2013-2014 school year. Heather said it would all depend on when we get approved for the waiver. She said, as an example, that if we were to not get approved until February, you still have to do everything that is in current law and policy until the waiver takes effect and then at that point, the Department would provide guidance as to where to go from there. Commissioner Barry then said that there would be a transition period. Mary Ellen Arigo then said that right now we have to move forward the way we are, which means come October, school districts are going to send out letters and ask if you have accepted or not. If you get all of those letters back and you begin that service, when the waiver goes into effect, it would be a disservice to

then stop the services, so it is looking to us like the SES services will continue for the school year, but not happen in the 2013-2014 school year. Heather then said that, as an additional clarification, there are going to be certain things that we have put into the waiver that will be able to go into effect immediately and then there are others, like this one, that will require a transition process. That is why it is important for us to work internally to make sure you have that information as soon as the waiver is accepted.

Barbara then asked if the draft is confidential or can it be shared. Heather said that the second draft to be sent to the participants on the phone can be shared. She said that whoever sends it out will provide the parties with a process for submitting the feedback because we want to capture all of the feedback and include it in the waiver application. Barbara then added that they need to be clear in telling people that this is not in place at this time.

Barbara then asked the group if they felt like we should move forward with the waiver. Someone on the phone said that they were still unclear about parts of the waiver, but that they would support us going forward. The other participants on the phone said that they would also support us moving forward with the waiver.

Barbara said that she is aware that this a lot to take in and if anyone has any questions, to please feel free to call us and/or e-mail us. We want as much information as we can get to make this as clear as possible. Heather clarified that any feedback that is sent needs to come from a member of the Committee of Practitioners. Barbara then asked that everyone send everything to her and then she will send it on to Heather to get an answer for them.

Mary Ellen Arigo then clarified that it will be the second draft that goes out to them on Thursday, August 30, 2012. Heather said that there are still quite a few gaps that need to be filled from the first draft, so we are asking people to submit questions based on the concept paper and things that they have heard for clarification and answers. Heather then said that on Thursday, August 30, 2012, we would be sending out an actual full waiver application for you to go through to make sure that it has all of your questions answered, and if not letting us know what those are, but then also that it is clear. We need to make sure that the questions that we heard today, through the e-mails and the group, have their answers clearly articulated in the waiver, so your help will be tremendous there.

Barbara then said that we appreciated everyone's participation and asked Commissioner Barry if she had anything further to add. Commissioner Barry then said that this really means a lot to us and just so that everyone is clear, the Department does not make the decision to go forward with the waiver. She said there was a straw vote at the superintendents conference in June and there were only two superintendents that were still a little hesitant of the waiver, but all of the other superintendents in the state voted to ask the Department to go forward with it on behalf of the state. Your feedback is very important to us and we have hundreds of people reading these documents every day. The task forces for teachers and leaders are still fully engaged in this process, so we have lots of great input coming from educators. We would really appreciate any input you can give us and we hope that it will do exactly what we intend it to do, and that is improve education in the state.

Barbara then thanked everyone for being on the committee and said that there would be another meeting later on and we will let you know when.

The meeting ended at 4:23 pm.

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- About Us
- Accountability/Assessment
- Certification
- Data Collection & Reports
- Innovations
- Legislation/Hearings/Rules
- NH Schools
- NH Profiles & Report Cards
- Employment Opportunities
- Contact Us

September 2012						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

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Special Olympics New Hampshire

The New Hampshire Department of Education is about to seek an Elementary and Secondary Education Act Flexibility Waiver

The New Hampshire Department of Education (NHDOE) is about to seek an Elementary and Secondary Education Act (ESEA) Flexibility Waiver from the United States Department of Education (USED). There will be ten waivers included as part of the larger application. By submitting this application the NHDOE will request flexibility through waivers of ESEA requirements and their associated regulator, administrative, and reporting requirements.

No Child Left Behind (NCLB), the current version of the federal ESEA, has served as a catalyst for constructive debate and action on educational issues such as school and district performance, teacher quality, English language acquisition, and choice options for students. However, the United States Congress has not acted on the long overdue reauthorization of ESEA. Significant NCLB provisions are outdated and the constraints of the law make it difficult to move ahead with important reforms. Because of the delay in reauthorization, Secretary of Education Arne Duncan has invited states to submit waivers to ESEA provisions and requirements.

The NHDOE has received widespread support of the waiver application, working extensively with multiple stakeholders, as well as the New Hampshire State Board of Education endorsement of it. Here in New Hampshire, we have approached the waiver process from the perspective that anything we do must be consistent with our unique local control character. Recent conversations with Secretary Duncan and others at the USED have encouraged us to move forward with this abiding principle.

Parties interested in seeing more may contact Trisha Allen at the NHDOE to view a copy of the waiver application or click on the link below. Should you require further information, please contact Deputy Commissioner Leather at Paul.Leather@doe.nh.gov.

- New Hampshire ESEA Flexibility Request

This a working draft and we are looking for input at this time. Please provide input to Trisha Allen at Trisha.Allen@doe.nh.gov.

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New Hampshire
State Board of Education
Minutes of the July 8, 2010 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:30 a.m. at the Department of Education, 101 Pleasant Street, Concord, NH. Chairman Lyons presided.

Members present: John E. Lyons, Jr., Fredrick Bramante, Jr., Helen G. Honorow, Daphne Kenyon, and Tom Raffio. Stephen L'Heureux and William Walker were unable to attend. Also in attendance were Virginia M. Barry, Commissioner of Education, and Paul K. Leather, Deputy Commissioner of Education.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Deb Wiswell led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Peter Martin from Exquisite Productions updated the Board on the filming of the Board meetings and how to gain access to the films.

AGENDA ITEM IV. OPEN BOARD DISCUSSION

A. Common Core Standards – Daphne Kenyon said there is a public hearing at 10:00 a.m. on the Mathematics Standards. The Common Core Standards for Mathematics were discussed. For over a decade, research studies of mathematics education in high-performing countries have pointed to the conclusion that the mathematics curriculum in the United States must become substantially more focused and coherent in order to improve mathematics achievement. These Standards define what students should understand and be able to do in their study of mathematics. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. The Common Core State Standards in English/Language Arts and Mathematics focus on critical knowledge, skills, and capacities needed for success in the global economy; communicate expectations clearly and concisely to teachers, parents, students, and citizens; consider international benchmarks; and ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level.

Daphne Kenyon said that the gap analysis between NH and NECAP to Common Core State Standards is very helpful. There were a few comments on line and they were very helpful.

Deb Wiswell said that two people responded on line and the feedback was positive. She also asked Helen Schotanus to review the Standards. Patty Ewen answered some concerns Helen Honorow had regarding early childhood education. Fred Bramante has some concerns about the Mathematics Standards.

AGENDA ITEM V. SPECIAL PRESENTATIONS

A. Public Hearing on Common Core Standards – Chairman Lyons opened the hearing at 10:00 a.m. The following people spoke of their concerns: Michael Mooney, PTA; Cathy Stavenger from Southern New Hampshire University; Cecile Carlton from NHT Math and Department of Education School Improvement Grant; Heather Cummings from Governor Wentworth; Heather Driscoll from Revolutionary Schools; and Tracy Bricchi from Pembroke High School. Chairman Lyons said he is more concerned now since he has heard testimony about the flexibility the Department will have. Fredrick Bramante said he also has some of the same concerns the Chairman has. Daphne Kenyon said the Gap Analysis is encouraging. Ms. Wiswell said the English Language Standards will help New Hampshire move ahead but there is work to do on the Mathematics Standards. There are now twenty states that have approved the Standards. Daphne Kenyon said that this is a process and adopting the standards is the first step in the process. Michael Mooney would like to see a section on family engagement. He feels that portion is missing. Chairman Lyons closed the hearing at 11:00 a.m. Deb Wiswell thanked many people who had helped in this process. Commissioner Barry thanked everyone for their part in moving this process along. Daphne Kenyon thanked Deb Wiswell for getting all this information together and preparing the Gap Analysis for the Board to use.

MOTION: Daphne Kenyon made the motion, seconded by Tom Raffio, that the State Board of Education adopt in principle the final draft of the Common Core State Standards, and that the Department of Education commit to a thoughtful, orderly transition process for implementation and assessment to ensure that all New Hampshire students experience a successful and productive future. The State Board of Education will expect regular reports from the Department on the progress of implementation as we move forward.

4114

VOTE: The motion was adopted by a 4 – 1 vote with the Chairman voting in the negative.

Chairman Lyons said he has significant concerns over the process.

A. Tile Mural Project – New Boston Central School – Catherine O'Brian, introduced students with Judy Keefe, art teacher and Rick Mathew, principal, of the New Boston Central School. [redacted] spoke of their involvement in this project. The presentation will tell the story of an Artist Residency in Schools project with a ceramics/tile artist, [redacted]. Students and teachers created a beautiful tile mural, which depicts their local Piscataquog River. This artist uses special glazes that are recycled from discarded bottles. The mural is now mounted on a barn at the New Boston Fairgrounds. Students, parents and teachers also had an opportunity to each make an individual tile, and students created Nature Books. They worked with many environmental and local groups to do research, such as the Piscataquog Land Conservancy. The project included learning about math, science, and nature studies in addition to the artistic skills. Students actually made glazes under the artist's direction; and a group of students also visited the artist's studio. In addition, [redacted] assistant, [redacted], made pots on the potters wheel for 300 hours allowing most students an opportunity to experience the potter's wheel "hands on." This project was funded by a grant from the NH State Council on the Arts, matched by funds from the New Boston Central School PTA, and New Boston taxpayers.

B. Delay in Full Compliance – Unity Elementary School – This item was tabled at the June 8, 2012 meeting.

MOTION: Tom Raffio made the motion, seconded by Fredrick Bramante, to remove from the table the Delay in Full Compliance for the Unity Elementary School.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

Judy Fillion said that two Board members, Stephen L'Heureux and Daphne Kenyon, Ed Murdough, Bernard Davis, two representatives from the Fire Marshal's Office, school board members, legislators, staff from SAU #6, and herself, visited the Unity Elementary School on June 28. Jacqueline Guillette, Superintendent of Schools, Shawn Randall, Unity School Board Chair, Chip Baldwin, Principal of the school, and other interested parties, were present. Daphne Kenyon said that Board members are very concerned about the safety of children and staff in the building.

In a letter dated May 6, 2010 from the State Fire Marshal's Office there are seven violations to the New Hampshire State Fire Code and the Inspector said that before the school will be allowed to reopen in the fall of 2010 the items must be corrected by August 1, 2010 to allow conditional occupancy of the building. Superintendent Guillette updated Board members on what has transpired since the visit of June 28.

Superintendent Guillette said it will take about $143,000 to remedy some of the Fire Marshal's Office concerns. Chairman Lyons mentioned a letter from the Chairman of the Unity Zoning Board of Adjustments. Shawn Randall spoke of his concerns regarding closing the school. Chairman Lyons said the Board is very concerned about the safety of the children and the community has not listened in the past. The State Board also wanted the community to be reminded that in addressing the safety concerns, mutual consideration should be given to creating an environment conducive to learning.

MOTION: Fredrick Bramante made the motion, seconded by Tom Raffio, that the State Board of Education disapprove the request from the Unity School District for a Delay in Full Compliance with the Minimum Standards for Public School Approval, Chapter Ed 306 of the New Hampshire Code of Administrative Rules for the Unity Elementary School and to also deny conditional approval. The district may submit a written request for reconsideration at the Board's next meeting on August 11, 2010 or at a subsequent meeting.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

Commissioner Barry said that the district is also dealing with other issues not related to safety issues but the Department wants to be sure a quality education is being delivered to the students. Rep. John Cloutier spoke of his concerns regarding closing the school. Chairman Lyons said this vote is a vote to save a child.

C. Rep. Brien Ward – Rep. Ward was unable to attend this meeting.

D. Hearing – Teacher/Winnisquam Regional School Board – SB-FY-10-10-002 – This issue involved a teacher who took issue with the school district superintendent's decision to not allow the students in the district to view President Obama's September 8, 2009 speech live during the school day. The teacher was present and spoke to the issue. John Teague, Attorney for the Winnisquam Regional School Board, was present.

MOTION: Tom Raffio made the motion, seconded by Daphne Kenyon, that the State Board of Education deny the request for rehearing by the teacher.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

AGENDA ITEM VI. LEGISLATIVE ISSUES

A. Adopt – Ed 403, Approval of Nonpublic Schools For Attendance Purposes; Ed 404, Non-Public Schools Approval of Nonpublic Schools For Program Purposes and Ed 405, Approval Of A Recognized Agency for Program Approval – A vote is needed for the Board to adopt this rule. The JLCAR has reviewed the Revised Objection Response at their June 18, 2010 meeting and approved the rule including reinserting subparagraph (4) in Ed 403.03(b) with "The administrator's signature." The Board may now adopt these rules.

MOTION: Tom Raffio made the motion, seconded by Helen Honorow, that the State Board of Education adopt Rule filing 2009-191, Ed 403, Approval of Nonpublic Schools For Attendance Purposes, Ed 404, Non-Public Schools Approval Of Nonpublic Schools For Program Purposes and Ed 405, Approval Of A Recognized Agency For Program Approval.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

AGENDA ITEM VII. NEW DEPARTMENT BUSINESS

Deputy Commissioner Leather mentioned there would be two withdrawals from SAU #38 at the August 11 meeting.

AGENDA ITEM VIII. NEW BOARD BUSINESS

A. Priorities of State Board

B. Education Reform

These items were not discussed at this meeting.

AGENDA ITEM IX. COMMISSIONER'S REPORT

Commissioner Barry spoke to different issues during the meeting.

AGENDA ITEM X. OLD BUSINESS

There was no Old Business at this meeting.

AGENDA ITEM XI. CONSENT AGENDA

A. Minutes of June 9, 2010 meeting

MOTION: Tom Raffio made the motion, seconded by Daphne Kenyon, that the State Board of Education approve the Minutes of June 9, 2010.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

B. Tuition Agreement – Keene/Stoddard School Districts

MOTION: Tom Raffio made the motion, seconded by Helen Honorow, that the State Board of Education approve the contract between the Keene School District and the Stoddard School District.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

C. Con-Val Regional Cooperative School District Amendments to Articles of Agreement

MOTION: Tom Raffio made the motion, seconded by Helen Honorow, that the State Board of Education approves the amendments to articles eight and ten of the articles of agreement and issues its certificate to the Conval Regional Cooperative School District, as conclusive evidence of lawful adoption.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

D. Home Education Advisory Council – Re-nomination of Abbey Lawrence

MOTION: Helen Honorow made the motion, seconded by Tom Raffio, that the State Board of Education accept the re-nomination of Abbey Lawrence to serve on the Home Education Advisory Council for a three-year term expiring June 30, 2013.

VOTE: The motion was adopted by unanimous vote of the Board present, with the Chairman voting.

AGENDA ITEM XII. OTHER BUSINESS

Chairman Lyons said he would be in Portugal from August 8th through August 20th and he would like William Walker or Stephen L'Heureux to chair the August 11th meeting.

AGENDA ITEM XIII. TABLED ITEMS

A. Delay in Full Compliance – United Elementary School

B. Merrimack School of Excellence Charter School

AGENDA ITEM IX. NONPUBLIC SESSION

The Board did not go into nonpublic session at this meeting.

AGENDA ITEM X. ADJOURNMENT

MOTION: Tom Raffio made the motion, seconded by Daphne Kenyon, to adjourn the meeting at 1:30 p.m.

VOTE: The motion was adopted by unanimous vote of the Board, with the Chairman voting.

_____

Secretary

Smarter Balance Assessment Consortium
Document of Commitment

Please sign and return by April 15, 2010 to
Tony Alpert, Director of Assessment, Oregon Department of Education

Email as PDF attachment to: Tony.Alpert@ode.state.or.us , or
Fax: 503-378-5156

The Document of Commitment may be returned after April 15, allowing a state to begin to participate as a voting Member State from the date of commitment. Signature on this document indicates support of decisions made prior to Consortia receipt of this document.

Complete descriptions of the responsibilities and time commitments of various levels of consortium governance are provided in the Governance Structure document. This initial governance structure refers to the *proposal process only.* Governance structure will be revised after proposal acceptance to reflect long-term needs during the grant implementation period.

State Name: New Hampshire

Please indicate which governance levels are of interest to your state at this time.

☒ **Member State –** May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.

☐ **Governing State –** May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.

☐ Please consider my state for representation on the **steering committee**. (10 hr/wk)

☒ Please consider my state for representation on the **proposal design team** (20 hr/wk)

☒ We are interested in participating in the following **work groups** (variable hr/wk)

- ☐ Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
- ☐ Psychometrics, Reliability, Standard Setting, Reporting
- ☒ Universal Design, Test Administration, Accommodations, Special Populations
- ☒ Technical Specifications/Requirements
- ☐ Communications and Documentation
- ☐ External Validation, Research and Innovations
- ☐ Professional Development and Capacity Building (IT and Human)
- ☒ Formative and Benchmark Assessment
- ☒ Performance-Based, Curriculum-Embedded Assessments
- ☒ High School and Higher Education

Virginia M. Barry

Chief State School Officer Date: April 13, 2010

TABLE 2: REWARD, PRIORITY AND FOCUS SCHOOLS					
LEA NAME	**SCHOOL NAME**	**SCHOOL NCES ID #**	**REWARD SCHOOL**	**PRIORITY SCHOOL**	**FOCUS SCHOOL**
1. Redacted	Redacted	Redacted	B		
2. Redacted	Redacted	Redacted	B		
3. Redacted	Redacted	Redacted	B		
4. Redacted	Redacted	Redacted	B		
5. Redacted	Redacted	Redacted	B		
6. Redacted	Redacted	Redacted	B		
7. Redacted	Redacted	Redacted	B		
8. Redacted	Redacted	Redacted	B		
9. Redacted	Redacted	Redacted	B		
10. Redacted	Redacted	Redacted	B		
11. Redacted	Redacted	Redacted	B		
12. Redacted	Redacted	Redacted	B		
13. Redacted	Redacted	Redacted	B		
14. Redacted	Redacted	Redacted	B		
15. Redacted	Redacted	Redacted	B		
16. Redacted	Redacted	Redacted	B		
17. Redacted	Redacted	Redacted	B		
18. Redacted	Redacted	Redacted	B		
19. Redacted	Redacted	Redacted	B		
20. Redacted	Redacted	Redacted	B		
21. Redacted	Redacted	Redacted	B		
22. Redacted	Redacted	Redacted	B		
23. Redacted	Redacted	Redacted	B		
24. Redacted	Redacted	Redacted	B		
25. Redacted	Redacted	Redacted	B		
26. Redacted	Redacted	Redacted	B		
27. Redacted	Redacted	Redacted	B		
28. Redacted	Redacted	Redacted	B		
29. Redacted	Redacted	Redacted	B		
30. Redacted	Redacted	Redacted	B		
31. Redacted	Redacted	Redacted	B		
1. Redacted	Redacted	Redacted		C	
2. Redacted	Redacted	Redacted		C, E	
3. Redacted	Redacted	Redacted		C, E	
4. Redacted	Redacted	Redacted		C, E	

5. Redacted	Redacted	Redacted		C	
6. Redacted	Redacted	Redacted		C, E	
7. Redacted	Redacted	Redacted		C	
8. Redacted	Redacted	Redacted		C, E	
9. Redacted	Redacted	Redacted		C	
10. Redacted	Redacted	Redacted		C, E	
11. Redacted	Redacted	Redacted		C, E	
12. Redacted	Redacted	Redacted		C	
13. Redacted	Redacted	Redacted		E	
14. Redacted	Redacted	Redacted		E	
15. Redacted	Redacted	Redacted		E	
16. Redacted	Redacted	Redacted		E	
17. Redacted	Redacted	Redacted		E	
18. Redacted	Redacted	Redacted		E	
19. Redacted	Redacted	Redacted		E	
20. Redacted	Redacted	Redacted		E	
21. Redacted	Redacted	Redacted		C	
22. Redacted	Redacted	Redacted		C	
23. Redacted	Redacted	Redacted		C	
24. Redacted	Redacted	Redacted		C	
25. Redacted	Redacted	Redacted		C	
26. Redacted	Redacted	Redacted		C	
1. Redacted	Redacted	Redacted			F
2. Redacted	Redacted	Redacted			F
3. Redacted	Redacted	Redacted			F
4. Redacted	Redacted	Redacted			F
5. Redacted	Redacted	Redacted			F
6. Redacted	Redacted	Redacted			F
7. Redacted	Redacted	Redacted			F
8. Redacted	Redacted	Redacted			F
9. Redacted	Redacted	Redacted			F
10. Redacted	Redacted	Redacted			F

NHDOE Stakeholder Engagement Efforts

New Hampshire Common Core Implementation Team

Bethany Bernasconi	2012 Teacher of the Year, Windham High School, Science
Cecile Carlton	Math Consultant, Former Department of Education Mathematics Consultant
Virginia Clifford	NHDOE Professional Development and Credentialing
Deb Connell	NHDOE Administrator – Bureau of Integrated Programs
Christine Downing	NHDOE Common Core Implementation Consultant
Patricia B Ewen	NH DOE Early Childhood Consultant/Literacy
Christina Felix	NH DOE Literacy Consultant, Writing
Gail Fensom	Remedial Writing Instructor, UNH Manchester
Tim Kurtz	NHDOE Director of Assessment
Marcia McCaffery	NH DOE Arts Consultant and School Accountability
Joseph Miller	NH DOE Director of Curriculum and Instruction
Kathleen Murphy	NH DOE Director of Curriculum and Instruction
Karen Soule	NH DOE Teacher/Leader Effectiveness and Credentialing
Lori Temple	NHDOE Public Information Officer
Roberta Tenney	NHDOE Administrator, Charter Schools and Innovations
Deborah Wiswell	NH DOE Administrator for Accountability

NHDOE Stakeholder Engagement Efforts

New Hampshire Common Core Guiding Coalition

Debra Armfield	Former RTI Principal at Golden Brook School, Windham NH recently promoted to Director of Professional Learning , SAU 55 Timberlane District
Bethany Bernasconi	2012 Teacher of the Year, Windham High School, Science
Judy Curran Buck	Former President, NH Teachers of Mathematics, Math Consultant
Susan Copley	President, NH ASCD and retired Principal
Patricia Ewen	Interim State Lead CCSS – NH DOE Early Childhood Consultant/Literacy
Heather Gage	Consultant and Note taker
Nicole Heimarck	Director of Curriculum and Professional Learning – SAU 39 Amherst, Mont Vernon and Souhegan
Valerie Kehoe	Literacy Specialist, Rural and Title 1 Schools. Bridgewater-Hebron Village School Pre-K - 5
Christine Landwehrle	Assistant Director Curriculum and Professional Learning SAU 39 Amherst, Mont Vernon and Souhegan
Marcia McCaffery	Arts Consultant, Accountability, NH CC Implementation team mate
Sue Noyes	Superintendent
Audrey Rogers	Professor of Education, Southern New Hampshire University, Chair and Co-facilitator of Higher Education Round Table

NHDOE Stakeholder Engagement Efforts

PRIORITY AND FOCUS SCHOOLS WAIVER WORK TEAM

Nichol, Kathryn (Joey)	Team Lead Title I Consultant, New Hampshire Department of Education
Arigo, Mary Ellen	Title I Consultant, New Hampshire Department of Education
Bergeron, Jane	New Hampshire Department of Education Regional Liaison
Brown, Bridget	Special Education Consultant, New Hampshire Department of Education
Conrad, Mark	Superintendent of Schools, Nashua, NH
Fleurant, Deborah	Title I Consultant, New Hampshire Department of Education
Fortier, Merry	Consultant for the Bureau of Accountability New Hampshire Department of Education
Freeman Ph.D., John	Superintendent of Schools, Pittsfield, NH
Livingston, Ed.D, Deborah	Superintendent of Schools, Fall Mountain Regional School District, Charlestown, NH
Manseau, Bob	New Hampshire Department of Education Regional Liaison
Thistle-Elliott, Lynda	Title I Consultant, New Hampshire Department of Education

NHDOE Stakeholder Engagement Efforts

NETWORKS WAIVER WORK TEAM

Deborah Connell	Team Lead Administrator-Bureau of Integrated Programs New Hampshire Department of Education
Barry Ph.D., Virginia	Commissioner of Education New Hampshire Department of Education
Bell, Randy	New Hampshire Department of Education Regional Liaison
Bergeron, Jane	New Hampshire Department of Education Regional Liaison
Bigaj, Stephen	Associate Dean for the College of Graduate Studies Keene State College
Cascadden, Corinne	Superintendent of Schools, Berlin, NH
Ewen, Patricia	New Hampshire Department of Education Regional Liaison
Healey, Raymond	Director North Country Educational Services Professional Development Center
Fleurant, Deborah	Title I Consultant, New Hampshire Department of Education
Kent, Saundra	New Hampshire Department of Education Regional Liaison
LaSalle, Richard	Executive Director, SERESC (Southeastern Regional Education Service Center)
Leather, Paul	Deputy Commissioner of Education New Hampshire Department of Education
Livingston, Ed.D, Deborah	Superintendent of Schools, Fall Mountain Regional School District Charlestown, NH
Orman, Mary Ellen	Superintendent of Schools, Interlakes School District Meredith, NH
Manseau, Bob	New Hampshire Department of Education Regional Liaison
Nichol, Kathryn (Joey)	Title I Consultant, New Hampshire Department of Education
Rubin, Adam	2Revolutions Future of Learning Consultant
Waite, Winsome	AIR (American Institutes for Research) RTI-MTSS

NHDOE Stakeholder Engagement Efforts

AMO, Assessment, and Accountability Waiver Work Team

Paul Leather	Deputy Commissioner
Scott Marion	NCEIA Associate Director
Keith Burke	former Superintendent, Conval; Consultant, Assessment Services
Nate Greenberg	Superintendent, Londonderry, NH
Tim Eccleston	NAEP Coordinator
Susan Morgan	Title III Assessment Specialist
Tim Kurtz (since resigned)	Administrator, NH Assessment
Merry Fortier	Educational Consultant, Accountability and non-Title I Services

NHDOE Stakeholder Engagement Efforts

Teacher and Principal Effectiveness Waiver Work Group

Helen Honorow	State Board of Education
Jennifer Sanborn	Elementary teacher Concord, NH
Cindy Chagnon	New Hampshire School Boards Association, also State Board of Education member
Randy Bell	Retired Superintendent of Schools, Liaison New Hampshire Dept. of Education
Alana Mosley	Franklin Pierce University
Peter Bonaccorsi	New Hampshire Association of School Principals
Peter Durso	New Hampshire Association of School Principals
Irv Richardson	NH-NEA
Scott McGilvrey	NH-NEA

NHDOE Stakeholder Engagement Efforts

Principal Effectiveness and Evaluation Task Force

Paul Asbell

Kirk Beitler

Peter Bonaccorsi

Peter Durso

Bryan Lane

Pat McLean

Mike Morgan

Nan Parsons

Tom Starratt

Laurie Wenger

Members of the New Hampshire Task Force on Effective Teaching 2010-2011

First Name	Last Name	Title	Organization
Martha	Allen	President	Vermont-NEA
David	Backler	Principal	Milan Village School
Virginia M.	Barry	Commissioner of Education	NHDOE
Randy	Bell	Superintendent	SAU #81 - Hudson
Patrick	Boodey	Principal	Woodman Park School - Dover
Kathleen	Boyle	Assistant Superintendent	SAU #48 - Plymouth
Fred	Bramante	NH State Board of Education	
Marta	Cambra	Director of Education Quality	Vermont Department of Education
Rebby	Carey	Task 1 Coordinator	Education Development Center, Inc./REL-NEI
Dean	Cascadden	Superintendent	Bow School District
Kimberley	Casey		
Cindy	Chagnon	Vice Chair	Bedford School Board
Virginia	Clifford	Bureau of Credentialing	NHDOE
Barbara D.	Cohen	Program Director, Teacher Education	Granite State College
Deborah	Connell	Administrator, Bureau of Integrated Programs	NHDOE
Susan	Copley	Executive Director	NHASCD
Keith	Couch	Chair	Barnstead School Board
Sarah	Cremer	Research Associate	Learning Innovations at WestEd
Kathleen	Cuddy-Egbert	Assistant Superintendent	SAU #49 - Governor Wentworth
Todd A.	DeMitchell	Professor & Chair, Department of Education Lamberton Professor, Justice Studies Program	University of New Hampshire
Terri D.	Donovan	Director of Field Services & Collective Bargaining	AFT-NH
Kathy	Dunne	REL-NEI NH Liaison, Director of Professional Development	Learning Innovations at WestEd/REL-NEI
Mary	Earick	Education Department, Early Childhood Studies	Plymouth State University
Patricia	Ewen	Early Childhood Specialist	NHDOE
Judith D.	Fillion	Director, Bureau of Program Support	NHDOE
Terri	Forsten	Assistant Superintendent	Laconia School District
Ashley	Frame	Teacher	Nute High School - Milton
Robert	Fried	Executive Director	Upper Valley Educators Institute
Ira	Glick	Research Associate	RMC Research
Mary J.	Gorman	NH State Representative	
Yi	Gong	Assoc. Professor, Education & Coord. for Accreditation & Assessment Support	Keene State College
Elisabeth	Gustavson	Coordinator of Induction with Mentoring	Timberlane Regional High School
Laura	Hainey	President	AFT-NH
Michael	Harris	Director, Teacher Education Program	Dartmouth College
Mary S.	Heath	Dean, School of Education	Southern New Hampshire University
Helen G.	Honorow	NH State Board of Education	
Carol	Keirstead	Director	New England Comprehensive Center, RMC Research Corporation
Molly M.	Kelly	NH State Senate	
Rick	Ladd, Jr.	NH State Representative	
Mica	Kurtz	PhD Student	University of New Hampshire - Economics
Stephanie	Lafreniere	State Director of Title I	NHDOE
Cathy	LaSalle	Coordinator, Education Field Office	Rivier College
Paul K.	Leather	Deputy Commissioner	NHDOE

First Name	Last Name	Title	Organization
Scott	McGilvray	Social Studies Teacher	Manchester Memorial High School
Amanda	Merrill	NH State Senate	
R. Dean	Michener	Associate Director	New Hampshire School Boards Association
Michael	Mooney	President	New Hampshire PTA
Kathleen	Murphy	Director, Division of Instruction	NHDOE
Howard S.	Muscott	NH CEBIS Project Director, NH RESPONDS Initiative Director	SERESC
Eric	Nash	Science Teacher	Winnacunnet High School
Barbara	Newton	Retired Teacher	Rochester High School
Susan	Porter	Teacher	Mt. Pleasant Elementary School - Nashua
Debra	Nitschke-Shaw	Professor of Education	New England College
Joe	Onosko	Associate Professor of Education	University of New Hampshire
Joan	Ostrowski	Principal	Swasey Central School - Brentwood
Irv	Richardson	Coordinator for Public Education and School Support	NEA-NH
Emma L.	Rous		Task Force Co-Chair
Jennifer	Sanborn	Teacher	Beaver Meadow School - Concord
Karen	Soule	Administrator - Bureau of Credentialing NHDOE	Task Force Co-Chair
Silas	St. James	English Teacher	Pittsfield Middle High School
Melinda D.	Treadwell	Dean of Professional and Graduate Studies	Keene State College
Marianne	True	Professor of Education, Childhood Studies Coordinator	Plymouth State University
Diane	Vienneau	Mentor	Nashua School District
Laura M.	Wasielewski	Director of Teacher Education Programs, Education Department Chair	Saint Anselm College
Rhonda	Wesolowski	President	NEA-NH
Susan	Wiley	Retired Educator	
Wayne E.	Woolridge	Superintendent	SAU #29 - Keene

New Hampshire Task Force on EFFECTIVE TEACHING PHASE II

Membership List

First Name	Middle Initial	Last Name		Title	Organization
David		Backler		Principal	Milan Village School
Virginia		Barry	Ph.D.	Commissioner of Education	NHDOE
Philip (Randy)	D.	Bell	Jr.	Superintendent	Hudson SAU #81
Kathleen		Boyle		Assistant Superintendent	SAU #48 - Plymouth
Kate		Callahan		Principal	Dondero Elementary School
Cindy		Chagnon		School Board Member	Bedford School District
Tobi	Gray	Chassie	M.Ed., C.A.G.S.	Director of Student Services	Pittsfield School District
Dan		Conley		Sr. Account Rep, Eval Systems, Assessment and Information	Pearson
Deborah		Connell		Administrator, Bureau of Integrated Programs	NHDOE
Susan		Copley	Ph.D.	Executive Director	NHASCD
Keith		Couch		Chair	Barnstead School Board
Kathy		Dunne		REL NEI NH Liaison, Director of Professional Development	Learning Innovations at WestEd / REL-NEI
Mary		Earick	Ph.D.	Assistant Professor	Plymouth State University
Trevor		Ebel		Superintendent	SAU #63 Wilton
Patricia	B.	Ewen		Education Consultant	Office of Early Childhood Education, DOE
Judith	D.	Fillion	Ph.D.	Director	DOE - Division of Program Support
Ashley		Frame		French Teacher	Nute High School - Milton
Ira	S.	Glick	Ph.D.	Research Associate	RMC Research
Yi		Gong	Ed.D.	Assoc. Professor of Education, Coord. for Accreditation & Assessment Support	Keene State College
Mary	J.	Gorman		NH State Representative	NH House of Representatives
Laura		Hainey		President	AFT-NH
Mary	S.	Heath		Dean, School of Education	Southern New Hampshire University
Nicole		Heimarck		Curriculum Coordinator	SAU #39, Amherst/Mt. Vernon
Helen		Honorow	Esquire		State Board of Education

Carol		Keirstead	Ed.D.	Director	New England Comprehensive Center, RMC Research Corporation
Molly	M.	Kelly		Senator	NH State Senate
Lorraine		Landry	M.Ed.	Assistant Superintendent	Fall Mountain Regional SAU 60
Cathy		LaSalle	M.Ed., C.A.G.S.	parent	
Paul		Leather		Deputy Commissioner	NHDOE
Debra		Livingston	Ed.D.	Superintendent	Fall Mountain Regional SAU 60
Scott		Marion		Associate Director	NCIEA
Debra		Nitschke-Shaw	Ph.D.	Professor of Education	New England College
Irv		Richardson	Ed.D.	Coordinator for Public Education and School Support	NEA-NH
Emma	L.	Rous		Former State Representative	Task Force Co-Chair
Gail	C.	Rowe	M.Ed.	Principal	Alstead Attendance Area
Mike		Schwartz		Data Consultant	NHDOE
Karen		Soule		Administrator, Bureau of Credentialing	NHDOE
Nancy		Stiles		Senator	NH State Senate
Melinda		Treadwell		Dean of Professional and Graduate Studies	Keene State College
Marianne		True		Professor	Plymouth State University
Janet		Valeri		Principal	Ledge Street School
Diane		Vienneau		Mentor	Nashua School District

2011-2012 School Year	2012-2013 School Year	2013-2014 School Year	2014-2015 School Year
Leadership in Developing CCSS Capacity, Awareness, Strategic Plans, and Communication Systems			
➢ Adopt CCSS and Career and College Readiness vision ➢ Establish CCSS Steering/Leadership Team for strategic planning and communication ➢ Develop strategic plan and timeline for CCSS implementation to reach 2015 assessment target ➢ Establish CCSS communication systems to inform educators, students, parents, and community of outcomes and expectations	➢ Maintain and monitor regular CCSS Steering/Leadership Team collaboration ➢ Implement and monitor CCSS strategic plan ➢ Implement CCSS communication systems to inform all stakeholders ➢ Include CCSS in all professional learning opportunities ➢ Identify resources to support CCSS instructional and assessment shifts	➢ Maintain and monitor regular CCSS Steering/Leadership Team collaboration ➢ Continue to monitor CCSS implementation and effectiveness of strategic plan ➢ Continue to communicate with all stakeholders regarding changes to CCSS ➢ Maintain inclusion of CCSS with all professional learning opportunities ➢ Provide opportunities to connect CCSS and SMARTER Balanced Summative Assessment ➢ Implement resources to support CCSS instructional and assessment shifts	➢ Maintain and monitor regular CCSS Steering/Leadership Team collaboration ➢ Evaluate and adjust CCSS implementation and effectiveness tied to student achievement/student growth model ➢ Continue to communicate with all stakeholders regarding changes to CCSS ➢ Maintain inclusion of CCSS with all professional learning opportunities ➢ Evaluate resources to support CCSS instructional and assessment shifts
Transitions in Curriculum, Instruction and Assessment for Educators and Students			**Accountability Aligned to CCSS**
Curriculum Transitions ➢ Understand *Instructional Shifts*: (vertical & horizontal articulation of scaffolding and pacing) o ELA: (1) Content-rich nonfiction, (2) Evidence from text; writing, (3) Text complexity with academic vocabulary o Mathematics: (1) Focus, (2) Coherence, (3) Rigor ➢ Understand the structure, organization, and format of CCSS (*How to read the CCSS*) (*Portrait of a CCR student)* ➢ Embed reading and writing in social studies, science, and the technical subjects; applying mathematical practices and applications as well as capacities of a literate individual across all content areas ➢ CCSS Standards Integrated Instruction (*Survey of Enacted Curriculum):* to student skill: skill evidence demonstrated by student work: to assessment: to differentiated instruction ➢ Develop competency based curriculum/reporting systems aligned to CCSS ➢ Plan instruction for student integrated technology proficiencies	**Instruction and Assessment Transitions** ➢ Apply Instructional Shifts across all content areas ➢ Implement & pace vertically aligned CCSS ELA & Math with embedded technology in content areas & technical subjects (*SEC)* ➢ Understand SMARTER Balanced Assessment System Components ➢ Understand SMARTER Balanced Assessment Claims and Targets for ELA & Mathematics (*Assign personnel to monitor Smarter Balanced)* ➢ Understand SMARTER Balanced Item/Task Specifications for ELA and Mathematics (grades 3-8) addressing Text Complexity ➢ Develop district approved assessments aligned to CCSS ➢ Integrate various types of assessments (including diagnostic, interim, formative, and summative) to support instruction ➢ Develop student support services (i.e. Multi Tiered System of Support, ELL, special education) that promote student achievement with CCSS ➢ Review, update, and implement CCSS resources and materials ➢ Implement competency based curriculum and reporting systems aligned to CCSS		To measure the effectiveness of CCSS: ➢ Align district/school data systems to support CCSS analysis ➢ Align staff evaluations with CCSS curriculum, instruction, and assessment requirements ➢ Align SINI/DINI/Restructuring Plans with CCSS implementation ➢ Align District Master PD plan to support professional learning of CCSS outcomes and expectations **There is no administration of a State Summative test during calendar year 2014.**
State Summative Assessments (2011-2012) Fall 2011 NECAP based on NH GLEs/GSEs for Reading, Writing, and Mathematics NAEP -	**State Assessments (2012-2013)** Fall 2012 NECAP based on NH GLEs/GSEs for Reading, Writing and Mathematics NAEP -	**State Assessments (2013-2014)** Fall 2013 NECAP based on NH GLEs/GSEs for Reading & Writing. **Math (3-8) has selective changes to align sequentially with CCSS.** NAEP	**State Summative Assessments Spring 2015** SMARTER Balanced CCSS Assessment (3-8, 11) Competency Assessments/SLO (9-12) NAEP
Technology Readiness-Computer Based Assessment Infrastructure ➢ Complete spring Technology Readiness Tool Student Technology Readiness: ➢ Learn about student technology needs	**Technology Readiness-Computer Based Assessment Infrastructure** ➢ Complete fall and spring Technology Readiness Tool ➢ Create plan for bridging technology readiness gap Student Technology Readiness ➢ Plan for student technology proficiencies	**Technology Readiness-Computer Based Assessment Multiple Tests** ➢ Complete fall and spring Tech Readiness Tool ➢ Implement plan for bridging technology readiness gaps Student Technology Readiness: ➢ Implement student technology readiness plan-beta test with multiple populations	**SMARTER Balanced Readiness SAT Readiness** ➢ Complete fall Technology Readiness Tool ➢ Complete readiness upgrades **2014 - Student Technology Readiness: 12 month checklist to implementation** ➢ Evaluate and adjust student technology readiness plan

COMPETENCY VALIDATION RUBRIC

	4	3	2	1
	←STRONG COMPETENCY STATEMENTS		WEAKER COMPETENCY STATEMENTS→	
	The competency statement…			
Relevance to Content Area *To what extent does this competency statement align with standards, leading students to conceptual understanding of content?*	…aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning. …articulates, in a clear and descriptive way, what is important in understanding the content area. …connects the content to higher concepts across content areas.	…aligns with national, state, and/or local standards/ frameworks; areas may be combined or clustered for learning. …states what is important in understanding the content area. …addresses conceptual content.	..has beginning alignment with national, state, and/or local standards/frameworks. … is either too abstract or too specific in its content area focus. …is so detailed in language that it obscures the connection to higher concepts.	…has little evidence of alignment with standards or frameworks …focus on content is factual in nature without connection to concepts.
Enduring Concepts *To what extent does this competency statement reflect enduring concepts?*	…includes skills that are transferable across content areas and applicable to real-life situations. …requires an understanding of relationships between/among theories, principles, and/or concepts.	…includes skills that are transferable across content areas with real-life connections. …is based on concepts supported by topics and/or facts.	…is a statement specific to program/resource used. …is based on topics applicable to the course.	…is limited to scope and sequence of textbook/program/resource. …is very specific to facts in content.
Cognitive Demand *What depth of knowledge does this competency statement promote?*	…requires deep understanding of content as well as application of knowledge to a variety of settings. …asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation and defend their position or point of view through application of content. …promotes complex connections through creating, analyzing, designing, proving, developing, or formulating.	…reflects academic rigor and implies opportunities for students to apply knowledge in a variety of ways. …asks students to create conceptual connections and exhibit a level of understanding that is beyond the stated facts or literal interpretation. …promotes deep knowledge using reasoning, planning, interpreting, hypothesizing, investigating, or explaining.	…is limited in academic rigor and/or opportunities to apply knowledge. …asks students to show what they know in ways that limit their ability to build conceptual knowledge. …requires engagement of mental practices such as identifying, defining, constructing, summarizing, displaying, listing, or recognizing.	…asks for routine or rote thinking or basic recall, and lacks opportunities to apply knowledge …asks students to show what they know in simplistic ways. …requires recall of information, facts, definitions, and terms such as reciting, stating, recognizing, listing, reproducing, memorizing or performing simple tasks or procedures.
Relative to Assessment *To what extent does the competency statement promote opportunities for students to demonstrate evidence of learning?*	…defines what is to be measured in clear and descriptive language. …promotes multiple and varied opportunities to demonstrate evidence of learning in interdisciplinary fashion.	…defines what is to be measured. …promotes either multiple or varied opportunities to demonstrate evidence of learning.	…Is disconnected from the product of learning. …implies limited opportunities to demonstrate evidence of learning.	…lacks description of what is to be measured. …limits evidence of learning to recall.

GLOSSARY OF TERMS

TERM	DEFINITION
Academic Rigor	"Thorough, in-depth, mastery of challenging tasks to develop cognitive skills through reflective thought, analysis, problem solving, evaluation, or creativity". (International Center for Leadership in Education, 2007)
Alignment	Where the Competencies Validation Rubric refers to a competency statement aligning with national, state, and/or local standards, alignment does not imply that *each* competency will align with *all* content standards. However, *taken with other competency statements*, it may align with all relevant content standards.
Competency Assessment	The process by which a student demonstrates sufficient evidence of learning. (N.H. Department of Education, 2006)
Bloom's Taxonomy	Developed by Benjamin Bloom to classify levels of learning, described as remembering, understanding, applying, analyzing, evaluating, and creating.
Cognitive Demand	How content interacts with process to explicitly require appropriate cognitively demanding work. This is directly related to the number and strength of connections of concepts and procedures that a student needs to make to produce a response on the way to learning, including the level of reasoning required. (New Hampshire, Rhode Island, and Vermont Department of Education. (2004). Draft Tri-State New England (TSNE) Mathematics Test Specifications. New Hampshire, Rhode Island, and Vermont Department of Education., 2004)
Course Level Competencies	The expected content, concepts, and skills to be mastered in a course. (N.H. Department of Education, 2006)
Enduring Concepts	Concepts that we want students to understand, know, and be able to do in the future, after details are forgotten. (Wiggins & McTighe, 2005)
Enduring Understanding	"Such understandings are generally abstract in nature and often not obvious, they require un-coverage through sustained inquiry rather than one-shot coverage. " (Wiggins & McTighe, 2005)
Mastery	This term indicates that a student has presented sufficient evidence of attainment of the required competencies. (N.H. Department of Education, 2006)
Metarubric	The criteria for judging the quality of rubrics; a rubric for a rubric (Assessment Training Institute, 2004)
Performance Assessment	A student's demonstration of academic rigor through application of learned knowledge and skills, and requiring transferability. Performance assessment is designed to measure a student's ability to directly demonstrate particular knowledge and skills, and is scored using established criteria for acceptable demonstration.
Transferability	Successful use of one's knowledge and skill in situations of importance
Webb's Depth of Knowledge	Developed by Norman Webb et al to describe four depths of knowledge: Recall, Skill/Concept, Strategic Thinking, Extended Thinking (Wisconsin Center of Educational Research, 2006)

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NH DOE Statewide Educator Conference
July 9 -11, 2012

IPAD-BASED CONFERENCE

Conference attendees will use iPads to access information at the conference and will have opportunities to learn with these tools during interactive technology training sessions.

Each participant who elects to purchase an iPad must attend a 3 -hour pre-conference iPad training provided by your Local Educational Support Center Network, (www.lescn.org), where iPads will be distributed.

Training will be held during the three weeks prior to the conference.

More information about iPad training will be available after you register.

CONFERENCE COST AND REGISTRATION

The conference cost is $1200 with an iPad3 and training, and $500 for the conference only. To register, visit www.keene.edu/conted/summer_summit.

Included in your registration fee is continental breakfast, lunch, Tuesday evening reception, and all conference sessions.

Lodging and dinner are the responsibility of the participant. More information on housing options is available on the conference website.

Deadline to register for the conference and iPad is April 16. Deadline to register for the conference only is June 18, but space is limited.

KEENE STATE COLLEGE
OFFICE OF CONTINUING EDUCATION
603-358-2290
Continuing-ed@keene.edu

KEYNOTE SPEAKERS

Featuring Nationally Recognized Keynote Speakers

Dr. Linda Darling-Hammond will address the broad context of education reforms, examining what kinds of curriculum, teaching, and assessments will be required to implement the Common Core standards; enabling students to acquire 21st century skills.

Dr. David Conley will focus on College and Career Readiness and share strategies that schools and teachers can develop to enhance student readiness. *Dr. Conley is Professor and Director of the Center for Educational Policy Research, at the University of Oregon's College of Education.*

Dr. Scott Marion will emphasize educator effectiveness in a student-centered, competency based teaching and learning environment. *Dr. Marion is Vice President of the National Center for Improvement in Educational Assessment.*

CONFERENCE GOALS

- Increase understanding of the Common Core to improve student outcomes
- Use data to drive instructional decisions/planning
- Improve student outcomes
- Advance use of technology
- Build relationships with New Hampshire Institutions of Higher Education

WORKSHOP SESSIONS

A series of breakout sessions will feature NH education professionals including NH School representatives, NH DOE staff, and College and University faculty.

Workshops will deepen knowledge, networking, and understanding related to Common Core strategies for implementation, exemplary practices from NH schools, 21st century learners and technology tools and teaching strategies that work; data-driven instruction; performance assessment; and teacher effectiveness measures.

For more information, visit our website: www.keene.edu/conted/summer_summit

Keene STATE COLLEGE

New Hampshire Department of Education
Serving New Hampshire's Education Community

Application to Students with Disabilities

The Common Core State Standards articulate rigorous grade-level expectations in the areas of mathematics and English language arts.. These standards identify the knowledge and skills students need in order to be successful in college and careers

Students with disabilities —students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common standards provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their abilities to benefit from general education (IDEA 34 CFR §300.39, 2004). Therefore, *how* these high standards are taught and assessed is of the utmost importance in reaching this diverse group of students.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English language arts), their instruction must incorporate supports and accommodations, including:

- supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP)[1] which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional supports for learning— based on the principles of Universal Design for Learning (UDL)[2] —which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and expression.

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[1] According to IDEA, an IEP includes appropriate accommodations that are necessary to measure the individual achievement and functional performance of a child

[2] UDL is defined as "a scientifically valid framework for guiding educational practice that (a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains

- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.

- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

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high achievement expectations for all students, including students with disabilities and students who are limited English proficient." by Higher Education Opportunity Act (PL 110-135)

Common Core Inquiry Form

Completed by: _____ **Date/Time:** _____/_____

Consultant Contact information:
Email: _____ **Telephone:** _____

Inquiry from:

Name: _____ **Ph:** _____

SAU #: _____ **Fax:** _____

School: _____ **Email:**_____

Address 1: _____

Address 2: _____

Town/City/Zip: _____

Common Questions:

1. Did you receive maroon graphic? ☐ Yes ☐ Please email
2. What do you already know about the CCSS project? _____

   _____

   _____
3. Who is leading the CCSS transition effort in your school/district? _____

   _____
4. Where are you in the CCSS implementation process?

   _____

   _____

   _____
5. Resources used? _____

   _____
6. How do you visualize SERESC's role in the project._____

   _____

   _____

Specific questions (optional):

- Do you see yourselves as needing:
    1. Consultation to leaders about planning/process*?*
    2. Consulting/coaching for teachers as they unpack standards and implement instructional shifts?

_____

_____

- What if any professional development has you had specific to CCSS transition? _____

_____

- What standards/grade levels/content areas are of most concern to you? _____

_____

- What level of awareness do you have regarding instructional shifts? _____

_____

- What shifts are of most concern? _____

_____

- Regarding assessment if it comes back as a concern:
    1. Try to get back to current assessments
    2. How they support CCSS based achievement
    3. Try to shift back to looking at instructional strategies first

Notes:

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Common Core Implementation Network
Feedback Survey

This session is presented by the SERESC Technical Assistance Project for Transition to the Common Core State Standards in partnership with the NHDOE. Please take the time to fill out the evaluation questions below so that we can model continuous improvement to help support your work on the network.

Two feedback options:

1. *You have been sent an email with a **link to a survey** that you can complete online. If you have your computer, smart phone or tablet with you, please consider using this convenient option.*
2. *If you are not able to use the online link, please complete this form and leave it with us- we will upload the information.*

Questions:

1) What district or school do you represent?_____

2) What is your role at your school or district? _____

3) The outcomes for today's session were clear and easy to understand. *Please circle your response.*

Strongly Disagree
Disagree
Undecided
Agree
Strongly Agree

4) Work in the session was engaging and thought provoking. *Circle your response.*

Strongly Disagree
Disagree
Undecided
Agree
Strongly Agree

Survey continues on reverse……

5) The presenters elicited feedback and input from the audience.

S*trongly Disagree*

Disagree

Undecided

Agree

Strongly Agree

6) My key takeaways from today are as follows:

7) My key needs to know from today's session are as follows:

8) For future sessions, what can the SERESC Technical Assistance and Common Core Implementation Network Lead do to improve your experience as you transition to CCSS?

9) Do you anticipate using the New Hampshire Network site to support your efforts in Common Core implementation? *Please Circle* ***Yes or No***

Yes

No

THANK YOU!

SERESC

Southeastern Regional Education Service Center, Inc.

Proposed Framework of Student Accountability in New Hampshire
Quality Performance Assessment Initiative

*The business of schools is to invent tasks, activities, and assignments that the students find engaging and that bring them into profound interactions with content and processes they will need to master to be judged well educated (*Schlechty, 2001).

Background and Rationale

The New Hampshire Department of Education is committed to ensuring that all of its graduating students are college and career-ready. To support this goal, the state seeks to integrate a performance assessment component into its state student accountability system that assesses students' mastery over rigorous academic content, skills, and dispositions.

Today's assessment tests are not preparing our students for tomorrow's world of college and career. Recent advances in technology and the economy require that schools teach new 21st century content and skills to prepare students for post-secondary education, career, and civic life. In addition to mastering core academic content, these skills include thinking critically and solving complex problems, working collaboratively, communicating effectively, learning how to learn, and gaining competency in information, media, and technology. Yet, assessments of these skills are largely missing from state and local tests, and thereby often absent from the curriculum (Tung & Stazesky, 2010). David Conley notes, "For the most part,…standardized tests require students to recall or recognize fragmented and isolated bits of information….The tests rarely require students to apply their learning and almost never require students to exhibit proficiency in higher forms of cognition" (Conley, Lombardi, Seburn, & McGaughy, 2009). Conley cites a study in which college faculty identified critical thinking and problem solving as the foremost areas in which first-year college students are lacking when they enroll (Lundell, 2005).

The Council of Chief State School Officers (CCSSO) has set a goal of "…creating a public education system that prepares every child for life-long learning, meaningful work, and citizenship." CCSSO's Innovation Lab Network has adopted the understanding that "college- and career-readiness requires mastery of rigorous content knowledge and the ability to effectively integrate and apply knowledge in diverse environments within and across disciplines." The New Hampshire Department of Education is a leading member of this network. The NHDOE policy requiring all high school courses to be aligned to course-level competencies is one step the state has already taken to foster new practices of assessment that promote and assess deeper levels of understanding important academic content, skills, and dispositions.

In partnership with the Center for Collaborative Education (CCE) and the National Center for the Improvement of Educational Assessment (NCIEA), the New Hampshire Department of Education will develop a state-wide performance assessment system that will balance local control with state-wide accountability and comparability. This system will be one component of a comprehensive assessment system for New Hampshire students, which will eventually include Smarter Balanced Assessment Consortium (SBAC) assessments as well. In launching this effort, the NHDOE will apply the lessons learned from past assessment initiatives.

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Foundational Principles

The next generation of New Hampshire's assessment system is based upon the following foundational principles:

1. ***New Hampshire's student assessment system should promote and measure the knowledge, skills, and dispositions that lead students to graduate from high schools college- and career-ready***
2. ***Performance assessments are a vehicle for encouraging the teaching and learning of meaningful content and skills***
3. ***New Hampshire's system of educator support should build the capacity of educators to engage students in the learning of meaningful knowledge and skills***
4. ***Accountability systems, including educator evaluation systems, should be built upon a foundation of a student assessment system that measures critically important student outcomes.***

We provide additional details about each of these principles below:

1. ***New Hampshire's Student Assessment System Should Promote and Measure the Knowledge, Skills, and Dispositions that Lead Students to Graduate from High Schools College- and Career-Ready***

The Common Core State Standards are "designed to be robust and relevant to the real world, reflecting the academic knowledge and skills that our young people need for success in college and careers (http://www.corestandards.org/)." New Hampshire's performance assessment system will be constructed with competencies that measure knowledge, skills, and dispositions at its core:

> ***Knowledge:*** Mastery of rigorous academic content represented by competencies developed by the New Hampshire Board of Education.
>
> ***Skills:*** Higher order thinking skills, such as critical thinking, solving complex problems, synthesizing and analyzing, working collaboratively, communicating effectively, and using technology to enhance understanding.
>
> ***Dispositions:*** Behavioral qualities or habits of mind that include goal setting, persistence, time and resource management, self-awareness, and social and emotional competence.

2. ***Performance assessments are a vehicle for encouraging teaching and learning of meaningful content and skills.***

When teachers become assessment literate and experienced in developing high quality performance assessment tasks, prompts, and rubrics, they are more likely to design and deliver authentic learning experiences. Stecher found that in Vermont, because of the state portfolio assessment, teachers reported spending more time on problem solving, mathematical

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communication, and assignments requiring complex thinking (Stecher, 1998). Darling-Hammond & Rustique-Forrester came to similar conclusions – *performance assessments improved instruction*, largely due to embedding assessment into the curriculum, the immediate availability of results, and the authenticity of the tasks. Improved instruction was more prevalent with teachers who engaged in scoring performance assessments and discussing student work (Darling-Hammond & Rustique-Forrester, 2005). This process of gaining common agreement about performance levels *leads to teachers more uniformly increasing their expectations* for the quality of student work (Darling-Hammond & Wood, 2008). Further, rich performance assessments provide a vehicle for teachers to examine student work so they (and their students) may gain insights into how students learn in the specific content area and how teachers can facilitate improvements in this learning.

3. ***New Hampshire's system of educator support should build the capacity of educators to engage students in learning of meaningful knowledge and skills.***

The proposed performance assessment system will embed a robust professional development model that assists teachers in creating standards-aligned quality performance assessment systems that promote the use of authentic, inquiry-based instruction, complex thinking, and application of learning. The system will provide examples of rich assessments and demonstrations of student learning that promote college- and career-readiness. As well, the performance assessment system initiative will employ a strategic approach for building the expertise of educators across the state to become assessment leaders in their respective schools and districts.

4. ***Accountability systems, including educator evaluation systems, should be built upon a foundation of a student assessment system that measures critically important and valued student outcomes.***

The new performance assessment component of the state's student accountability system will measure important student outcomes, including content knowledge, essential skills, and dispositions. Valid and reliable performance tasks incentivize the type of instruction and assessment that support student learning of rich knowledge and skills. Performance assessment, when implemented systemically with high technical quality (e.g., reliable, valid, sufficient, free from bias), may serve multiple purposes. **The rich common and local performance tasks that will be developed and implemented will support the new state educator evaluation system by providing anchors for Student Learning Objectives (SLO) and other means of documenting student learning that can be attributed to teachers and groups of teachers.**

Components of the Performance Assessment System

The proposed performance assessment system will be based on (1) a focus on technical quality to ensure that the performance tasks that are designed and implemented at the local and state levels are valid and reliable, and (2) a robust professional development model that provides support to educators in designing, implementing, and reliably scoring quality performance tasks. This system will include a set of common performance assessments that have high technical quality in the core academic subjects, locally designed assessments with guidelines for ensuring high technical quality, regional scoring sessions and local district peer review audits to ensure sound

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accountability systems and high inter-rater reliability, a web-based bank of local and common performance assessments, and a network of practitioner "assessment experts" to support districts and schools.

Within this initiative, performance assessments will be defined as:

Multi-step, complex activities with clear criteria, expectations, and processes that enable students to interact with meaningful content and that measure the depth at which students learn content and apply complex skills to create or refine an original product and/or solution.

Having a common statewide definition will promote greater consistency in quality of local and common performance assessments that are developed. This common definition is not meant to stifle local initiatives and creativity; rather, it will serve as a basis for evaluating the quality of local adaptations as well as for implementing state-wide professional development activities.

(a) College and Career-Ready Competencies in All Major Disciplines

Competencies are defined as:

Targets for student learning representing key content-specific concepts and skills applied within or across content domains.

Over the next two years, beginning with mathematics and English language arts (ELA), the New Hampshire Department of Education will develop common statewide competencies in the major academic disciplines (ELA, mathematics, science, social studies/history, the arts). The competencies will be aligned with college and career-ready standards at the appropriate depth of knowledge, with the eventual performance tasks to be designed reflecting Levels 3 & 4 higher order thinking (Webb 2002). While the competencies will represent content-specific concepts and skills, they will be organized in a manner to encourage cross-disciplinary learning, teaching, and assessment.

For each discipline, practitioner committees of 8-12 educators will be selected by NHDOE, with input from CCE and NCIEA, representing superintendents, principals, teachers, and higher education. NCIEA staff will lead the committees, with CCE providing support, as they develop college and career-ready competencies. ELA and math will be completed in FY 2013, while science, social studies, and the arts will be completed in FY 2014.

Upon completion, the competencies will be brought to the New Hampshire State Board of Education for adoption.

(b) Validated Common Performance Assessment Tasks

CCE, with NCIEA's guidance, will facilitate a process to develop a set of validated common performance assessment (PA) tasks – with accompanying process, guidelines, tools, rubric, student work anchors, and data reporting - in each of five core disciplines (mathematics, English language arts, social studies, science, arts) and at each of the three grade spans (K-5, 6-8, 9-12).

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Each PA task will be constructed so that it can be curriculum-embedded and administered in in local districts. All tasks will meet the definition of performance assessment in section (a), and thus will be multi-step assignments that usually take place over more than one class period, with all student work on the tasks remaining in class through completion of the task.

The tasks will be designed by districts participating in the QPA cohorts, as they develop and implement performance tasks for local implementation. As well, Smarter Balanced performance tasks will also be reviewed for potential inclusion in a statewide bank of common performance tasks. All tasks, regardless of origin, will require students to demonstrate mastery of the state adopted competencies. CCE and NCIEA will select tasks that hold promise for statewide implementation as common tasks, refine them, and approve them using a validation process. Tasks will be validated through the collection and evaluation of evidence gathered through a field test of Cohort districts. At each grade span within each discipline, there will eventually be a sufficient number of validated common tasks and accompanying rubrics to enable annual rotating tasks.

A teacher-friendly field guide for administering the common performance assessment (PA) tasks as well as designing and implementing local performance tasks will be developed for districts (online and in hard copy) that will include:

(1) The rationale for quality PAs in transforming curriculum, instruction, and learning;
(2) A set of 4-6 common PA tasks for each discipline at each grade span, with accompanying rubrics, scoring guides, proof of standards alignment, and student work anchors (from field test sites);
(3) Professional development modules on creating, administering, and scoring PA tasks;
(4) Scoring protocols and instructions; and
(5) A process for using PA student scores to improve instruction and curriculum.

(c) Locally Developed and Validated Performance Assessment Tasks

CCE, with NCIEA's guidance, will develop a process, guidelines, tools, and rubrics for the design and administration of locally developed performance assessment tasks in each discipline and grade span. The field guide described in section c2 above will also include guidelines for designing and administering local performance assessment (PA) tasks. The section of the field guide on developing local quality performance assessments will include the following:

(1) Guidelines, steps, and protocols for creating and validating district and school-based PA tasks with technical quality; and
(2) Task shells that will enable educators to create derivative tasks based on the common tasks.

(d) Professional Development and Support

Districts and schools will receive substantial professional development and support to develop and implement robust performance assessment systems.

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Web-Based Platform of Validated Performance Tasks. CCE, in partnership with the NHDOE and a technology partner organization, will design a web-based platform to store validated common and locally-designed performance assessments that districts can access. Over the years, the bank will grow and offer all districts a wealth of validated tasks that can be applied across grade spans and disciplines. Each validated performance task will include rubrics, proof of alignment and validity, student work anchors, and suggestions for embedding the task in the curriculum. Districts and schools will be encouraged to use these tasks as formative (during the school year to provide feedback on the progress of student learning) as well as summative (e.g., end of course) assessments. Through the embedding of interim performance tasks in the curriculum throughout the school year, students will be prepared for summative end of year performance tasks.

Professional Development Institutes. Annual cohorts of schools will be selected to engage in summer and school-year Quality Performance Assessment institutes on assessment literacy, competencies and designs for teaching them (knowledge, skills, and dispositions), assessment task design and validation, scoring calibration, and data analysis to track student progress and inform instruction. Task design will include how to use task shells to develop performance assessment tasks for local use.

Regional task validation sessions will be conducted to assist districts in fine-tuning assessment tasks to ensure they measure target knowledge, skills, and dispositions. Regional calibration scoring sessions will be conducted to build inter-rater reliability and consistency in scoring across districts. These sessions will serve as professional development for participants to then lead task validation and calibration scoring sessions at the local level. Each district will have a goal of attaining and demonstrating 80% or greater inter-rater reliability (exact agreement per scoring dimension) on tasks that are locally scored. Data assessment reports will be produced as a result of regional scoring sessions that are disseminated as guidance to districts in shaping their local scoring sessions.

The first cohort of schools will be selected in fall 2012 with professional development provided during the 2012-2013 school year. For subsequent cohorts, schools will be selected by June of each year with professional development beginning in the summer followed by a smaller number of follow-up training provided during the school year.

Practitioner "Assessment Experts." CCE, with assistance from NCIEA, will select and support a cadre of practitioner "assessment experts" that will consist of content teachers and curriculum directors in the core academic disciplines at the different grade spans, as well as educators from Cohort schools who will have been trained in creating, administering, and scoring quality performance assessments. Attention will be paid to creating regional teams who can provide support to districts and schools in their respective regions. The entire cadre will be trained to conduct regional calibration scoring and assessment task validation sessions, with the goal of strengthening the quality of local assessment tasks and inter-rater reliability. We envision approximately 40-50 assessment practitioners being trained and supported, while receiving an annual stipend to conduct this performance assessment work. These assessment practitioners will be supported by a Lead Assessment Trainer. The goal is to eventually develop assessment experts in every district and school in the state. CCE and NCIEA would eventually assume a

secondary support role in a gradual release of responsibility model as the practitioner assessment experts take on the primary responsibility for supporting districts to implement the state's student accountability model.

(e) District Peer Review Audits

CCE and NCIEA will design and implement a district peer review audit process that will ensure and validate that districts have in place a strong performance assessment system that meets key technical quality requirements. Districts will submit evidence of their performance assessment systems, according to defined peer review submission guidelines, to peer review teams of external practitioners, who will review the evidence, gather additional data, and provide feedback during a site visit to the district. The peer review process is an important vehicle for providing feedback to districts while supporting rich professional learning and cross-district collaboration. The peer review will look for evidence of the following components of a strong local performance assessment system:

- College and career-ready competencies in the designated disciplines;
- Processes for (1) administering state common performance assessment tasks, and (2) developing and validating local college and career-aligned performance assessment tasks
- A professional development system which provides school and district personnel with training in assessment task design and validation as well as scoring calibration;
- Structures that provide time for school administrators and teachers to engage in task design and validation, scoring, and calibration
- Evidence of technical quality such as alignment, comparability, and reliability.
- Local policies that support the state performance assessment system (e.g., performance assessment graduation requirements)

The timeline for peer reviews will be staggered. The first two years of reviews will focus solely on providing formative feedback to districts. By the third year, peer review audits will be conducted in order for districts to be approved as a district that has a strong performance assessment system in place. Districts could be approved for specific time periods, or receive conditional approval for a shorter time period with specific requirements for improving the local performance assessment system.

Timeline and Implementation Process

Given the ambitious nature of this state initiative, we propose the following timeline and implementation considerations:

Performance Assessment Components	Timeline
b) Develop competencies for core disciplines	• ELA and math in 2012-2013 • State board of education approval of ELA and math by March 2013 • Science, social studies, and arts in 2013-2014 • State board of education approval of

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	science, social studies, and arts by April 2014
c) Validated common performance tasks (4-6 per discipline and grade span)	• ELA and math in 2012-2013 and 2013-2014 • Science, social studies, and arts in 2013-2014 and 2014-2015 • Guide completed by June 2013, field tested in 2013-2014, and revised by June 2014
d) Locally developed and validated performance tasks	• Guide completed by June 2013, field tested in 2013-2014, and revised by June 2014
e) State-wide professional development cohorts	• One 10-15 high school cohort in 2012-2013 • One 35 high school cohort and one 20 K-8 school cohort in 2013-2014 • One 35 high school cohort and two K-8 cohorts of 35 schools in 2014-2015 • Three K-8 cohorts of 35 schools in 2015-2016
f) Web-based bank of validated performance tasks	• Web-based bank established by July 2013 • All common tasks uploaded as they are validated for use • Local tasks are selected to be refined and uploaded on an ongoing basis
g) Regional network of support	• Cohort 1 practitioner assessment experts selected by February 2013, and trained by June 2013 • Follow-up support sessions conducted for Cohort 1 practitioner assessment experts during 2013-2014 • Cohort 2 practitioner assessment experts selected by October 2013, and trained by February 2014 • Follow-up support sessions conducted for Cohort 3 practitioner assessment experts beginning February 2014 • Successive cohorts follow the timeline of Cohort 2
h) District peer review audits	• Peer review audit system designed by January 2014 • Districts placed on a five-year cycle of peer review audits by June 2014 • Peer review audits begin in 2014-2015

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Outcomes:

By June 30, 2013:

- State-wide ELA and math competencies will have been completed and will have been approved by the New Hampshire Board of Education
- State-wide competency committees for science, social studies, and the arts will have been selected for start-up in fall 2013
- Cohort 1 of up to 15 high schools will have received a school year of professional development on designing, implementing, and scoring quality common and local performance assessment tasks
- An initial set of common high school performance tasks in ELA and math will have been developed and been through one field test in Cohort 1 high schools
- A website for storing validated common and local performance tasks will have been created and launched, and an initial set of local performance tasks will have been selected for further refinement and validation
- A cadre of Cohort 1 assessment experts will have been selected, provided initial training, and provided stipends to provide support to districts and schools on designing, implementing, and scoring quality common and local performance tasks

By June 2014:

- State-wide science, social studies, and the arts competencies will have been completed and will have been approved by the New Hampshire Board of Education
- Cohort 2a of up to 35 high schools and Cohort 2b of up to 20 K-8 schools will have received a school year of professional development on designing, implementing, and scoring quality common and local performance assessment tasks
- A full set of validated common performance tasks in high school ELA and math will have been uploaded onto the state performance assessment website
- An initial set of common high school performance tasks in science, social studies, and the arts will have been developed and validated in Cohort 1 & 2 high schools, and been uploaded onto the state performance assessment website
- An initial set of common K-8 performance tasks in ELA and math will have been developed, validated, and uploaded onto the state performance assessment website
- A growing number of local performance tasks at all grade spans will have been selected, validated, and uploaded onto the state performance assessment website
- A second cadre of assessment experts will have been selected, initially trained, and provided stipends to provide support to districts and schools on designing, implementing, and scoring quality common and local performance tasks
- A voluntary performance assessment peer review audit system will have been designed and approved, and implemented for selected districts

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By June 2015:

- Cohort 3a of up to 35 high schools and two Cohorts (3b) of up to 35 K-8 schools will have received a school year of professional development on designing, implementing, and scoring quality common and local performance assessment tasks
- A full set of common performance tasks in high school science, social studies, and the arts will have been developed, validated, and uploaded onto the state performance assessment website
- A full set of common K-8 performance tasks in ELA and math will have been developed, validated, and uploaded onto the state performance assessment website
- An initial set of common K-8 performance tasks in science, social studies, and the arts will have been developed, validated, and uploaded onto the state performance assessment website
- A growing number of local performance tasks at all grade spans will have been selected, validated, and uploaded onto the state performance assessment website
- The two cadres of assessment experts will have continued to receive support in order to provide assistance to districts and schools on designing, implementing, and scoring quality common and local performance tasks
- The first cycle of formative peer reviews will have been conducted, with the process fine-tuned for subsequent cycles

By June 2016:

- Three Cohort 4s of up to 35 K-8 schools each will have received a school year of professional development on designing, implementing, and scoring quality common and local performance assessment tasks
- A full set of common performance tasks in K-8 science, social studies, and the arts will have been developed, validated, and uploaded onto the state performance assessment website
- The performance assessment website will have a rich collection of validated local performance tasks in each grade span and discipline
- The first formal cycle of peer review audits will have been completed

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Report on the New Hampshire Accountability System Chapter 198 (SB 180) Session Laws of 2009

Virginia Barry, Ph.D., Commissioner of Education
New Hampshire Department of Education

December 27, 2011

New Hampshire Accountability System
December 2011

Contents

Introduction	**3**
Input Based System	**4**
Development of the Performance Based System	**5**
Identify performance criteria and measurements.	**5**
Establish performance goals and the relative weights assigned to those goals	**9**
Establish the basis for determining whether the opportunity for an adequate education exists	**13**
Determining Adequacy	**17**
Performance Based System: Locally Defined Indicators	**18**
Resources and References	**19**

Introduction

In 2009, the legislature of the State of New Hampshire passed SB180, a bill establishing an accountability system to ensure students receive the opportunity for an adequate education.

> 193-E:3-b Accountability for the Opportunity for an Adequate Education. Beginning with the 2009-2010 school year, a school shall demonstrate by the end of the school year that it provides the opportunity for an adequate education under RSA 193-E:2-a by meeting the requirements of paragraph I of this section. Beginning with the 2011-2012 school year, a school shall demonstrate by the end of the school year that it provides the opportunity for an adequate education by meeting the requirements of either paragraph I or II of this section. Following the adoption of the performance-based accountability system as provided in RSA 193-E:3-c and RSA 193-E:3-d, the department shall evaluate all schools using both the input based school accountability system under paragraph I of this section and the performance based accountability system under RSA 193-E:3-c and RSA 193-E:3-d. A school that satisfies the requirements of either system shall be providing the opportunity for an adequate education. [Chapter 198 (SB 180) Session Laws of 2009]

The legislation defines a two-part accountability system: an input-based system and a performance-based system. The input based system assesses whether a school provides the necessary curriculum for an adequate education and sets appropriate expectations for completion of the academic program. The performance-based system assesses adequacy based on the school's demonstration of student achievement, engagement and persistence to graduation.

In August 2009, the Department of Education (DOE) with the guidance of the NH DOE AYP/Accountability Task Force developed the process and format of the input-based system to meet the specifications of the legislation. The input-based system was piloted in spring 2010 and schools were required to submit evidence they meet the requirements of the specified school approval standards by September 2010. Review of the submissions by teams of Department staff to determine adequacy is underway.

In October 2009, the Commissioner of Education, Virginia A. Barry, convened The Commissioner's Task Force of representatives as defined in SB180 to begin development of the performance-based system. The Commissioner's Task Force met approximately monthly since then, meeting jointly with the AYP Task Force starting in October 2010. Task Force members reviewed existing data and selected indicators for inclusion in the performance-based system that best represent the student outcomes when offered an adequate education.

In December, 2011, the Commissioner's Task Force reviewed results for schools in the state for the full performance-based system and reached agreement on the performance standard that demonstrates that the school has provided its students the opportunity for an adequate education.

This report provides a summary of the information considered and the decisions that were made to establish the accountability system to assess whether schools are providing the opportunity for an adequate education.

The Input Based System

While the purpose of this report is to document the performance-based system, we briefly describe the input system to provide context for the rest of this report. As defined in SB180 (RSA 193 E), schools can demonstrate they provide an opportunity for an adequate education by meeting twelve of the existing school approval standards. (http://www.education.nh.gov/legislation/documents/ed306.pdf). Ten of the twelve are standards related to curriculum and instruction: English language arts and reading; mathematics; science; social studies; arts; world language; health education; physical education; information and communication technologies; and technology education. Two additional input standards are included in the twelve: school year and minimum graduation credits.

The input based system requires that:

- school officials submit a narrative explanation of compliance with each of 12 specified "adequacy" standards
- the commissioner review each school's responses
- schools meeting the standards resubmit every 2 years
- schools not meeting the standards resubmit annually until the standard is met.

Department staff advised by the Accountability Task Force devised an online submission process through which school principals or their designees submit evidence that they have met each of the input-based standards. Selecting "YES" for the standard affirms that the school meets the specifications of the standard as defined in Ed306 (Minimum Standards for School Approval). Selecting "NO" indicates that the school does not meet the specifications defined by the state, and the school must explain why it does not comply with the specifications. As a third option, schools may select "OTHER" and submit evidence to demonstrate that it meets the standard by alternate means.

RSA 193:E requires all schools to demonstrate that they provide the opportunity for an adequate education using the input-based system by the end of the 2009-2010 school year. Submissions were due September 1, 2010. Submissions are being evaluated by teams of Department staff on a continuing basis and schools are notified if their evidence does not meet state requirements.

Performance Based Accountability System

SB 180/ RSA 193 E establishes a second component of the New Hampshire Accountability System that allows schools to demonstrate they have provided the opportunity for an adequate education by having their students meet meaningful academic goals. The legislature described the membership of a Task Force to be convened by the Commissioner to design the performance-based system. The legislature assigned the following duties to the Task Force:

II. The task force shall have the following duties:
- *(a) Define the performance-based accountability system to be used by schools that will ensure that the opportunity for an adequate education is maintained.*
- *(b) Identify performance criteria and measurements.*
- *(c) Establish performance goals and the relative weights assigned to those goals.*
- *(d) Establish the basis, taking into account the totality of the performance measurements, for determining whether the opportunity for an adequate education exists, which may include the assignment of a value for performance on each measurement.*
- *(e) Ensure the integrity, accuracy, and validity of the performance methodology as a means of establishing that a school provided the opportunity for an adequate education as defined in RSA 193-E:2-a. [Chapter 198 (SB 180) Session Laws of 2009]*

In addition to defining the measures and criteria, the legislators stipulated that the Task Force use "only the best available data and indicators which are already provided to the department and/or performance measures that schools are already required to provide the department under other state or federal law." (RSA 193 – E:3-c III) This stipulation ensures that schools and districts will not be burdened to provide additional information to satisfy the requirements of the performance based system. Importantly, these data requirements constrained the work of the Task Force and limited options for potential indicators.

The process used and the decisions reached by the Commissioner's Task Force are described below.

Identify performance criteria and measurements

In light of the requirement to use only data currently provided, the Task Force examined an array of indicators that demonstrate that students have experienced the opportunity to receive an adequate education. The indicators selected for inclusion into the performance based system are grouped in the following categories:

- Achievement
- Inclusion
- Persistence/readiness

Indicators of academic achievement included state assessments in reading/ English language arts, mathematics, science and writing (NECAP), and ACCESS for ELLs, a test that measures whether students who are learning English have reached proficiency in English sufficient to enable them to achieve academically. Indicators that reflect a school's success at engaging students and encouraging them to persist included participation (in assessments) rates, attendance, graduation and dropout rates.

In addition to the discussion of which data are available and represent valuable school outcomes, the Task Force considered how to assess whether a school is serving ***all*** students adequately. To that end, the Task Force chose to differentiate among student groups that are common in NH schools in addition to examining whole school results: English learners, students with disabilities, economically disadvantaged students, and "all others." The "all others" subgroup includes any student who is not a member of the three groups with special conditions that influence achievement. These groups were defined as follows:

- Students identified for English language learner services were classified as the ELL group,
- Students identified for special education services, but NOT ELL services, were classified as the students with disabilities (SWD) group,
- Students eligible for free or reduced lunch services who are not ELL or SWD are classified as the economically disadvantaged group, and
- Students not classified into either of these three groups were classified as the "all other" group.

Unlike the No Child Left Behind (NCLB) approach where certain students may count in multiple student groups (e.g., ELL, Hispanic, and economically disadvantaged), this approach ensures that students are counted only in a single group. All four student groups, in addition to the "whole school" is evaluated on each of the indicators in the system.

Achievement Indicators

State assessments (NECAP) are the primary achievement measure included in the NH Performance Based Accountability System.

Elementary and middle school indicators include:

- ✓ growth in student academic achievement in reading and mathematics
- ✓ school level index values for student achievement in science and writing

High school indicators include:

- ✓ school level index values for reading, mathematics, science and writing

Student growth percentile. One major difference between the elementary/ middle school achievement indicators and the high school indicators is the use of growth as a measure of achievement in reading and mathematics for K-8 students. State assessments are administered in those two subjects each year for grades 3 through 8 affording the state the opportunity to calculate a growth measure that follows each student from year to year. However, high school students are assessed only once, at 11th grade and there are insufficient data from which to calculate a growth score for accountability purposes.

A student growth percentile (SGP) indicates how much a student's performance has improved from one year to the next relative to his or her academic peers: other students statewide with a similar test score history. The model, developed by Dr. Damian Betebenner from the National Center for the Improvement of Educational Assessment (NCIEA), describes whether a student demonstrated academic performance greater than, the same as, or less than the students' academic peers. New Hampshire is one of approximately fifteen (15) states implementing the student growth percentile model.

An example can help clarify what information the student growth percentile includes. When you take a toddler for a yearly checkup, your pediatrician might mention that your daughter's measured height puts her in the 75th percentile. That tells you your daughter is taller than 75% of other toddlers her age. The percentile gives a better understanding of whether the toddlers' height is "typical" for children your daughter's age. For students, the SGP tells the parent and the school whether a child is progressing at the same rate as those who performed similarly in previous state tests.

For elementary and middle schools, a student growth percentile (SGP) is calculated for each student in mathematics and reading using state assessment (NECAP) scores. In each school, the median (or middle) growth percentile of all tested students in the school is calculated for the whole school and each subgroup. This value is used as an indicator of the school's performance. A school earns credits towards the adequacy determination based on whether the median growth percentile of its students indicate they are on track to meet proficiency targets in three years or by eighth grade, whichever comes first.

Using a measure of whether a student is "on track" to achieve proficiency on state assessments allows the growth indicator to incorporate both criterion and normative information. For instance, it is likely that some students, perhaps newcomers to this country, could exhibit high growth in achievement, yet still remain below proficiency because they started well behind their grade level. Similarly, there will be some students who exceed the state proficiency score yet who advance at a rate less than their peers, who would earn a low growth percentile.

The Task Force considered several ways to incorporate student growth into the NH Performance Based Accountability system and concluded that schools should earn credits for both high growth and high achievement. Student growth percentiles accomplish that goal.

Achievement Index Scores: The index score is a method of converting performance levels on the NECAP tests for these subjects such that performance of proficient or greater is equal to full credit (100 points) and scores below proficient are awarded partial credit depending on how close to proficient they score. The index system has been used to report NECAP scores in New Hampshire since 2006.

Inclusion Indicators

The Task Force considered the ability of a school to motivate students to participate in the academic program as another measure of the school's provision of the opportunity to receive an adequate education.

Participation in state assessments. For both elementary/ middle schools and high schools, the participation rate of students on state assessments was chosen as a performance indicator to demonstrate that the school is accountable for all of its students. Participation is reported for the whole school and for each of the subgroups: English learners, students with disabilities, economically disadvantaged students, and the remaining group referred to as 'all others.'

Excessive absence. A second measure of the school's ability to motivate students to engage in the educational program is attendance. The Task Force examined attendance data in a variety of ways, and defined an indicator labeled "excessive absence" – the percentage of students in a school absent more than 10% of their enrolled days (typically 18 days out of a 180 day school year). The Task Force relied on the existing educational research literature in selecting this indicator instead of the more common "average daily attendance," because students absent more than 10 or 15% of the school year are found to be at risk of school failure. The Task Force chose to use the more conservative/lower threshold of 10%.

Persistence/readiness

Persistence or readiness indicators are applied at the high school level and are designed to evaluate the extent to which schools help prepare students for the next level of schooling. Ideally, the system would employ credible postsecondary readiness measures, but those are not available at this time within the constraints of the data requirements. Therefore, the Task Force agreed that graduation and dropout rate are two critical indicators that signify a school's ability to provide high school students with an opportunity to move beyond high school.

Graduation rate. A major indicator of the school's ability to provide an adequate education is the graduation rate. The Task Force included the "four year cohort graduation rate" as an indicator. This is the percentage of students who began as 9th graders four years ago who graduate with a standard diploma.

Given evidence that some students may take longer than the typical four years to graduate due to many circumstances, the Task Force proposes to include the "five year cohort rate" when those data become available. Students who take five years to complete their graduation requirements will be included in this calculation. State department data specialists have begun to compile that information and anticipate it will be available in 2012.

Dropout rate. In addition to graduation rate, the dropout rate was selected by the Task Force as an indicator that describes whether a school has provided the opportunity for an adequate education. The assumption is that schools with low dropout rates engaged their students and provided essential supports to students at risk. Dropout rate is the average percentage of students in a 9th, 10th, or 11th grade cohorts who do return to school the following year. Those who graduate early or earn a GED are not counted as dropouts.

Establish performance goals and the relative weights assigned to those goals

The Commissioner's Task Force reviewed each indicator to examine the range of actual performance across the state. Point values were allocated according to a designated range appropriate to each indicator. (See Table 1 and Table 2, below)

The Task Force chose to emphasize the importance of the reading and mathematics indicators for elementary and middle schools by "weighting" (multiplying) the points by 3. Schools have three times as many data points between grades 3 and 8 for these two subjects compared with writing and science and in addition to achievement measures, student growth as calculated by the Student Growth Percentile method, is available for reading and mathematics, which also justifies its higher weight relative to science and writing.

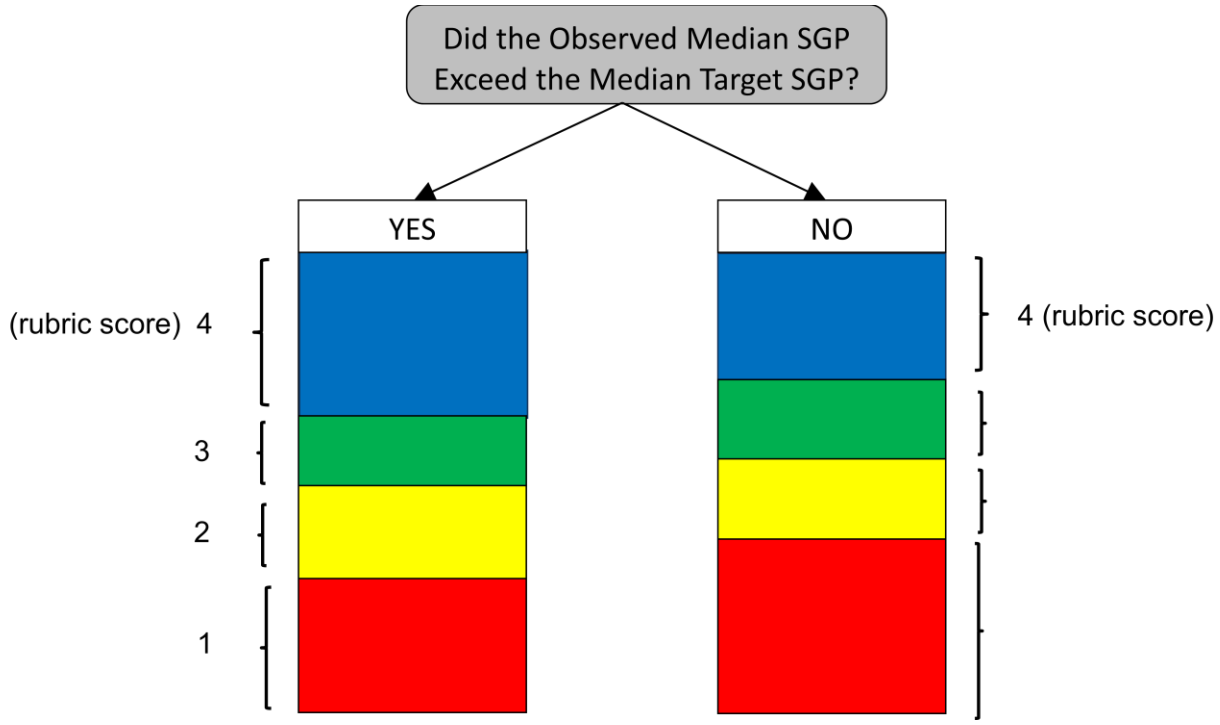
For each indicator, points are allocated for the whole school population and for each of four subgroups: ELL, SWD, economically disadvantaged, and all others.

Additional discussion of the indicator definitions and point allocations as well as detailed discussion of the student growth percentile is available in the NH Accountability System Handbook available from the NH DOE.

Table 1: Performance Indicators, Elementary and Middle Schools

Elementary/ Middle School Points Allocation for Performance Indicators			
Academic Indicators ("n" = minimum of 5 students per group for a value to be counted)			
Indicator	**Measure**		**Points Allocated (for each of 5 groups)**
Reading	Median Student Growth Percentile (SGP) (NECAP)		Met Target SGP *see discussion below Rubric 1 – 4 pts
Mathematics	Median Student Growth Percentile (NECAP)		Met Target SGP Rubric 1 – 4 pts
Science	NECAP Index		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Writing	Writing score converted to Index, allotted adequacy points using Index ranges		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
	7 + ~ 100 6 ~ 80 5 ~ 60	4 ~ 40 3 ~ 20 1 or 2 ~ 0	
Non Academic ("n" = minimum of 20 students per group for a value to be included)			
Indicator	**Measure**		**Performance Pts Allocated (for each of 5 groups)**
Excessive Absence	Percent of students absent more than 10% enrolled time		5% or less = 4 pts 6 – 10% = 3 pts 11 – 20% = 2 pts Greater than 21 % = 1 pt
Participation in NECAP	Percent of eligible students who were tested		Met 95% federal target = 4 pts Did not meet target = 1 pt

Met/ Not Met Target. The Target SGP is the growth percentile a student needs to achieve (for those below proficiency to reach or maintain proficiency within three years or by 8th grade. This statistic is calculated for each student and will vary depending on the student's current achievement, the standard for proficiency, and the number of years before eighth grade. The points allocated to a school in the performance based accountability system will depend on whether the school's students, on average, met or did not meet their target. A school with its actual median growth percentile greater than its median growth target is considered to have "met" its target. For example, a school that met its target and achieved a median SGP of 68 will earn 4 points. A school that DID NOT meet its target and achieved a median SGP of 68 will be awarded 3 points. The rubrics below indicate how points are awarded. As can be seen from the rubric, schools are first evaluated on whether or not they met their targets. If the school's observed median student growth percentile is greater than the target, the school's growth is evaluated via the rubric on the left. On the other hand, if the school's observed median student growth percentile is lower than the target, that school is evaluated using the rubric on the right. The reason for the two different rubrics is to recognize that schools that are meeting their targets are providing meaningful opportunities for their students. However, the Task Force wanted to recognize exemplary growth even if schools had students starting so far behind that it was difficult for them to meet their targets.



Meeting a growth target establishes the expectation that all students must continue to advance at least on a pace with their academic peers. Schools that succeed in helping students surpass their target growth are rewarded with more points, all other things equal, toward their adequacy score.

Table 2: Performance Indicators, High School

High School Indicators – Measures and Points			
Academic ("n" = minimum of 5 students per group for a value to be included)			
Indicator	**Measure**		**Points Allocated (each of 5 groups)**
Reading	NECAP Index		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Mathematics	NECAP Index		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Science	NECAP Index		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Writing	Writing score converted to Index, allotted adequacy points using Index ranges	Writing Index 7 + ~ 100 6 ~ 80 5 ~ 60 4 ~ 40 3 ~ 20 1 or 2 ~ 0	90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Non - Academic Indicators ("n" = minimum of 20 students per group for a value to be included)			
Indicator	**Measure**		**Points Allocated (for each of 5 groups)**
Excessive Absence	Percent of students absent more than 10% of enrolled time		5% or less = 4 pts 6 – 10% = 3 pts 11 – 20% = 2 pts Greater than 21 % = 1 pt
Participation in NECAP	Percent of eligible students who were tested		Met 95% federal target = 4 pts Did not meet target = 1 pt
Graduation Rate (4 yr cohort)	Percent of students who were 9th graders four (4) years ago and earned a standard diploma		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Graduation Rate (5 yr cohort)	Percent of students who were 9th graders five (5) years ago and earned a standard diploma		90-100 = 4 pts 80-89 = 3 pts 70-79 = 2 pts Below 70 = 1 pt
Dropout Rate	Percent of students from the 4 year cohort who leave without a diploma*		0 – 5% = 4 pts 6 – 10% = 3 pts 11 – 20% = 2 pts Greater than 20% = 1 pt

Establish the basis for determining whether the opportunity for an adequate education exists

The indicators chosen by the members of the Commissioner's Task Force will be compiled into a report to be prepared by the Department and published yearly. As noted previously, points are allocated for each of five student groups (whole school, English learners, students with disabilities, economically disadvantaged students, and 'all others') for each performance indicator. A sample report for fictitious "Gray Lake Elementary School" is presented in Table 3.

TABLE 3: Example Report for Performance Based Accountability System – Elementary Schools and Middle Schools

PERFORMANCE INDICATORS REPORT – ELEMENTARY/ MIDDLE SCHOOLS REVISED 12.10.10					
		Median Target SGP	**Median Observed SGP**	**Points Earned**	**TOTAL**
READING: NECAP SGP 2009 state median =	Whole school	28.00	61.00	4	
	ELLs ACCESS AMAO	NA-	-NA	NA	
	Students w/Disabilities	41.50	58.00	4	
	Low SES	65.00	40.00	2	
	All Others	19.00	64.00	4	
	READING AVERAGE POINTS			3.50	
	WEIGHTING = TIMES 3				**10.5**
		Median Target SGP	**Median Observed SGP**	**Points Earned**	**TOTAL**
MATHEMATICS NECAP SGP state median =	Whole school	30.50	66.00	4	
	ELLs	-	-		
	Students /Disabilities	64.00	61.50	3	
	Low SES	40.00	64.00	4	
	All Others	25.00	69.00	4	
	MATHEMATICS AVERAGE POINTS			3.75	
	WEIGHTING = TIMES 3				**11.25**
		Index Score		**Points Earned**	**TOTAL**
SCIENCE: NECAP index	Whole school	84.20		3	
	ELLs	-		-	
	Students w/Disabilities	77.80		2	
	Low SES	82.40		3	
	All Others	89.70		3	
	SCIENCE AVERAGE POINTS			2.75	
	WEIGHTING = TIMES 1				**2.75**
		Index Score		**Points Earned**	**TOTAL**
WRITING NECAP scoring	Whole school	94.40		4	
	ELLs	-		-	
	Students w/Disabilities	72.30		2	
	Low SES	90.90		4	
	All Others	94.10		4	
	WRITING AVERAGE POINTS			**3.5**	
	WEIGHTING = TIMES 1				**3.5**
		Met Threshold		**Points Earned**	**TOTAL**
	Reading Whole school	Yes		4.00	

PERFORMANCE INDICATORS REPORT – ELEMENTARY/ MIDDLE SCHOOLS REVISED 12.10.10				
PARTICIPATION (IN NECAP AND ACCESS FOR ELLS) met rate -- 95%	Reading ELLs	-	-	
	Reading SWD	Yes	4.00	
	Reading Low SES	Yes	4.00	
	Reading: All others	Yes	4.00	
	Math Whole school	Yes	4.00	
	Math ELLs	-	-	
	Math SWD	Yes	4.00	
	Math Low SES	Yes	4.00	
	Math: All others	Yes	4.00	
	Participation Average Points		**4.00**	
	WEIGHTING = TIMES 1			**4.00**
		Excessive Absence Rate	**Points Earned**	**TOTAL**
EXCESSIVE ABSENCE Percent of students absent more than 10% of enrolled time	Whole school	8.26	3.00	
	ELLs	-	-	
	SWD	9.26	3.00	
	Low SES	18.75	2.00	
	All Others	3.28	4.00	
	EXCESSIVE ABSENCE POINTS		**4.00**	
	WEIGHTING = TIMES 1			**3.00**
GRAY LAKE ELEMENTARY SCHOOL PERFORMANCE INDICATORS TOTAL				**35.0**
Score for Adequacy Decision:			**35 points /10 indicators = 3.5**	

Similarly, points will be allocated for each subgroup for each of the high school performance indicators. By averaging the points earned across the indicators assessed, each school receives a performance based accountability score. A sample report for fictitious "Bradley High School" is shown in Table 4.

TABLE 4: Example Report for Performance Based Accountability System – High Schools

PERFORMANCE INDICATORS REPORT – HIGH SCHOOLS REVISED 06.22.11					
		Number Tested	**Index Score**	**Points Earned**	**TOTAL**
READING	Whole school	122	90	4	
NECAP INDEX 2010	ELL –AMAO1	0	--	--	
	ELL Index	0	--	--	
	SWD	22	71	2	
	Low SES	26	93	4	
	All Others	69	96.5	4	
	READING AVERAGE POINTS			3.50	
	WEIGHTING = TIMES 1				**3.50**
		Number Tested	**Index Score**	**Points Earned**	**TOTAL**
MATHEMATICS	Whole school	122	59.7	1	
NECAP INDEX 2010	ELLs	0	--	--	
	SWD	27	37.8	1	
	Low SES	26	58.5	1	
	All Others	69	68.7	1	
	MATHEMATICS AVERAGE POINTS			1.0	

PERFORMANCE INDICATORS REPORT – HIGH SCHOOLS REVISED 06.22.11					
				WEIGHTING = TIMES 1	1.00
		Number Tested	Index Score	Points Earned	TOTAL
SCIENCE	Whole school	124	64.4	1	
NECAP INDEX 2010	ELLs	0	--	--	
	SWD	28	47.9	1	
	Low SES	28	61.4	1	
	All Others	68	72.4	2	
			SCIENCE AVERAGE POINTS	1.25	
				WEIGHTING = TIMES 1	1.25
		Number Tested	Index Score	Points Earned	TOTAL
WRITING	Whole school	135	71.3	2	
NECAP INDEX 2010	ELLs	0	--	-	
	SWD	22	47.3	1	
	Low SES	27	72.6	2	
	All Others	86	77.0	2	
			SCIENCE AVERAGE POINTS	1.75	
				WEIGHTING = TIMES 1	1.75
		Number Tested	Excessive Absence Rate	Points Earned	TOTAL
EXCESSIVE ABSENCE Percent of students absent more than 10% of enrolled time	Whole school		19.13	2	
	ELLs		-	-	
	SWD		30.28	1	
	Low SES		31.86	1	
	All Others		9.73	3	
			EXCESSIVE ABSENCE AVE. POINTS	1.75	
				WEIGHTING = TIMES 1	1.75
		Number	Met Threshold	Points Earned	TOTAL
PARTICIPATION (IN NECAP AND ACCESS FOR ELLS) met rate = 95%	Reading Whole school	128	Y	4	
	Reading ELLs (ACCESS)	-0	--	--	
	Reading SWD	30	N	1	
	Reading Low SES	27	Y	4	
	Reading: All others	71	Y	4	
	Math Whole school	128	Y	4	
	Math ELLs	0	<40	--	
	Math SWD	30	N	1	
	Math Low SES	27	Y	4	
	Math: All others	71	Y	4	
			PARTICIPATION AVERAGE POINTS	3.25	
				WEIGHTING = TIMES 1	3.25
GRADUATION RATE (4yr cohort) Class of 2010		Number	Graduation Rate	Points Earned	TOTAL
	Whole school	136	75.41	2	
	ELLs	0	--	--	
	SWD	21	71.43	1	
	Low SES	30	63.33	1	
	All Others	71	81.69	3	
			GRADUATION AVERAGE POINTS	1.75	
				WEIGHTING = TIMES 1	1.75

PERFORMANCE INDICATORS REPORT – HIGH SCHOOLS REVISED 06.22.11					
GRADUATION RATE (5yr cohort)		**Number**	**Graduation Rate**	**Points Earned**	**TOTAL**
	Whole school	122	14.75	2	
	ELLs	0	--	--	
	SWD	21	19.05	2	
	Low SES	30	23.33	1	
	All Others	71	9.86	3	
	GRADUATION AVERAGE POINTS			**2.0**	
			WEIGHTING = TIMES 1		**2.00**
DROPOUT RATE (TBD) *		**Number**	**Dropout Rate**	**Points Earned**	**TOTAL**
	Whole school				
	ELLs				
	SWD				
	Low SES				
	All Others				
	DROPOUT RATE AVERAGE POINTS				
			WEIGHTING = TIMES 1		**TBD**
BRADLEY HIGH SCHOOL PERFORMANCE INDICATORS TOTAL					**16.25**
Score for Adequacy Decision:			**16.25 points /8 indicators = 2.03**		

** Data for the calculation of dropout rate was not available for this sample but will available when the system is launched.*

Determining Adequacy

Performance descriptors and establishing cutscores

Once the indicators have been identified, rubric points selected, and weights assigned, the final step is to determine the overall "cutscores" that denotes a school as "providing an opportunity for an adequate education." The first step in establishing any cutscore, whether it be proficiency on a test or as an adequacy determination, is to draft performance level descriptors. These statements serve as guides to help panelists develop a shared understanding of the meaning of the adequacy cutscore. At the Dec. 9, 2011 meeting of the Commissioner's Task Force, the consultant brought draft performance level descriptors to the Task Force, one each for high school and elementary/middle school. The Task Force members reviewed and edited the draft descriptors. The final descriptors follow:

Elementary/Middle School:

- Elementary/middle schools providing the "opportunity for an adequate education" enable a majority of students to achieve at high levels on the state assessments in reading, mathematics, science and writing. Students in such schools grow at an acceptable level on the state assessments in reading and mathematics. Achievement and growth differences among student groups are within a reasonable range. Most students attend school regularly and essentially all students participate in the assessment system.

High school:

- High schools providing the "opportunity for an adequate education" enable a majority of students to achieve at an acceptable level on the state assessments in reading, mathematics, science and writing. Achievement differences among student groups are within a reasonable range. Most students attend school regularly, relatively few students drop out of school, and most graduate from high school in four years. Essentially all students participate in the assessment system.

Once the performance level descriptors were drafted, the Task Force members were divided into four groups to review school profiles—i.e., scores on each of the indicators in system—for high school and elementary/middle school separately to find the overall score and school profile that best matches the descriptor. The Task Force determined that an overall performance score of 2.3 represented "the opportunity for an adequate education" for Elementary and Middle Schools. For High Schools, the performance score standard was set at 2.1.

Using the preliminary data, 92% (333 of 361) Elementary and Middle schools met the performance standard for adequacy. Seventy (70) of 81 high schools with enough data or 86% met or exceeded a performance score of 2.1.

Overall determination
Following legislative adoption of the performance-based accountability system, the DOE shall, during the 2011-2012 school year, evaluate all schools using ***both*** the input-based and the performance- based systems. In accordance with RSA 193-E:3-b, a school that satisfies the requirements of ***either*** system shall be deemed to be providing the opportunity for an adequate education.

The following chart summarizes the determination of adequacy using both the input based and performance based systems.

Performance-Based System – State Defined Indicators			
Input- Based System		**YES**	**NO**
	YES	MET	MET
	NO	MET	NOT MET

Performance Based System: Locally Defined Indicators

Starting early in the design of the performance based accountability system, members of the Commissioner's Task Force began discussing the option of allowing schools to demonstrate they provide the opportunity for an adequate education using indicators they select and define. Members discussed providing schools and districts with the flexibility to define rigorous goals that include measures other than NECAP or the participation, absences, graduation and dropout rates already collected.

Making locally defined indicators an option for schools and districts allows communities to pursue their valued goals for their students and to demonstrate that they have provided an adequate education unique to their culture, context, and resources.

As of the meeting of the Commissioner's Task Force on December 9, 2011, a performance based system using locally defined indicators (referred to as "level 2") was discussed in great detail The DOE and the Task Force agreed to continue to meet early in 2012 to finalize the Level 2 system. Importantly, the Task Force has fulfilled its statutory obligations. Questions to be answered to incorporate a level 2 to the performance based system include:

- Who submits level 2 indicators – is it optional or required?
- How are the school's indicators and measures evaluated? What criteria will be applied to judge the indicators and goals as acceptable?
- What types of evidence must a school submit?
- Who will evaluate the school's demonstration of adequacy?
- How will the Commissioner use the level 2 – will it substitute for gaps in the state-defined performance indicators or in the input system?

Establishing a performance based system that incorporates locally defined indicators was beyond the original scope of the Task Force established under SB 180, but the discussion over the past 18 months suggests that it is an addition to the NH Accountability System that merits further consideration.

References and Resources

Detailed minutes of the discussions of the indicators selected for inclusion in the NH Performance Based Accountability System by members of the Commissioner's Task Force are available for review on the Department website at: http://www.education.nh.gov/instruction/school_improve/comm_task_force.htm

The *NH Accountability System Handbook* details the components of the system in a series of FAQs (Frequently Asked Questions). It has been revised as of December 2011 and is available by contacting Ed Murdough in the Division of Program Support: Edward.Murdough@doe.nh.gov.

Members of the Commissioner's Task Force are listed below:

Commissioner's Task Force Members October 2009 through June 2011

Virginia Barry, Ph.D.	Commissioner of Education
Brian Cochrane	Director of Assessment and Accountability Nashua School District
Paul Couture	Principal, Stevens High School, Claremont
Jerome Frew	Superintendent, Kearsarge Regional School District
Molly Kelly	Chair, Education Committee, NH Senate
Daphne Kenyon	NH State Board of Education
Paul Leather	Deputy Commissioner, NH Department of Education
Scott Marion	National Center for the Improvement of Educational Assessment, Dover
Judith Fillion	Director, Division of Program Support, NH Department of Education
Edward Murdough	Bureau of School Approval, NH Department of Education
Kathleen Murphy	Director, Division of Instruction, NH Department of Education
Emma Rous	Chair/ Former Chair, Education Committee, NH House of Representatives
Vincent Spiotti	Bethlehem School Board, Bethlehem, NH
Franklin Gould	NH House of Representatives, Lebanon, NH
Deborah Wiswell	Bureau of Accountability, Curriculum and School Improvement, Division of Instruction, NH Department of Education

Commissioner's Task Force Members June 2011 through December 2011

Virginia Barry, Ph.D.	Commissioner of Education
Brian Cochrane	Director of Assessment and Accountability Nashua School District
Patrick Connors	Principal, Epsom Elementary School
Paul Couture	Principal, Stevens High School, Claremont
Judith Fillion	Director, Division of Program Support, NH Department of Education
Jerome Frew	Superintendent, Kearsarge Regional School District
Franklin Gould	NH House of Representatives, Lebanon, NH
Molly Kelly	Education Committee, NH Senate
Daphne Kenyon	NH State Board of Education
Robert Kingsbury	NH House of Representatives
Paul Leather	Deputy Commissioner, NH Department of Education
Scott Marion	National Center for the Improvement of Educational Assessment, Dover
Joseph Miller	Director, Division of Instruction, NH Department of Education
Edward Murdough	Bureau of School Approval, NH Department of Education
TBD	NH School Board

LEA ASSURANCES
For
Priority and Focus Schools
Receiving Title I, Part A Section 1003(a) of the
Elementary and Secondary Education Act Funding

By signing below, the Local Educational Agency (LEA), < >, is agreeing to the following Title I 1003(a) School Improvement funding assurances with the New Hampshire Department of Education (NH DOE) and the United States Department of Education (US ED):

- The program and services provided with Title I 1003(a) School Improvement funds will be operated so as not to discriminate on the basis of age, gender, race, national origin, ancestry, religion, pregnancy, marital or parental status, sexual orientation, handicapping conditions, or physical, mental, emotional, or learning disabilities;

- Administration of the program, activities, and services covered within the application(s) will be in accordance with all applicable federal, state, regulations;

- Design and implementation of the interventions will be consistent with the Title I 1003(a) School Improvement final requirements;

- Priority and Focus schools will participate in the following statewide system of technical assistance networks which are aligned to the turnaround principles: Educator Effectiveness, Principal Effectiveness, Data Collection and Use; College and Career Ready Standards/Common Core Standards; Performance Assessment and RTI;

- The funds received under this grant award will be used to address the goals set forth in the attached application;

- Fiscally related information will be provided with the timeliness established for the program(s);

- All schools will submit to the NH DOE a written Annual Progress Report/Evaluation Report which documents activities and addresses both the implementation of the School Improvement plan and student achievement results;

- Title I 1003(a) funds will be used to supplement, not supplant Federal, state, and local funds that a school would otherwise receive;

- Recruitment, screening, and selection of external providers, if applicable, will be conducted in a manner that ensures a high level of quality of service;

- Additional resources will be aligned with the interventions;

- LEA's practices or policies will be modified, if necessary, to enable the LEA to implement the interventions fully and effectively; and

- The reforms will be sustained after the funding period ends.

Superintendent's signature **Date signed**

NH *Steps to Success* (Indistar) Four Year Progress Report

September 30, 2012

History and Background of *Steps to Success* Usage:

In 2009, the NH Department of Education Division of Instruction announced that schools reaching the SINI 4 accountability status would be required to use the Indistar web based tool to conduct a comprehensive needs assessment and develop a plan for improvement. The 17 schools in that group were assigned a Department of Education staff member as their coach, and an orientation to the tool (given the NH specific name *Steps to Success*) was provided by the New England Comprehensive Center.

In April 2010, an additional 16 schools reached the SINI 4 status and registered for their school workspace. The lack of staff capacity to provide frequent, regular coaching feedback to the 2009 cohort led the Department to contract with Karen Laba to serve as coach for the 2010 cohort. School teams attended an orientation in October 2010 and commenced work conducting the comprehensive assessment of current practices using the *Steps to Success* (Indistar) web based tool and process.

Eighteen new SINI 4 schools were identified in April 2011 and received their orientation to the Steps to Success tool and process in May to enable them to develop their management plan over the summer and launch the rigorous self-assessment process in September. The Department of Education provided coaching support to the 2011 cohort by contracting again with Dr. Laba. Across the course of the 2011-2012 school year, guidance materials developed and refined over the course of the previous two years was uploaded to the *Steps to Success* page of the NH DOE website. The site provided a library of guidance materials and recommendations from NH schools as well as from schools across the country using Indistar as the framework for their improvement efforts.

In addition to the SINI 4 schools required to use *Steps to Success* for their improvement planning, 25 schools and three districts in their first year of improvement (SINI 1, DINI 1) accepted an invitation to use the tool to develop a plan to address performance gaps. The 25 schools and three districts engaged with the tool and made use of the guidance to structure their needs assessment and plan development.

Most recently, 27 new schools were identified at SINI 4 status in April 2012, having failed to make AYP for five years in the same content area. Teams from these schools attended an orientation in May 2012 and registered for their *Steps to Success* workspace. Guidance in the form of newsletters, face to face meetings with school teams, and phone consultations has

been provided to enable this cohort to derive maximum benefit from the rich professional learning that the process fosters.

As of September 2012, 111 NH schools 55 districts are registered in the system. In the past 60 days, 83 schools have accessed the system to enter, retrieve, or review information for their own use. In the past 120 days, 123 individuals with credentials (schools, districts, coaches) have made use of the online workspace. In the past 28 days, 73 individuals have used their passwords to use the tool.

School Performance and Steps to Success Usage

The measure of school performance in NH is the New England Common Assessment Program (NECAP). The tables and charts on the following pages describe the performance of the SINI 4 schools who have been required to use the *Steps to Success* process for improvement planning.

While no direct cause-effect can be claimed between school performance and use of this structured process, the patterns are interesting and can inform decisions about whether to continue to support use of the tool even if the NH accountability system undergoes revision.

Tables and charts are shown by cohort. Graphs are sorted by subject area (reading, math) and schools are grouped by the newly designated Regions (Lakes, South Central, South West, South East, North Country) to avoid excessive overlap of lines and data points. Publicly available index score data was used in the analysis.

Observations

Steps to Success (Indistar) is founded on the premise that those responsible for implementing change must be intimately involved in determining what change is needed and the method and direction of the actions to enact essential reforms. The process of engaging school staffs in assessing their current practices against indicators of effective practice ("Wise Ways") is the vehicle through which educators are guided to identify areas in need of improvement.

An observation among states who were early adopters of Indistar was that *change in classroom practices began to happen as an unexpected by-product of the professional conversations about best practices.* The analysis s of changes in school performance shown on the following graphs make it easier to observe even slight shifts in NECAP performance during the restructuring planning year when schools were engaged in those professional conversations.

Because NECAP lags many months behind implementation of any reform initiative, only the 2009 and 2010 cohorts have participate in *Steps to Success* for a sufficient length of time to show any trends or influences from the process on student performance. However, the 2011 and 2012 cohorts are graphed to provide an indication of previous patterns of performance to inform future technical support efforts.

2009 SINI 4/ Restructuring Planning Year – Reading

Timeline:

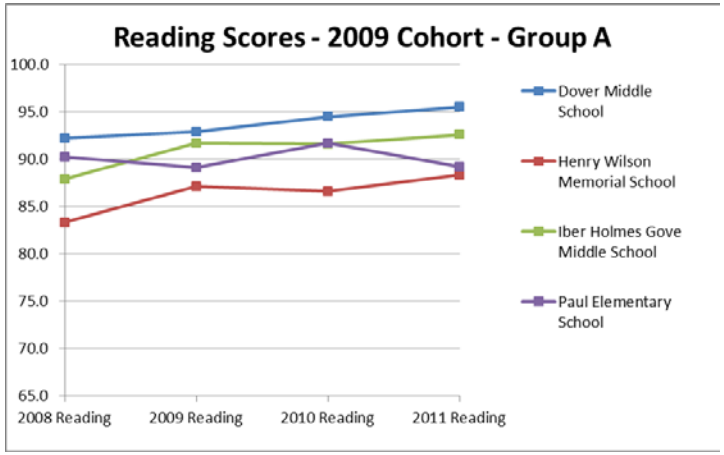
2009 -- Schools IDENTIFIED as SINI 4

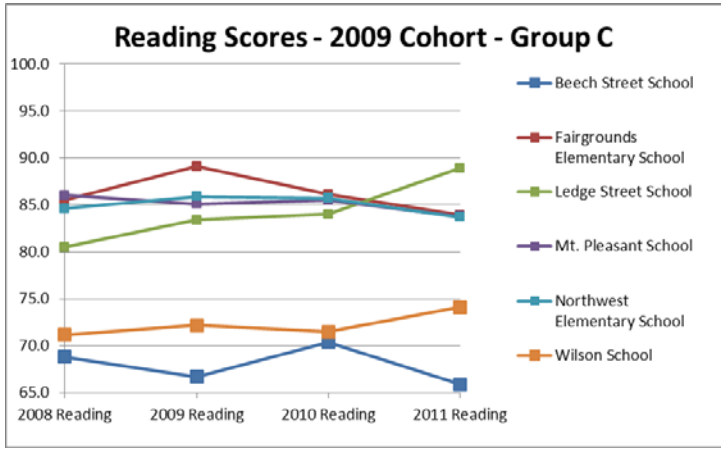
2009-2010 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement

2010 2011 -- IMPLEMENTED improvement (restructuring) plan

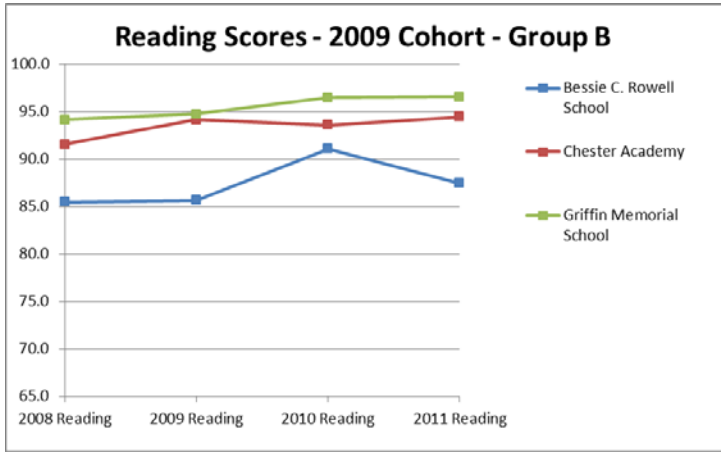
School	District	2008 Reading	2009 Reading	2010 Reading	2011 Reading
Dover Middle School	Dover	92.2	92.9	94.5	95.5
Henry Wilson Memorial School	Farmington	83.3	87.1	86.6	88.3
Iber Holmes Gove Middle School	Raymond	87.9	91.7	91.6	92.6
Paul Elementary School	Wakefield	90.2	89.1	91.7	89.2
Bessie C. Rowell School	Franklin	85.5	85.7	91.1	87.5
Chester Academy	Chester	91.6	94.2	93.6	94.5
Griffin Memorial School	Litchfield	94.2	94.8	96.5	96.6
Beech Street School	Manchester	68.8	66.7	70.4	65.9
Fairgrounds Elementary School	Nashua	85.5	89.1	86.1	83.9
Ledge Street School	Nashua	80.5	83.4	84.0	88.9
Mt. Pleasant School	Nashua	86.0	85.1	85.5	83.8
Northwest Elementary School	Manchester	84.6	85.9	85.7	83.7
Wilson School	Manchester	71.2	72.2	71.5	74.1
Hillsboro-Deering Elementary	H-D Coop	86.2	90.6	90.0	88.2
Hinsdale Elementary School	Hinsdale	82.4	86.1	88.3	90.2
Newport Middle School	Newport	87.4	89.3	88.5	93.2
Winnisquam Regional Middle School	Winnisquam Regional	90.6	87.6	88.8	94.5
17		**85.2**	**86.6**	**87.3**	**87.7**

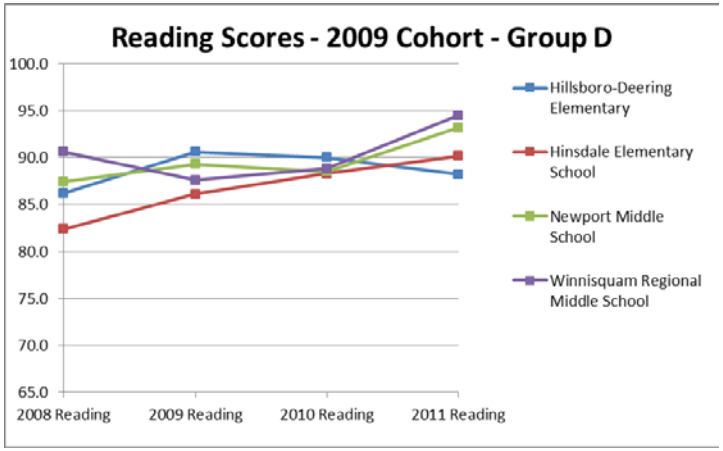
Group A = SouthEast Region
Group C = South Central





Group B = SouthCentral Region
Group D = Lakes Region and SouthWest





2009 SINI 4 Cohort – Mathematics

Timeline:

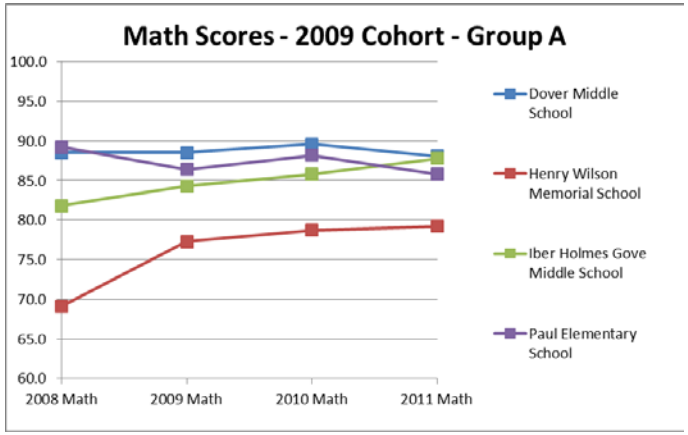
2009 -- Schools IDENTIFIED as SINI 4

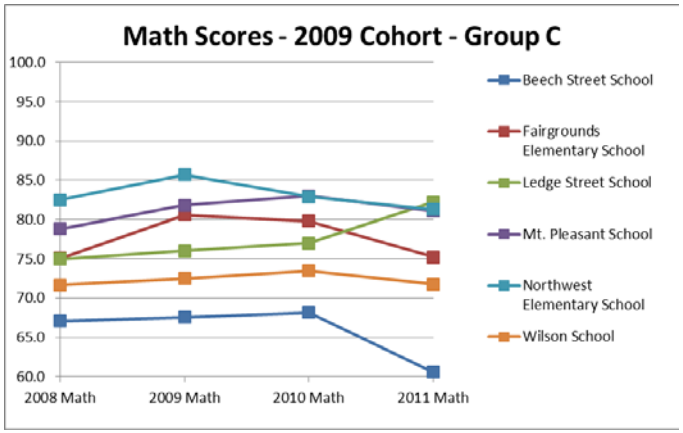
2009-2010 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement

2010 2011 -- IMPLEMENTED improvement (restructuring) plan

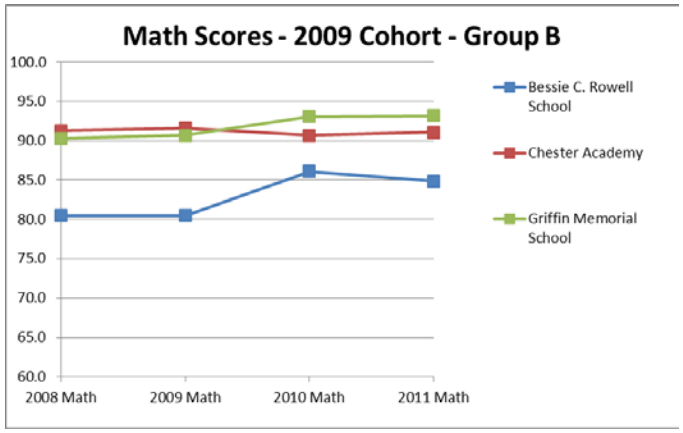
School	District	2008 Math	2009 Math	2010 Math	2011 Math
Dover Middle School	Dover	88.5	88.5	89.6	88.1
Henry Wilson Memorial School	Farmington	69.1	77.3	78.7	79.2
Iber Holmes Gove Middle School	Raymond	81.8	84.3	85.8	87.8
Paul Elementary School	Wakefield	89.2	86.4	88.2	85.8
Bessie C. Rowell School	Franklin	80.5	80.5	86.1	84.9
Chester Academy	Chester	91.3	91.6	90.7	91.1
Griffin Memorial School	Litchfield	90.3	90.7	93.1	93.2
Beech Street School	Manchester	67.1	67.6	68.2	60.6
Fairgrounds Elementary School	Nashua	75.1	80.6	79.8	75.2
Ledge Street School	Nashua	75.0	76.0	77.0	82.2
Mt. Pleasant School	Nashua	78.8	81.8	83.0	81.1
Northwest Elementary School	Manchester	82.5	85.7	82.9	81.3
Wilson School	Manchester	71.7	72.5	73.5	71.8
Hillsboro-Deering Elementary	H-D Coop	77.2	79.7	82.8	82.1
Hinsdale Elementary School	Hinsdale	76.4	86.4	87.3	88.8
Newport Middle School	Newport	77.3	77.4	69.9	87.1
Winnisquam Reg M S	Winnisquam Regional	84.5	79.2	80.4	82.1
17		**79.8**	**81.5**	**82.2**	**82.5**

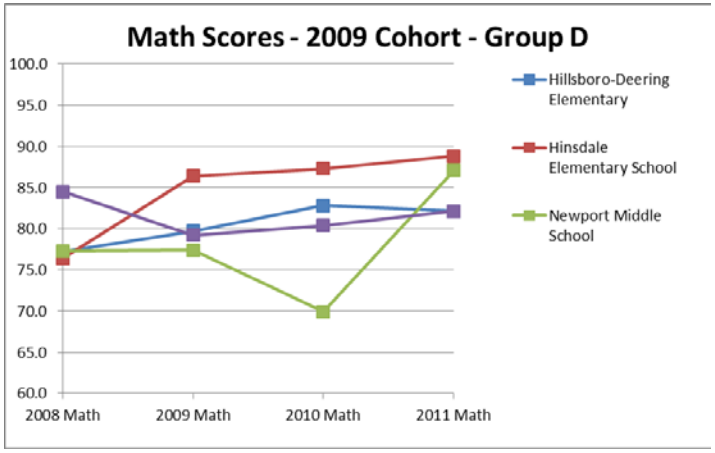
Group A = SouthEast Region
Group C = South Central





Group B = SouthCentral Region
Group D = Lakes Region and SouthWest





2010 SINI 4/ Restructuring Planning Year – Reading

Timeline:

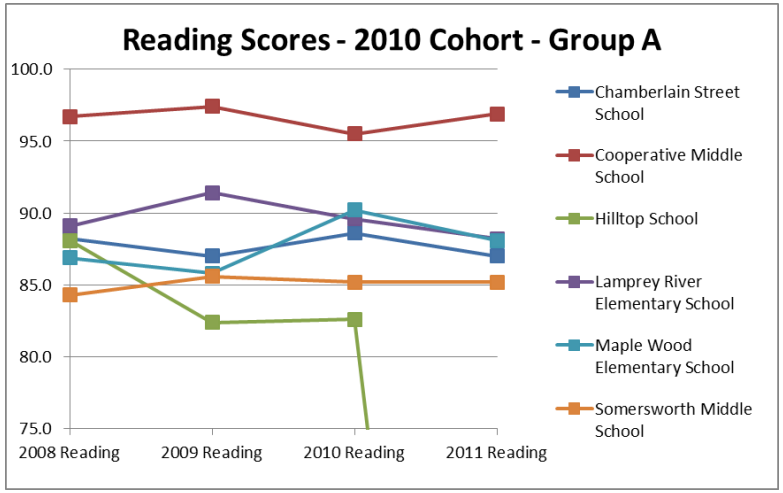
2010 -- Schools IDENTIFIED as SINI 4

2010-2011 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement

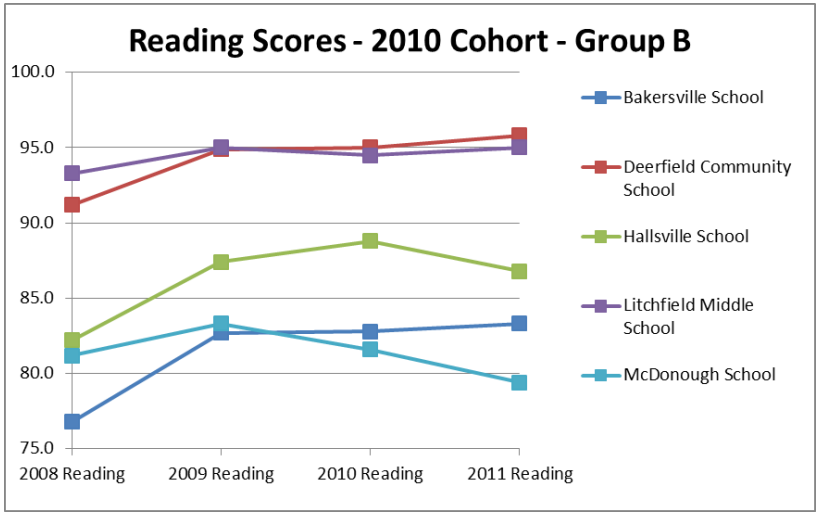
2011 2012 -- IMPLEMENTED improvement (restructuring) plan

School	District	2008 Reading	2009 Reading	2010 Reading	2011 Reading
Chamberlain Street School	Rochester	88.2	87.0	88.6	87.0
Cooperative MS	Exeter Coop	96.7	97.4	95.5	96.9
Hilltop School	Somersworth	88.1	82.4	82.6	
Lamprey River ES	Raymond	89.1	91.4	89.6	88.2
Maple Wood ES	Somersworth	86.9	85.8	90.2	88.1
Somersworth MS	Somersworth	84.3	85.6	85.2	85.2
Bakersville School	Manchester	76.8	82.7	82.8	83.3
Deerfield Comnty School	Deerfield	91.2	94.9	95.0	95.8
Hallsville School	Manchester	82.2	87.4	88.8	86.8
Litchfield MS	Litchfield	93.3	95.0	94.5	95.0
McDonough School	Manchester	81.2	83.3	81.6	79.4
Colebrook ES	Colebrook	88.7	87.5	92.2	92.8
Disnard ES	Claremont	81.6	83.1	85.9	82.4
Kingswood Reg MS	Governor Wentworth	94.4	91.2	97.1	97.8
Towle Elementary School	Newport	92.3	89.3	87.5	89.4
Raymond High School	Raymond		89.1	81.9	83.6
16		**87.7**	**88.3**	**88.7**	**88.8**

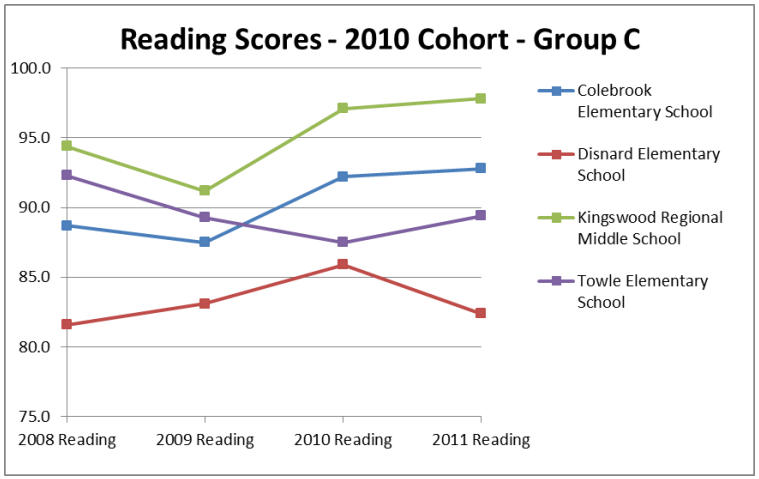
Group A = South East



Group B = South Central



Group C = Lakes and North Country



2010 SINI 4/ Restructuring Planning Year – Mathematics

Timeline:

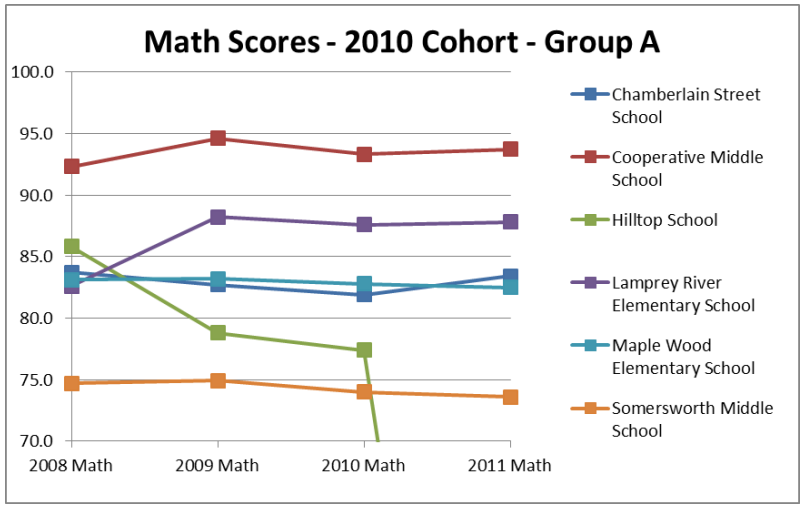
2010 -- Schools IDENTIFIED as SINI 4

2010-2011 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement

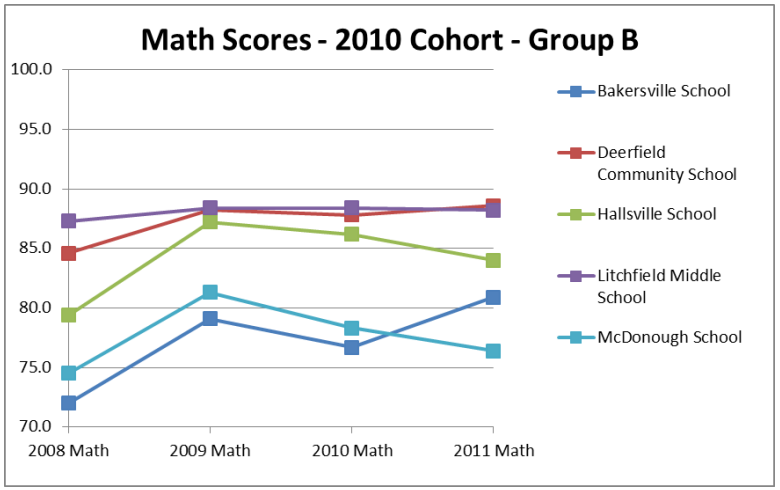
2011 2012 -- IMPLEMENTED improvement (restructuring) plan

School	District	2008 Math	2009 Math	2010 Math	2011 Math
Chamberlain Street School	Rochester	83.7	82.7	81.9	83.4
Cooperative MS	Exeter Coop	92.3	94.6	93.3	93.7
Hilltop School	Somersworth	85.8	78.8	77.4	
Lamprey River ES	Raymond	82.6	88.2	87.6	87.8
Maple Wood ES	Somersworth	83.1	83.2	82.8	82.5
Somersworth MS	Somersworth	74.7	74.9	74.0	73.6
Bakersville School	Manchester	72.0	79.1	76.7	80.9
Deerfield Comnty School	Deerfield	84.6	88.2	87.8	88.6
Hallsville School	Manchester	79.4	87.2	86.2	84.0
Litchfield MS	Litchfield	87.3	88.4	88.4	88.2
McDonough School	Manchester	74.5	81.3	78.3	76.4
Colebrook ES	Colebrook	77.7	78.8	79.4	82.2
Disnard ES	Claremont	74.6	80.6	82.4	82.8
Kingswood Reg MS	Governor Wentworth	88.7	82.0	84.7	91.8
Towle Elementary School	Newport	84.3	79.1	82.5	82.3
Raymond High School	Raymond		69.7	58.7	64.1
16		**81.7**	**82.3**	**81.4**	**82.8**

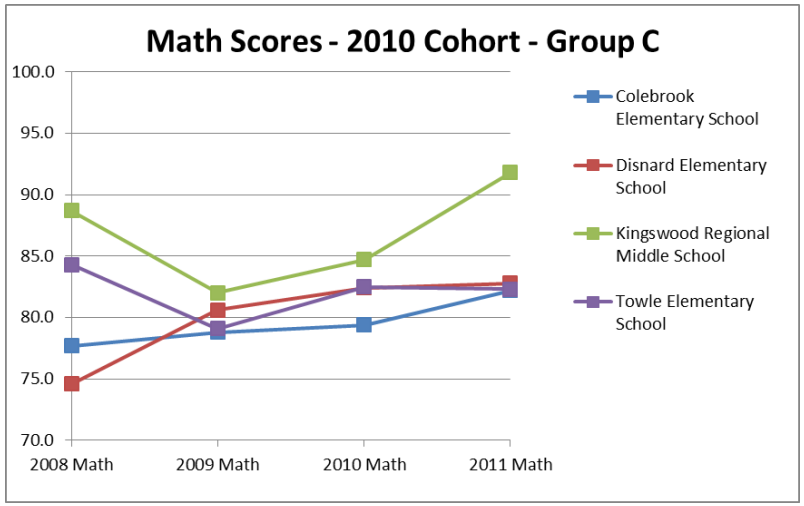
Group A = South East



Group B = South Central



Group C = Lakes and North Country



2011 SINI 4/ Restructuring Planning Year – Reading

Timeline:

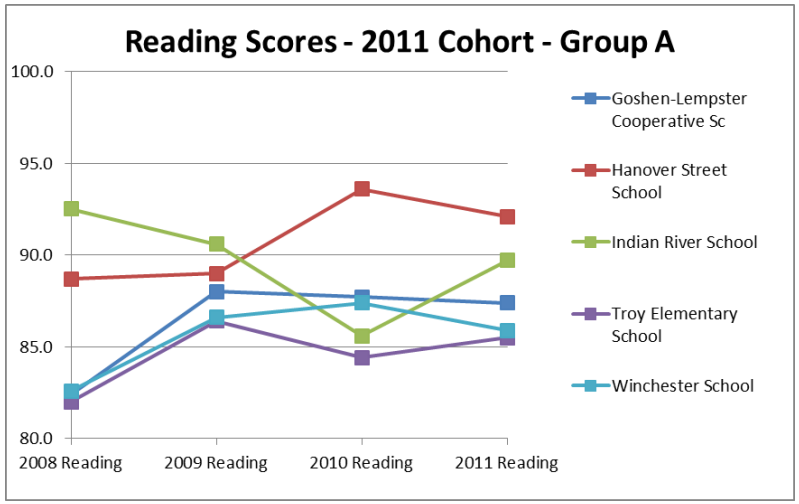
2011 -- Schools IDENTIFIED as SINI 4

2011-2012 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement

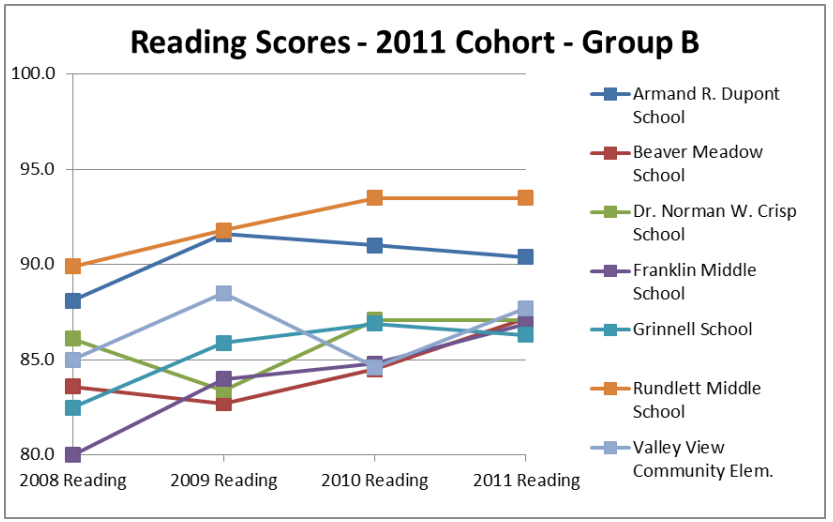
2012 2013 -- IMPLEMENTing improvement (restructuring) plan

School	District	2008 Reading	2009 Reading	2010 Reading	2011 Reading
Goshen-Lempster Cooperative Sc	Goshen-Lempster Cooperative	82.4	88.0	87.7	87.4
Hanover Street School	Lebanon	88.7	89.0	93.6	92.1
Indian River School	Mascoma Valley Regional	92.5	90.6	85.6	89.7
Troy Elementary School	Monadnock Regional	82.0	86.4	84.4	85.5
Winchester School	Winchester	82.6	86.6	87.4	85.9
Armand R. Dupont School	Allenstown	88.1	91.6	91.0	90.4
Beaver Meadow School	Concord	83.6	82.7	84.5	87.2
Dr. Norman W. Crisp School	Nashua	86.1	83.4	87.1	87.1
Franklin Middle School	Franklin	80.0	84.0	84.8	86.9
Grinnell School	Derry Cooperative	82.5	85.9	86.9	86.3
Rundlett Middle School	Concord	89.9	91.8	93.5	93.5
Valley View Community Elem.	Farmington	85.0	88.5	84.6	87.7
Brown Elementary School	Berlin	85.5	80.0	80.3	90.3
Haverhill Cooperative Middle	Haverhill Cooperative	91.2	94.0	91.5	89.3
Hillside Elementary School	Berlin	85.4	85.5	85.8	87.2
McClelland School	Rochester	94.8	93.1	92.2	88.8
Newmarket Elementary School	Newmarket	92.5	93.5	93.3	95.1
Woodman Park School	Dover	86.3	87.6	89.0	90.0
18		**86.6**	**87.9**	**88.0**	**88.9**

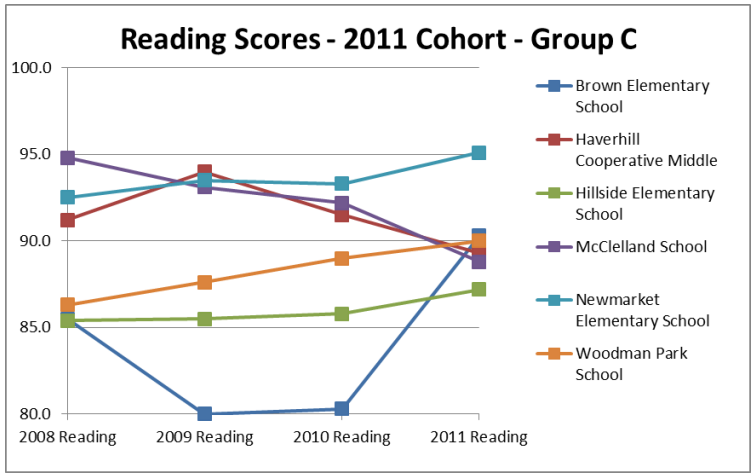
Group A = Lakes Region



Group B = South Central



Group C = South East, North Country

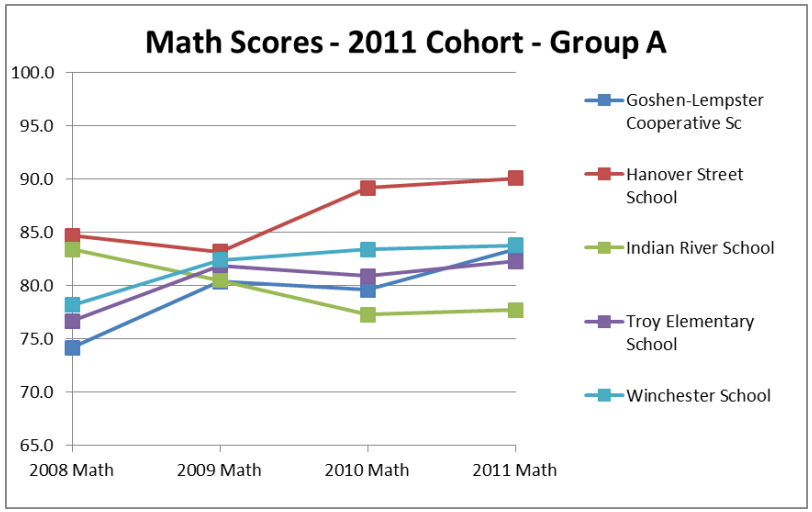


2011 SINI 4/ Restructuring Planning Year – Mathematics

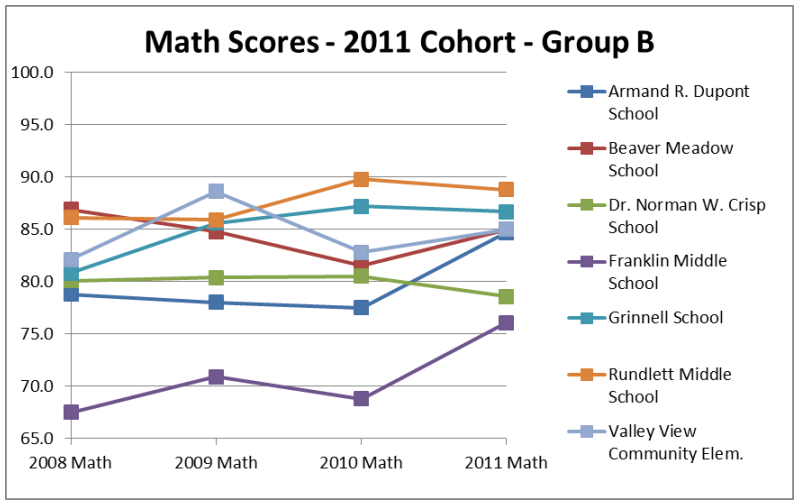
2011 -- Schools IDENTIFIED as SINI 4
2011-2012 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement
2012 2013 -- IMPLEMENTing improvement (restructuring) plan

School	District	2008 Math	2009 Math	2010 Math	2011 Math
Goshen-Lempster Cooperative Sc	Goshen-Lempster Cooperative	74.2	80.4	79.6	83.4
Hanover Street School	Lebanon	84.7	83.2	89.2	90.1
Indian River School	Mascoma Valley Regional	83.4	80.5	77.3	77.7
Troy Elementary School	Monadnock Regional	76.7	81.9	80.9	82.3
Winchester School	Winchester	78.2	82.4	83.4	83.8
Armand R. Dupont School	Allenstown	78.8	78.0	77.5	84.7
Beaver Meadow School	Concord	86.9	84.8	81.5	85.0
Dr. Norman W. Crisp School	Nashua	80.1	80.4	80.5	78.6
Franklin Middle School	Franklin	67.5	70.9	68.8	76.1
Grinnell School	Derry Cooperative	80.8	85.6	87.2	86.7
Rundlett Middle School	Concord	86.1	85.9	89.8	88.8
Valley View Community Elem.	Farmington	82.1	88.6	82.8	85.0
Brown Elementary School	Berlin	77.8	75.6	70.1	81.0
Haverhill Cooperative Middle	Haverhill Cooperative	78.0	87.8	85.7	86.8
Hillside Elementary School	Berlin	82.5	77.2	76.1	76.6
McClelland School	Rochester	91.7	91.8	89.7	87.1
Newmarket Elementary School	Newmarket	88.6	90.1	89.7	91.4
Woodman Park School	Dover	82.6	85.1	84.6	84.0
18		**81.2**	**82.8**	**81.9**	**83.8**

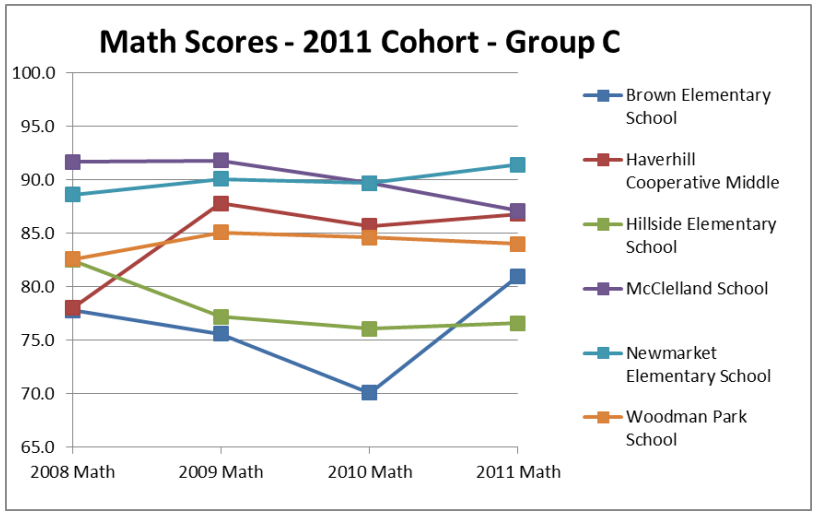
Group A = Lakes Region



Group B = South Central



Group C = South East, North Country

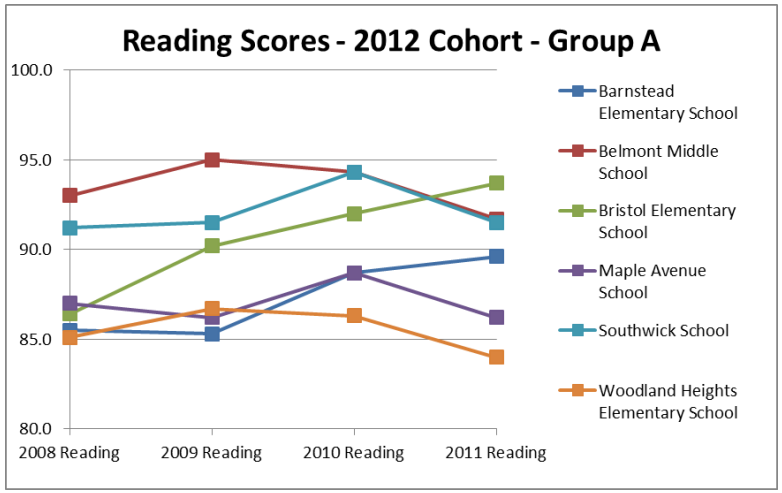


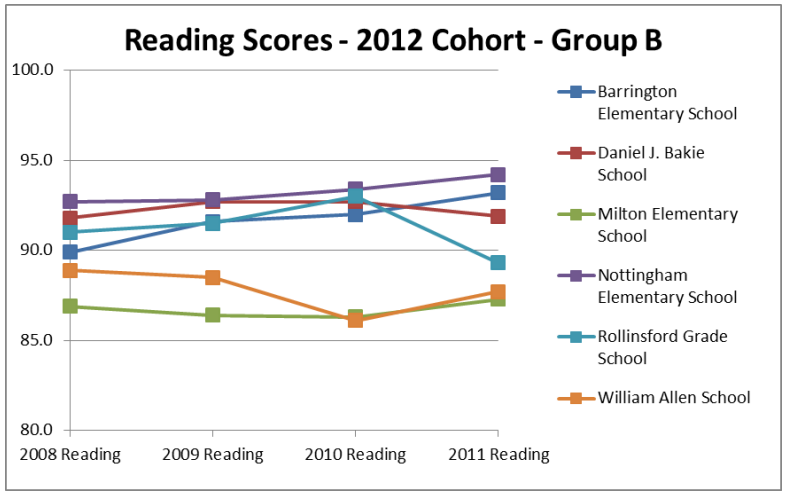
2012 SINI 4/ Restructuring Planning Year – Reading

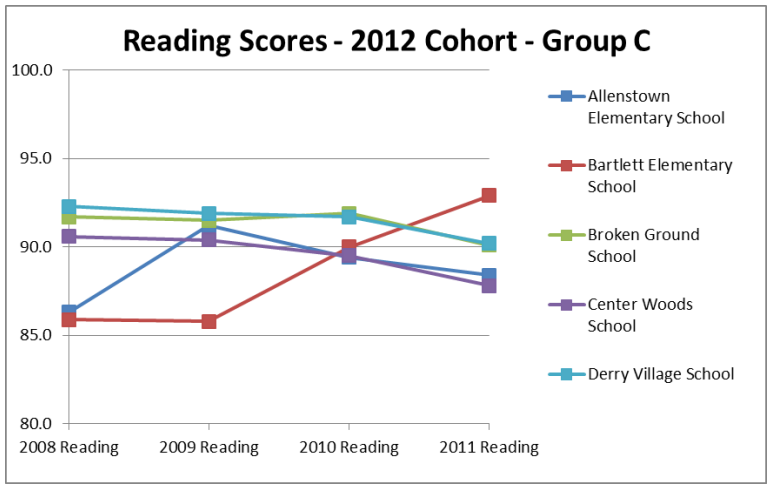
2012 -- Schools IDENTIFIED as SINI 4
2012-2013 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement
2013 2014 -- IMPLEMENTing improvement (restructuring) plan*
*(*Subject to change depending on ESEA Waiver negotiations)*

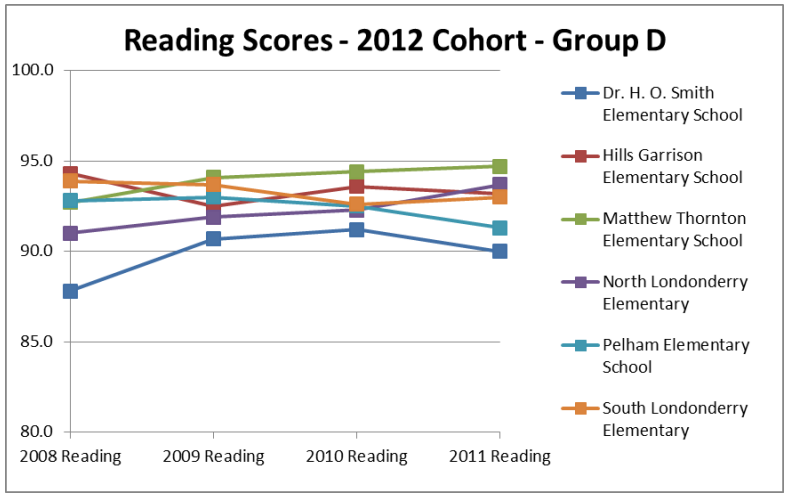
School	District	2008 Reading	2009 Reading	2010 Reading	2011 Reading
Barnstead Elementary School	Barnstead	85.5	85.3	88.7	89.6
Belmont Middle School	Shaker Regional	93.0	95.0	94.3	91.7
Bristol Elementary School	Newfound Area	86.4	90.2	92.0	93.7
Maple Avenue School	Claremont	87.0	86.2	88.7	86.2
Southwick School	Winnisquam	91.2	91.5	94.3	91.5
Woodland Heights ES	Laconia	85.1	86.7	86.3	84.0
Barrington Elementary School	Barrington	89.9	91.6	92.0	93.2
Daniel J. Bakie School	Sanborn Regional	91.8	92.7	92.7	91.9
Milton Elementary School	Milton	86.9	86.4	86.3	87.3
Nottingham Elementary School	Nottingham	92.7	92.8	93.4	94.2
Rollinsford Grade School	Rollinsford	91.0	91.5	93.0	89.3
William Allen School	Rochester	88.9	88.5	86.1	87.7
Allenstown Elementary School	Allenstown	86.3	91.2	89.4	88.4
Bartlett Elementary School	Goffstown	85.9	85.8	90.0	92.9
Broken Ground School	Concord	91.7	91.5	91.9	90.1
Center Woods School	Weare	90.6	90.4	89.5	87.8
Derry Village School	Derry Cooperative	92.3	91.9	91.7	90.2
Dr. H. O. Smith ES	Hudson	87.8	90.7	91.2	90.0
Hills Garrison ES	Hudson	94.3	92.5	93.6	93.2
Matthew Thornton ES	Londonderry	92.7	94.1	94.4	94.7
North Londonderry ES	Londonderry	91.0	91.9	92.3	93.7
Pelham Elementary School	Pelham	92.8	93.0	92.5	91.3
South Londonderry Elementary	Londonderry	93.9	93.7	92.6	93.0
Bethlehem Elementary School	Bethlehem	93.2	92.4	90.8	89.1
Charlestown Primary School	Fall Mountain	82.0	86.9	88.7	90.0
Concord High School	Concord		87.7	91.9	89.7
John Stark Regional High School	John Stark Regional		94.1	91.9	94.4
27		**89.8**	**90.6**	**91.1**	**90.7**

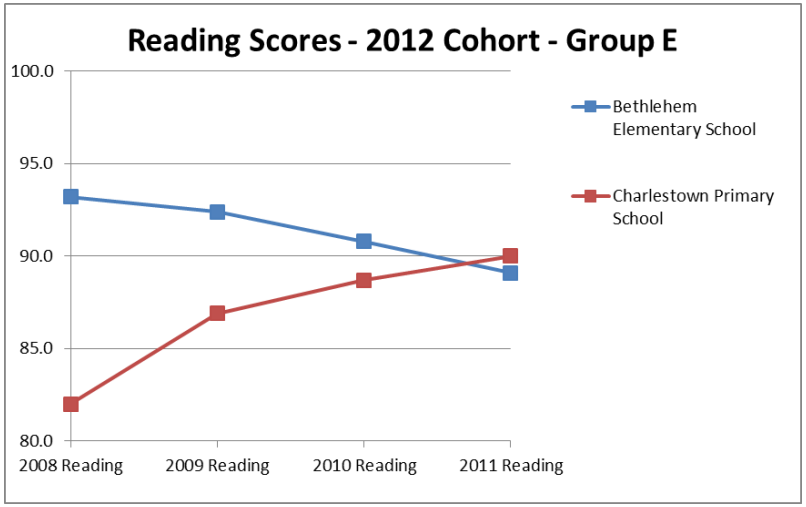
Group A = Lakes Region **Group B = South East** **Group C = South Central**
Group D = South Central **Group E = South West & North Country**









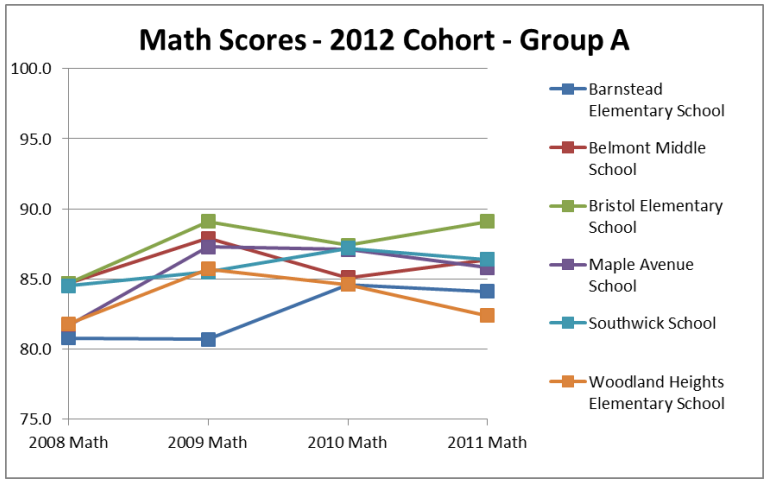

Reading Scores - 2012 Cohort - Group E
100.0
95.0
90.0
85.0
80.0
2008 Reading
2009 Reading
2010 Reading
2011 Reading
Bethlehem Elementary School
Charlestown Primary School

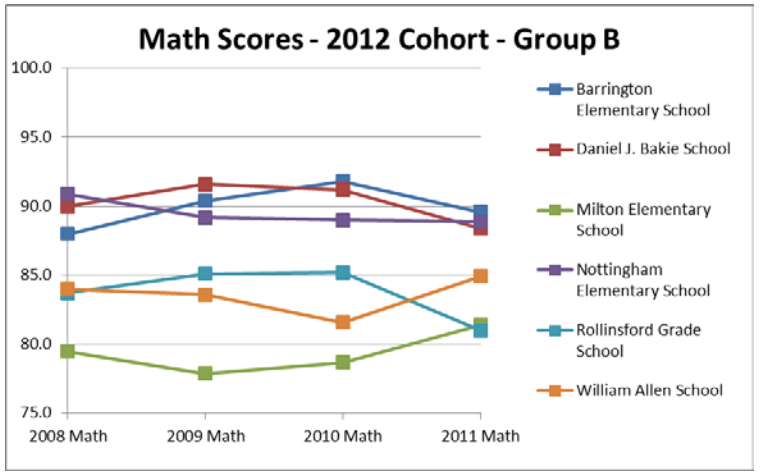
2012 SINI 4/ Restructuring Planning Year – Mathematics

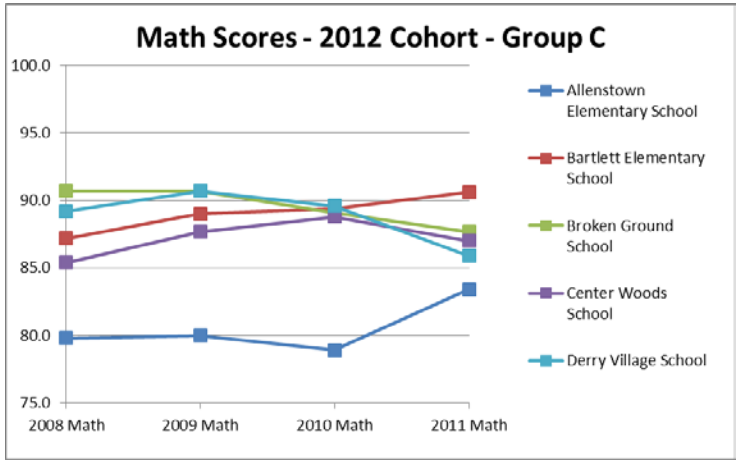
2012 -- Schools IDENTIFIED as SINI 4
2012-2013 -- Used the Steps to Success tool and process to ASSESS and PLAN for improvement
2013 2014 -- IMPLEMENTing improvement (restructuring) plan*
*(*Subject to change depending on ESEA Waiver negotiations)*

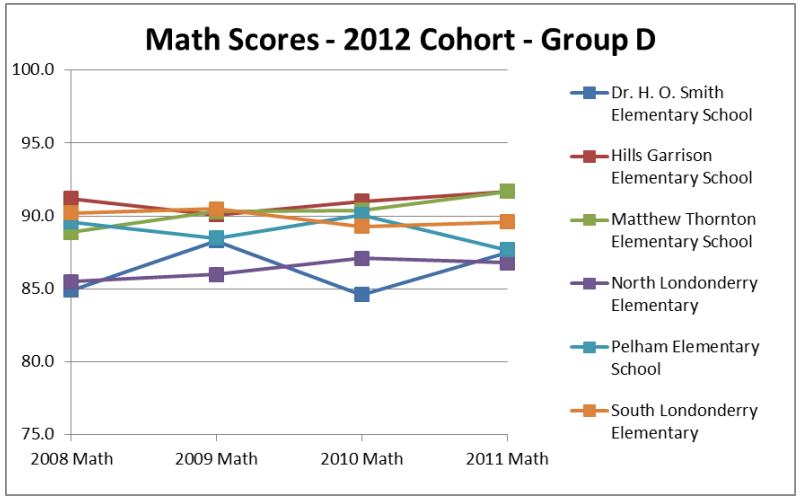
School	District	2008 Math	2009 Math	2010 Math	2011 Math
Barnstead Elementary School	Barnstead	80.8	80.7	84.6	84.1
Belmont Middle School	Shaker Regional	84.7	87.9	85.1	86.4
Bristol Elementary School	Newfound Area	84.7	89.1	87.4	89.1
Maple Avenue School	Claremont	81.7	87.3	87.1	85.8
Southwick School	Winnisquam	84.5	85.5	87.2	86.4
Woodland Heights ES	Laconia	81.8	85.7	84.6	82.4
Barrington Elementary School	Barrington	88.0	90.4	91.8	89.6
Daniel J. Bakie School	Sanborn Regional	90.0	91.6	91.2	88.4
Milton Elementary School	Milton	79.5	77.9	78.7	81.4
Nottingham Elementary School	Nottingham	90.9	89.2	89.0	88.9
Rollinsford Grade School	Rollinsford	83.7	85.1	85.2	81.0
William Allen School	Rochester	84.0	83.6	81.6	84.9
Allenstown Elementary School	Allenstown	79.8	80.0	78.9	83.4
Bartlett Elementary School	Goffstown	87.2	89.0	89.4	90.6
Broken Ground School	Concord	90.7	90.7	89.1	87.7
Center Woods School	Weare	85.4	87.7	88.8	87.0
Derry Village School	Derry Cooperative	89.2	90.7	89.6	85.9
Dr. H. O. Smith ES	Hudson	84.9	88.3	84.6	87.5
Hills Garrison ES	Hudson	91.2	90.1	91.0	91.7
Matthew Thornton ES	Londonderry	88.9	90.3	90.4	91.7
North Londonderry ES	Londonderry	85.5	86.0	87.1	86.8
Pelham Elementary School	Pelham	89.6	88.5	90.1	87.7
South Londonderry Elementary	Londonderry	90.2	90.5	89.3	89.6
Bethlehem Elementary School	Bethlehem	89.4	92.0	87.4	86.1
Charlestown Primary School	Fall Mountain	78.0	78.2	84.0	85.3
Concord High School	Concord		65.0	68.6	66.3
John Stark Regional High School	John Stark Regional		66.4	71.3	77.3
27		**85.8**	**85.5**	**85.7**	**85.7**

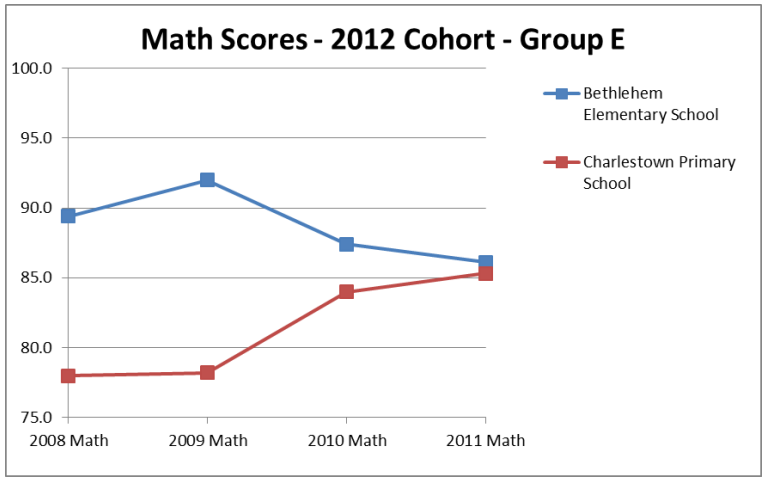
Group A = Lakes Region **Group B = South East** **Group C = South Central**
Group D = South Central **Group E = South West & North Country**










Math Scores - 2012 Cohort - Group E
100.0
95.0
90.0
85.0
80.0
75.0
2008 Math
2009 Math
2010 Math
2011 Math
Bethlehem Elementary School
Charlestown Primary School

Focused Monitoring and Indistar/ Steps to Success Processes **For NH DOE meeting Jan 11, 2013**

PROCESS SIDE-BY-SIDE

Sources: NH DOE Focused Montoring Overview 2012-2013; Focuesed Monitoring Timeline 2012-2013
Steps to Success Overview (http://www.education.nh.gov/instruction/integrated/stepstosuccess.htm)

	Focused Monitoring	Indistar / Steps to Success
Purpose	The purpose of FM is to ensure that children and youth with disabilities ages 3-21 are afforded a free appropriate public education (FAPE) and are provided opportunities to learn in the Least Restrictive Environment (LRE). FM ensures that students with disabilities have access to, can participate in, and can demonstrate progress within the general education curriculum, thereby improving student learning. The special education Program Approval team at SERESC is under contract with the New Hampshire Department of Education (NHDOE) to (1) assess the impact and effectiveness of state and local efforts, (2) monitor Local Education Agencies' (LEA) implementation of Individuals with Disabilities Education Act (IDEA) per federal mandate, (3) review current education research with participating districts and (4) provide technical assistance to participating districts.	**Indistar**: An indicator-based planning, monitoring, and support **tool** **Steps to Success** is the *process* developed for NH schools to make best use of the Indistar tool; *at its core--* a *professional learning experience* to engage parents, and community stakeholders in candid discussions of current practices; identification of strengths and gaps; collaborative development of plans for change; distributed responsibility for enacting change; regular, systematic, monitoring of progress
Participants	Districts are selected based on a review of the achievement gap measurement using NECAP assessment data.	SINI schools -- 4 cohorts –2009-2010 (12 schools); 2010-2011 (16 schools); 2011-2012 (16 schools); 2012-2013 (27 schools)
	The NHDOE anticipates that approximately twelve districts, including Year one and Year two districts, will participate in FM each year	SIG schools -- 2010-2011 -- 15 schools launched Indistar Transformation Toolkit to report performance against SIG transformation indicators
	Contractors: SERESC – facilitators meet (monthly?) with District teams	DOE – contractor manages technical assistance and support (coaching) to Indistar users on an as-needed, as available basis

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Essential Questions	What are the factors contributing to the achievement gap? How can that gap be narrowed? What are current District initiatives and how do they align (SINI, DINI, etc.) What are the demographic and performance characteristics of our district (District profile)? What does our data tell us about our strengths, gaps? What are existing curriculum, instruction and assessment practices in our district? What are the outcomes of our curriculum, instruction and assessment practices? What other factors are at work influencing student outcomes?	***Assess Phase***: What is <u>our current level</u> of implementation of research based best practices (Indicators of best practice/ Wise Ways)? What is the <u>priority</u> of this practice (i.e., *<u>impact</u>* on student achievement based on analysis of our student outcomes)? What is the <u>opportunity</u> to change this practice (i.e., how easy will it be to enact this practice in our school given our culture, context, capacity)? What <u>evidence</u> do we have to support our ratings of our current practice? ***Transition Phase:*** Which of the priority practices out school identified offer substantial promise of raising student achievement?
	What patterns and trends do we observe? What goals, strategies and activities should we adopt to reduce the gaps noted in our analysis?	***Planning Phase:*** What will this practice look like when fully and effectively implemented? What actions (tasks) will lead to achievement of this objective? How will we monitor whether these actions are being carried out? How will we monitor whether these actions are having their intended impact on student learning?
Timeline *(see full details in FM Timeline doc and on Steps website)*	July – Sept – getting ready -- establish team; review protocol	July – Sept – Establish representative school team; participate in orientation to Indistar tool and Steps to Success process
	Sept – Jan. – analyze data, investigate factors	Sept. – Jan. – conduct comprehensive assessment of current practices compared to indicators of best practice
	Feb – May – determine effective practices, write plan	Feb. – May – confirm priority objectives, develop plan to implement
	June – following year -- implement plan	June – following year – implement and monitor plan

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Tools	Consultant contracted and assigned by NH DOE to facilitate work Guidance documents and protocols (available where?)	Process documented in school-specific private workspace in online tool (Indistar) Remote (and in person as schedules allow) coaching – feedback to schools on *process* activities and *quality* of findings ("coaching comments") Guidance for school / team leaders and external providers posted on NH DOE website, periodic newsletters, 2 face to face training sessions (typical); web sessions and teleconference trainings sessions State level access to monitor across all participating schools or check on individual schools, aggregate findings to identify patterns and trends in priority needs
Options		Indicators of Best Practice – Rapid Improvement Indicators – currently used with SINI schools Transformation Implementation Indicators – SIG schools Leading and Lagging Indicators (Federal Forms) – SIG schools District Indicators – selected subset used for Academy of Pacesetting Districts pilot High School Indicators – now available to NH SINI High Schools Response to Instruction Indicators – available but not currently activated for NH Special Education Indicators – available but not currently activated for NH sites Ell Indicators (District level, school level) – available but not activated for NH Social and Emotional Learning Indicators (District level, school level) -- available but not activated for NH Family Engagement Indicators -- available but not activated for NH Rapid Improvement Leader Indicators -- available but not activated for NH *NOTE: ADI is willing to work with states to craft state-specific indicators (recent examples of MTSS in VT, for instance) of effective practice or to customize standard indicators to

DRAFT

New Hampshire Department of Education

Response to Intervention Strategic Plan

2009 - 2013

Goal

The goal of the NH Response to Intervention[1] (RTI) Task Force is to lead the transformation of instruction in New Hampshire school districts in accordance with the principles and practices of RTI.

Vision

New Hampshire educational systems continually evolve in response to consensus on effective instructional practices. All students' academic and behavioral needs are addressed in a timely manner through effective and targeted supports that enhance student outcomes.

The **NH RTI Strategic Plan** provides a map for the design and implementation of a systematic state and district framework. (The model is further described in Appendix A). It outlines a process for scaling up evidence-based practices statewide informed by local district experiences with RtI and coordinates with the US Department of Education's four reform priorities:

- Adopting internationally-benchmarked standards and assessments;
- Recruiting, developing, retaining, and rewarding effective teachers and principals;
- Building data systems that measure student success and inform teachers and principals about how they can improve their practices;
- Turning around low-performing schools.

The NH RTI Strategic Plan also aligns with key initiatives of the New Hampshire Department of Education's (NH DOE) Statewide Systems of Support (SSOS) including High School Redesign, Focused Monitoring Process, Positive Behavioral Interventions and Support (PBIS), NH RESPONDS, NH preK - 16 Literacy and Numeracy Action Plans for the 21st Century, and

[1] Response to Intervention *is the practice of providing high-quality instruction matched to student need, using learning rate over time and level of performance to make important educational decisions. (NASDSE, 2008)*

identifies how the NH DOE will lead the transformation of local school districts in implementing RTI.

As with any map for a change process, this strategic plan is seen as a living document. It is written based on our current understanding of implementation science and RTI - in the context of current educational priorities. It should be updated as new insights from science and practice arise. With these strategic goals and action items it is the aim of the NH RTI Task Force to develop an infrastructure aligned with our theory of action (presented in Appendix A) that can take full advantage of the resources and expertise available to us today and in the future.

Three groups are referenced throughout the goals and action items of this strategic plan: State Leadership Team; Professional Learning Community & Systems Change Advisory; and Implementation Teams. These are defined as:

- ***State Leadership Team*** is comprised of decision makers (e.g., Commissioner, Deputy Commissioners, Division Directors, Bureau Administrators) who can actively support capacity expansion and align current policies, structures, roles, and functions.
- The State Leadership Team is directly informed through participation in a ***Professional Learning Community (PLC) and Systems Change Advisory (SCA)*** group with stakeholders from key professional organizations, institutes of higher education, and school/district implementation teams. (The NH RT I Task Force would evolve into this role.)
- ***Implementation Teams*** are comprised of administrators, teachers, staff, and community partners who are actively engaged in implementing and sustaining RTI in local schools and districts.

This plan does not address all that is needed for transformation. Other initiatives in NH are already addressing some key components (e.g., NH RESPONDS is working on RTI Competencies and teacher certification).

The NH RTI Task Force acknowledges that the ultimate success or failure of efforts to transform instruction in NH schools, to align with the principles and practices of RTI, relies on guidance from state and local leaders and their consensus with this vision.

Goal 1 – Operational Infrastructure

By September of 2012 the NH DOE will have an **operational infrastructure** that integrates the RTI Framework with the State System of Support (SSOS) at the local level.

Operational Infrastructure Action Items:

- Establish a position in the Division of Instruction to support the implementation of RTI, oversee the alignment of multiple initiatives within the NHDOE and to foster connections among New Hampshire schools, school communities, Regional and National technical assistance centers.
- Establish the **Professional Learning Community (PLC)[2] and Systems Change Advisory (SCA)** made up of representative education community members (including members from the State Leadership Team, Implementation Teams, and the NH RTI Task Force – see Figure 2, Appendix A). This workgroup will act in an advisory capacity to review, distill, and disseminate current and historical research, data, and make recommendations regarding RTI systems. (The PLC- SCA will replace what is currently known as the NH RTI Task Force.) . The NH RTI Task Force joins with others in the NHDOE to form this cross-division workgroup.
- Maintain and expand the partnership with the New Hampshire School Administrators Association's (NHSAA) regional system that supports NHSAA members in the development of curriculum, instruction and assessment (CIA). At least one member of the statewide NHSAA/CIA Committee will participate in the PLC-SCA (Figure 2, Appendix A). The integration of the NHSAA/CIA within the PLC-SCA will enhance communication between the field and the NHDOE. A focus of the NHSAA/CIA regional groups will be to support the development of RTI systems throughout the state.
- Maintain and expand the operational infrastructure necessary to promote the work of the NH RTI Task Force through the PLC- SCA
    - NH RTI Task Force (PLC-SCA) Activities -
        - Maintaining and sustaining membership composition
        - Scheduling and managing NH RTI Task Force meeting
        - Organizing and presenting conferences

[2] *Professional Learning Communities are groups of educators, administrators, community members, and other stakeholders who:* collectively, systematically, and aggressively identify and solve problems as they emerge; create places of action and experimentation; and, are willing to test ideas that seem to hold potential for improving student achievement. Dufour et al?

    - Managing the transition from the NH RTI Task Force to the NHDOE-embedded PLC-SCA and disseminating information through the NHSAA/CIA structure
- Continue to develop support materials that Implementation Teams (schools and districts) can use to achieve consensus, develop infrastructure, and implement effective RTI principles and practices
- Develop and disseminate exemplars of effective RTI Implementation to NH school districts including:
    - Sample school schedules
    - Use of staff and space for capacity building.
    - Professional development models that have resulted in advanced and successful RTI systems.
    - Practices in gathering and analyzing student outcome data.
- Conduct long-range planning that aligns NH RTI with other school reform efforts and the SSOS such as, NH Literacy/Numeracy Action Plans, Focused Monitoring, New England Association of Schools and Colleges (NEASC) accreditation, High School Re-Design, NH RESPONDS, Effective Teacher and Leader Frameworks, etc.

Goal 2 - Communications

By September 2010 the NH RTI Task Force/PLC-SCA will establish a mechanism to ensure **transparent and reciprocal communication** among all relevant stakeholders about its work and outcomes.

Communications Action Items:

- Foster understanding and consensus among the State Leadership Team/NH DOE, PLC-SCA, and Implementation Teams with the framework for statewide implementation of RTI (as presented in Appendix A).
- Create and use a NH TI logo.
- Establish regular, ongoing correspondence to and from the NH RTI Task Force, the field and key stakeholders. Multiple formats of correspondence will include:
    - Manage and maintain the NH RTI website content.
    - Develop newsletters, email updates, and other forms of communication. (This will include public newsletters on the activities of the State Leadership Team and Local Implementation Teams. See Figure 2, Appendix A.)
    - Use NH DOE *Key Messages* and web calendar to share information and important events
    - Other communication venues as they become available such as Wikis, moodle sites, etc.

- Ensure that NH Task Force RTI communications, website, and resources (e.g., *Interactive Guide*) are accessible to all.
- Create a schedule for reviewing and updating the NH RTI *Interactive Guide*
- Disseminate links to the RTI *Interactive Guide* to key New Hampshire educational organizations.
- Promote deepened and shared understanding of high-quality professional development as it relates to RTI. High-quality professional development is student-focused, data-driven, research-based, intensive, sustained, and job-embedded and characterized by collaboration, practice, and reflection.
- Communicate regularly with state professional organizations (e.g., New Hampshire School Administrators Association, New Hampshire Association of Special Education Administrators, New Hampshire Association of School Principals, NH Teachers of Mathematics (NHTM), NH Council of Teachers of English (NHCTE), Granite State Reading Council, Parent Information Resource Center, New Hampshire School Boards Association, New Hampshire Association for Supervision and Curriculum) to support the work of the NH RTI Task Force, State Leadership Team, and Local Implementation Teams.
- Ensure that local and state data on effective national and state model RTI programs are identified and distributed to educators and leaders.

Goal 3 - Teacher and Leader Education

By July 2011, in order to support the development of effective teachers and leaders, a **professional development** plan will align the state's multiple school improvement initiatives to support the design and implementation of RTI systems at the local level.

Teacher and Leader Education Action Items:

- Collaborate with stakeholders (e.g., professional organizations, Institutions of Higher Education (IHE), agencies that provide professional development, etc.), State Leadership Team, Local Implementation Teams, and regional/national centers to:
    - Create a professional development master plan to support and scale-up statewide capacity building and implementation that support effective RTI models.
    - Offer differentiated professional development that is student-focused, data-driven, research-based, intensive, sustained, and job embedded and characterized by collaboration, practice and reflection to support the education of effective teachers and leaders and the NH Effective Teacher and Leader Frameworks

- Integrate the concepts and practices inherent in an RTI instructional approach into mentoring and coaching efforts.
- Promote parent understanding of RTI and support for district efforts in developing comprehensive problem-solving models for educational decision making.
- Communicate and support the pre-service needs of the educational field to IHEs regarding the understanding and implementation of an effective RTI model.

Goal 4 - Curriculum, Instruction, and Assessment

By September 2012 the PLC-SCA will act in an advisory capacity to the NH DOE and to Implementation Teams (schools and districts) regarding the **efficacy of curriculum, instruction, and assessment practices** that support effective RtI implementation.

Curriculum, Instruction, and Assessment Action Items:

- **Curriculum**
  - Support the alignment of district curricula with the Common Core State Literacy and Numeracy Standards through NH DOE technical assistance and professional development as outlined in the professional development master plan
- **Instruction**
  - Promote evidence-based instructional practices at the Tier 1, 2 and 3 levels to support high quality instruction for all New Hampshire learners through the NH DOE technical assistance and professional development master plan related activities.
  - Review and recommend, through the NH RTI website and NH DOE endorsed professional development offerings, evidence-based resources at the Tier 1, 2 and 3 levels to support school efforts in reading, mathematics, written language, behavior, and other targeted instructional areas.

- **Assessment**
  - Support evidenced-based assessments and practices at the Tier 1, 2 and 3 levels in order to provide high-quality assessment practices that benefit all New Hampshire learners through NH DOE technical assistance and professional development as outlined in the professional development master plan.
  - Review and recommend, through the NH RTI website, evidence-based resources and efficient assessment tools to enhance practice in Tier 1, 2 and 3 levels.

- Support and disseminate via the NH RTI website successful New Hampshire educational models which are driven and informed by valid and reliable assessment data at the state, SAU, district, school, grade, classroom, and individual student levels.

Goal 5 – Use of Data

By September 2012 the NH DOE, PLC-SCA, and Implementation Teams (schools and districts) will fully access and use **longitudinal student data** to advance and support RTI systems.

Data Action Items:

- Ensure that the NH DOE's Comprehensive Data System (new longitudinal data warehouse) makes student outcome data available and accessible to schools, districts, parents, and students.
- Train educators and leaders to become skilled in the effective use of district, school, grade, and student comprehensive data profiles.
- Provide ongoing support to educators and leaders in accessing and using state-sponsored databases (e.g., Performance Plus and i4see) to use student outcome data for instructional decision making
- Conduct analyses of process and outcome data from Implementation Teams (NH districts) with advanced and successful RTI models.
- Create and disseminate effective data use practices with improved student results.
- Support the development of data-informed instructional decision making in Implementation Teams (school and district) and grade-level collaborative teams.

APPENDIX A

Model for Transformation to Statewide RtI Implementation

The NH RtI Task Force recognizes the lofty nature of our goal, stated at the opening of this document:

> … to lead the transformation of instruction
>
> in New Hampshire school districts
>
> in accordance with the principles and practices of RtI.

To achieve such a transformation, a clear theory of action is required. Such is found in the work of the State Implementation and Scaling up of Evidence-based Practices (SISEP, www.scalingup.org) and the National Implementation Research Network (NIRN, www.fpg.unc.edu/~nirn/). This work, supported by extensive empirical evidence and practice, provides:

- a logic model for the outcomes of RtI;
- a framework for implementing RtI at the school and district level; and,
- a framework for developing the infrastructure to support statewide implementation and long-term sustainability of RtI.

Each is reviewed, briefly, below. For more thorough descriptions, readers are directed to the websites (above) and the references at the end of the document.

Logic Model for Outcomes of RtI

In their brief, *Designing projects based on up-to-date knowledge from implementation research and effective practice,* Fixsen and Blase (2009) present a logic model addressing the connection between interventions and their implementation. The following is summarized and adapted from that brief.

Students are expected to benefit from evidence-based practices and other innovations (the WHAT) delivered by teachers and staff with the requisite knowledge, skills, and abilities. In the delivery of the innovation, adults need to change their practices (the HOW) in order to support the full and effective implementation of the evidence-based practice or other innovation (For our purposes, the *innovation* is RtI). Teachers and school staff are the adults who interact directly

with children. *All of the benefits to students are derived from those adults using RTI fully and effectively.*

The teachers and staff learn how to deliver RtI from members of an Implementation Team. This Team, for example, may include leadership members of the school community (principal, general educators, special educators, reading specialist, paraprofessional, parent, etc.) in partnership with RtI professional development providers and those with implementation expertise. (Implementation expertise, or a conceptual framework for implementation, is described below.) The Implementation Team may occur at multiple levels in the system – school, district, region, and state. *All of the benefits to teachers are derived from implementation infrastructures that support teachers, staff, and administrators in their uses of RtI.*

By starting with our ultimate outcome (student benefit) and identifying the intermediary changes in practice required for the ultimate outcome to occur (adults use RTI fully and effectively), and identifying the actions required for the intermediary changes in practice to occur (School/District Implementation Team with professional developers), we begin to see a logic model emerge:

Improved student outcomes ⬅ Full, effective use by adults ⬅ Implementation Team

The Implementation Team is guided by a conceptual framework that articulates what drives a system toward full and effective implementation of RTI which in turn, results in improved student outcomes.

School and District Implementation Framework

A conceptual framework for school and district implementation is designed to address WHAT will be the focus of Implementation Teams' efforts and HOW schools will proceed from *exploring* RTI to *fully implementing* RTI and, ultimately, to *sustaining* RTI. As Fixsen and Blase (2009) explain, "Effective and sustained implementation [of RTI] occurs when staff *competence*, *organization* supports, and *leadership* are aligned, *integrated*, and focused on effective education for each and every student." (p.4) The framework for implementation developed by NIRN is shown in Figure 1 and further described below.

> As shown in this framework, teacher/ staff selection, training, coaching, and performance assessment are critical features for developing *competent usage* of an innovation. Having data available to support decision making by teachers, staff, and administrators; administrators who remove barriers and find ways to facilitate teachers' use of new practices; and administrators who can help align external systems with the new ways of education are essential components that define *effective organization supports* for evidence-based interventions. Technical and adaptive *leadership* (e.g. Heifetz & Laurie, 1997) also is necessary for managing

the day to day operations of a school/ LEA and for solving some of the more complex and vexing problems faced by educators. (Fixsen & Blase, 2009, p.4)

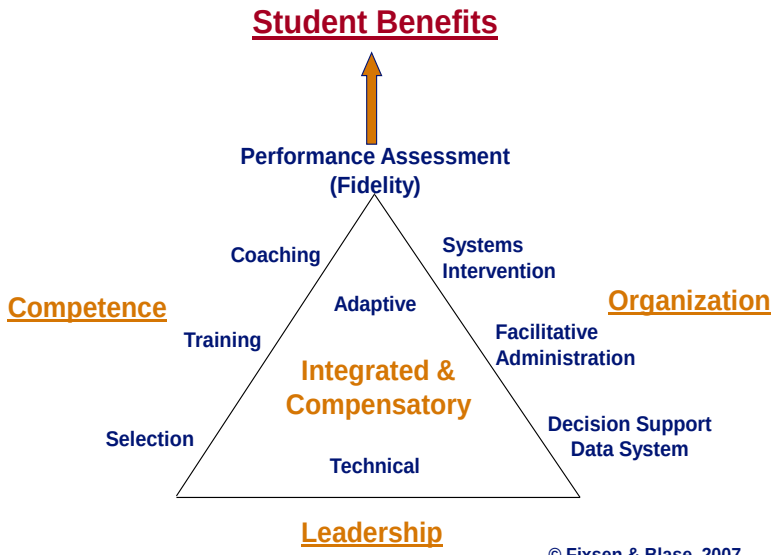

Figure 1. Implementation Framework

In addition to a local implementation framework (i.e., theory of action for school and district implementation teams), we must "use the available research and knowledge regarding the deliberate and systematic development and effective use of an implementation infrastructure" to fulfill the goal of this strategic plan and to accomplish educationally significant outcomes for all NH children and youth. That is, a statewide implementation infrastructure is necessary to achieve transformation of instruction in New Hampshire school districts in accordance with the principles and practices of RTI.

State Infrastructure and Implementation

Such transformation requires an explicit connection among state leaders (decision-making body) and local schools (implementers) during the process. Figure 2, adapted from Fixsen, Blase, Horner, & Sugai (2009) shows the model to develop and refine a statewide implementation infrastructure. In this model, a *State Leadership Team* is comprised of **decision makers** (e.g., Commissioner, Deputy Commissioners, Division Directors, Bureau Administrators) who can actively support capacity expansion and align current policies, structures, roles, and functions. The State Leadership Team is directly informed through participation in a P*rofessional Learning Community (PLC) and Systems Change Advisory (SCA)* with stakeholders from key professional organizations, institutes of higher education, and school/district implementation teams. (The NH RTI Task Force would evolve into this role.) The *Implementation Teams* are comprised of administrators, teachers, staff, and community partners who are actively engaged with

implementing and sustaining RTI in local schools and districts. The PLC and Systems Change Advisory provides a forum to help the NH DOE align current and establish new roles and structures to support the effective implementation of RTI as a continuing part of how the state system will operate in the present and future. In this way, refinements in policy and practice are developed collaboratively by the state team and local implementation teams. The capacity building needed for statewide RTI implementation also requires a connection to regional and national technical assistance (TA) centers (and other national RTI trainers) that provide additional expertise, coaching, and advice to the Leadership and Implementation teams during infrastructure development and the change process.

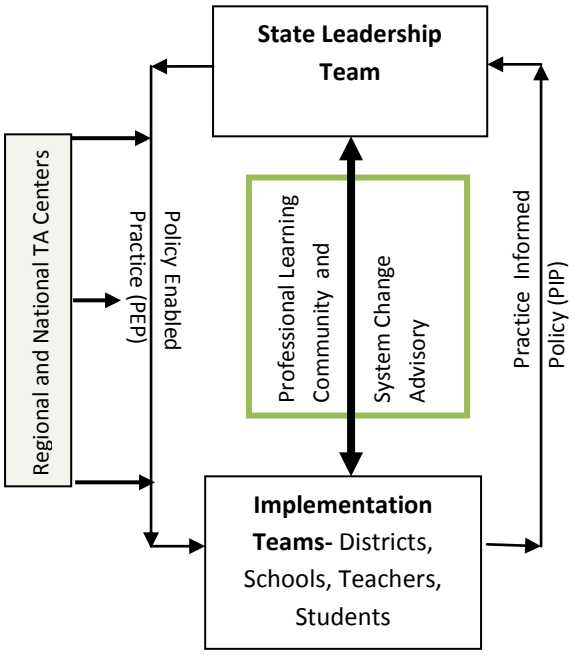

Figure 2. Transformation Model to Guide State-wide RtI Implementation (adapted from Fixsen, Blase, Horner, & Sugai, 2009)

References:

1. Batsche, Elliott, et.al, (2005).*Response to Intervention: A Working Definition*. National Association of State Directors of Special Education, NASDSE. Alexandria, VA.

2. Fixsen & Blase (September, 2009). *Designing projects based on up-to-date knowledge from implementation research and effective practice.* National Implementation Research Network. www.nirn.fpg.unc.edu

3. Fixsen, Blase, Horner, & Sugai. (2009). *Scaling-up brief.* Retrieved December 29, 2009 from: The University of North Carolina at Chapel Hill, NC.

4. SISEP: *State Implementation & Scaling-up of Evidence-based Practices.* Http://www.scalingup.org.

To: Commissioner Virginia Barry
From: IHE Network
Re: New Hampshire (NH) Institutions of Higher Education (IHE) Network Position Statement
Date: October 10, 2012

NH IHE Network Position Statement

The NH IHE Network is aware of national concerns about the quality of teaching and learning in our schools. We have for many years—as individual institutions and, since 2011, as the New Hampshire IHE Network—worked for a higher level of effectiveness in all aspects of preparing and developing teachers and school leaders. The Network has grown out of the several Education Summits sponsored by the NH Department of Education and other partners, the work of the Council of Teacher Education and Professional Standards Board, and other IHE initiatives. This Position Statement is part of our ongoing commitment to reflect upon, systematically research, and collectively enhance educator quality in New Hampshire schools.

The New Hampshire IHE Network was created with the primary aim of working collegially to influence policy makers and engage practitioners to promote innovative programs and policies that link initial educator preparation, new educator induction, and ongoing professional development in New Hampshire. Since the official inception of the Network in 2011, we have devoted our energies toward ensuring that all the New Hampshire educators we collectively prepare are equipped and inspired to foster high levels of achievement for all students. We believe the students of our program graduates must demonstrate success in their P-12 learning, as well as in their pursuit of college or careers.

We believe that our success depends on our commitment and ability as a consortium to:

- strengthen and sustain the relationship between educator preparation, educator evaluation, and P-12 student learning;
- assess the effectiveness of our programs and the effectiveness of the teachers with whom we work, and
- accurately convey what we do for stakeholders in the public, legislative, and statewide educational arenas.

With these challenges come new opportunities to influence the policy directions of New Hampshire and establish a clear presence of research-based practices in our schools. Our *initiatives* will readdress student engagement, teacher/principal collaboration, and more comprehensive view of accountability. Our *research* will foster reflection and self-assessment among teachers and school leaders while paying attention to student achievement measures, broadly defined. Our *public communications* will provide the accurate information that can heighten levels of respect and trust that public school educators enjoy from the citizens of their communities.

Specific IHE Network initiatives in process now include:

1. Sharing best practices and data among IHE members, focused on the common goal of educator improvement. This involves:

- acknowledging and acting upon the need for IHEs to collect, analyze, and share data on their graduates' mastery of the subjects they teach and their performance as teachers, as well as on the academic achievement of the students of their graduates (Cochran-Smith, 2001; Darling-Hammond, 2006); and

- acknowledging and acting upon the need for IHEs to continuously collect, analyze and share data on their own effectiveness, in the interest of identifying and disseminating effective practices.

2. Crafting, implementing, calibrating, and analyzing a common assessment of teacher efficacy that can be used by all member programs, regardless of size or specialization. This involves:

- sharing data from this common assessment, along with associated evidence of K-12 student learning collected by our students during their student teaching or internship experience, in order to improve our own programs; and

- providing the DOE with evidence of the effectiveness of our graduates in promoting student learning.

3. Proposing and enacting new approaches for supporting and providing networking opportunities to new teachers and school leaders in New Hampshire. This involves:

- developing a means for IHEs to convene and support networks for new teachers within their geographical neighborhoods and to invite recent graduates of all NH IHEs within that region to participate, regardless of which certification program they have pursued; and

- creating virtual networks among teachers and principals new to the field, so that educators can connect—on their own time and at their discretion—with others who share their grade-level, subject-area, or school-leadership challenges and perspectives.

4. Creating a community of practice to share experiences and knowledge related to the development of school-college partnerships. This involves:

- taking inventory of current partnership practices at NH IHEs and developing a resource list of IHE faculty contacts with expertise in school-college partnerships;
- reviewing and sharing various state and national approaches to school-college partnership development including the Professional Development Schools framework, NCATE Blue Ribbon Panel recommendations, NH Teacher Effectiveness Task Force

Recommendations, information from other colleges and state education agencies, etc.; and

- exploring the development of general guidelines for what constitutes a high quality school-college partnership in NH.

The IHE Network stands ready to work with the Department of Education, the legislature, and the professional educational organizations throughout our state to build a modern workforce of educators, leaders, and scholars strongly committed to the highest aspirations of our profession and our communities.

The faculty and deans of the undersigned Professional Educator Preparation Programs have thoughtfully considered this position statement and endorse its intent:

Antioch University New England
Colby-Sawyer College
Dartmouth College
Franklin Pierce University
Granite State College
Keene State College
New England College
New Hampshire Institute of Art
New Hampshire Technical Institute
Plymouth State University
Rivier University
Saint Anselm College
Southern New Hampshire University
University of New Hampshire
Upper Valley Educators Institute

If you have questions or require further clarification regarding this letter and proposal, we invite you to contact Audrey Rogers (SNHU) and Tom Schram (UNH), Co-Facilitators of the IHE Network.

Audrey Rogers, a.rogers@snhu.edu, 603.261.5802 (cell)

Tom Schram, Tom.Schram@unh.edu, 603.285.5350 (cell)

Updated 10/25/12

Addendum to Position Statement

On May 24, 2011 the IHE Network approved the following Mission Statement, Goals, and Aims:

Mission Statement

Mission

To work collegially to influence policy makers and engage practitioners regarding innovative and creative educator preparation and development programs in New Hampshire.

Goals:

The IHE Network formalizes systemic collaborative engagement between and among IHEs and public schools in New Hampshire to promote generative and sustained professional learning opportunities. As informed advocates for the teaching profession, we seek to promote innovative programs and policies that interconnect initial educator preparation, new educator induction, and on-going professional development. Our goal is to create a supportive and lifelong learning framework for educators and all learners

Specific aims:

Through creating and influencing policy and engaging stakeholders, the NH IHE Network will:

1. Extend the work of school/IHE partnerships to provide continuity between preservice educator preparation, support for induction and retention of new educators, and continuing professional development for educators.
2. Share the responsibility for pre-service preparation and new educator induction.
3. Generate professional development activities that reflect and critically engage current research on learning and teaching.
4. Focus improvement efforts on Next Generation Learning.
5. Prepare educators who have the “adaptive expertise” necessary to support new and emergent learning opportunities in the 21st century.
6. Enhance and extend the knowledge base that guides the ongoing improvement of educator preparation and professional development programs.
7. Influence education policy makers with a collective voice.

PART Ed 512 PROFESSIONAL DEVELOPMENT MASTER PLAN AND RECERTIFICATION

Ed 512.01 Basic Requirement. Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5 year master plan in accordance with requirements of this part.

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.02 Criteria for State Approval of Local Professional Development Master Plan. The following criteria shall apply to the approval of the master plan:

(a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 512.01;

(b) The local superintendent, district administrator, or non-public school administrator shall establish a local professional development committee as follows:

(1) Include representation of certified educators including teachers, paraeducators, certified licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons; and

(2) Develop and monitor the master plan according to Ed 512.02 (c) through (g) under the direction of the local superintendent district administrator or non-public school administrator in accordance with local school board policies, state statutes and state board rules;

(c) The professional development master plan shall include the following:

(1) The process and procedures for establishment of a local professional development committee;

(2) A statement describing the purpose of the master plan that includes but is not limited to:

a. The district's definition of professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students;

b. The role of the plan in increasing educator effectiveness and the relationship between professional learning and the local evaluation system;

c. The role of the plan in increasing student learning and academic achievement;

d. The alignment with local, state, and national professional development standards; and

e. The function and role of the plan for recertification of all staff;

(3) A statement describing the role and function of the local professional development committee which includes, but is not limited to how:

a. The committee will develop, monitor, implement, evaluate and propose changes to the plan;

b. The committee will collaborate with other district committees or teams such as school improvement , local improvement and leadership teams in developing an overarching framework for professional development; and

c. The committee will be involved with individual educator recertification and how appeals of decisions in that process will be handled;

(4) A description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:

a. Identify student learning needs;

b. Determine individual educator goals;

c. Determine school or district goals;

d Evaluate student learning and educator growth;

e. Measure the effectiveness of an individual professional development plan; and

f. Evaluate the effectiveness of the master professional development plan on an on-going basis;

(5) Procedures for recommending individuals for recertification that provide evidence of each educator's growth in:

a. Knowledge of content area(s), subject or field of specialization including requirements of individual certifications in Ed 506 and 507;

b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;

c. Professional standards as referenced in the local evaluation system; and

d. Effective instructional practices related to school and district goals that increase student achievement as demonstrated by data such as but not limited to:

1. The education improvement and assessment program, RSA 193C:3, III;

2. Portfolios;

3. Analysis of student work;

4. Standardized and other local assessment instruments; and

5. Performance evaluations and portfolios of professional work;

(6) A description of the job-embedded and formal professional development activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving teacher and administrator effectiveness in raising student achievement such as but not limited to:

a. Observations;

b. Independent study;

c. Study groups and professional learning communities;

d. Action research;

e. Educational peer coaching;

f. Mentoring;

g. Curriculum, instruction, and assessment development;

h. Lesson study;

i. Collegiate or graduate course work; and

j. Workshops, webinars and professional conferences;

(7) How the activities in (6) shall:

a. Be facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;

b. Engage educators in a continuous cycle of improvement;

c. Foster collective responsibility for improved student performance;

d. Support coherent, sustained, and evidenced-based learning strategies; and

e. Provide coaching or other forms of support to transfer new knowledge and skills to the classroom; and

(8) Describe differentiated processes to address the unique professional learning needs of all employees, including teachers, administrators, educational interpreters, paraeducators, and other certified or licensed professional staff as well as the unique developmental needs of interns, Alternative IV and V candidates, beginning educators, experienced educators and master teachers;

(d) The professional development master plan shall comply with state certification rules and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications;

(e) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans that describe how:

(1) Individual plans are developed and goals are determined;

(2) Individual plans and goals are approved;

(3) Individual plans are formatively assessed and summatively evaluated;

(4) Progress is documented and recorded by the district;

(5) Activities and documentation from in-progress plans are accepted and transferred into the school or district including how district requirements are pro-rated for the remainder of the 3 year cycle;

(6) Requirements for endorsements that are added mid-cycle are pro-rated;

(7) Disputes are handled including an appeals process;

(8) Educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning; and

(9) Recommendations for re-certification are determined;

(f) The professional development master plan shall allow individuals to document and provide evidence that they have met the requirements for recertification as part of the differentiation of professional learning for the unique needs of educators as follows:

(1) For all of the methods, the professional development master plan shall specify how individual educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:

a. Increases in educator learning;

b. Growth in student learning and academic achievement;

c. Content area knowledge and pedagogy;

d. The individual, school, or district improvement goal(s); and

e. Professional standards such as those in the local evaluation plan; and

(2) Using any one of the following methods:

a. The development of a body of evidence that documents job embedded or formal professional development;

b. An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours documenting job embedded or formal professional development; or

c. A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school or district improvement goal(s) and content area;

(g) The master plan shall be submitted to the division director or designee of the department;

(h) The division director or designee shall review each professional development master plan and:

(1) Approve such plan in writing if it meets the requirements of this section; or

(2) Confirm in writing that the plan needs modification and a timeline for completing the required revisions;

(i) If the professional development master plan is amended by the school or district, the amendments shall be made in accordance with this section, as confirmed by the division director or designee; and

(j) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

Ed 512.03 Individual Professional Development Plan.

(a) Each certified educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

(1) An educator shall file the individual professional development plan with the school administrative unit, local school district, or participating nonpublic school for review and approval according to the criteria in (3) below;

(2) The individual professional development plan shall be developed for a 3-year period consistent with the educator's certification(s) and incorporate one of the 3 options as defined in the local master plan; referenced in Ed 512.02(f)(2);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

a. The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and the content area standards referenced in Ed 506 and Ed 507;

b. Analysis of student work;

c. Analysis of student achievement data, if available; and

d. A review of school or district master plan needs assessment; and

(4) The individual professional development plan shall outline the educator's growth in the following:

a. Knowledge of content area(s), subject or field of specialization, including requirements of individual certifications, in Ed 506 and 507;

b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;

c. Professional standards as referenced in the local evaluation system; and

d. Effective instructional practices related to school and district goals that increase student achievement.

(b) Each certified educator whose credentials expire in a given year shall provide evidence of their individual plan including reflection. The individual plan shall be summatively evaluated as specified in the local professional development master plan.

(c) Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year recertification cycle.

(d) A certified educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.

(e) For multiple endorsement areas, the individual professional development plan shall address each endorsement area.

Source. #6349, eff 10-5-96; ss by #7045, eff 7-1-01; ss by #8335, eff 4-23-05; ss by #10245, eff 12-21-12

NEA New Hampshire
Shaping the Future, One Student at a Time

April 9, 2013

Commissioner Virginia Barry
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3860

Dear Commissioner Barry,

NEA-New Hampshire members and staff have greatly appreciated working cooperatively with the New Hampshire Department of Education over the last three years developing the Teacher Effectiveness Evaluation Model and most recently the Waiver submitted to the US Department of Education. As President of NEA-NH, I have enjoyed working side-by-side with you and the NHDOE to bring student-centered reforms that continue to provide a great public education to all of New Hampshire's students. A major part of improving public education is having a professional evaluation system and substantive support systems for educators allowing them to grow and continuously improve their instruction.

I participated in many meetings and discussions during the writing of the Waiver and at no time was there discussion of hard percentage numbers being used in the evaluation system. The discussions centered on having the percentage determined by each district through a collaborative process involving all parties including teachers.

NEA-NH supports the Waiver process and is committed to continuing to work together with its implementation, but at this time we cannot support the idea that 20% of a teacher's evaluation be tied to student outcomes that educators may have no role in helping to determine. In a state where local control is the rule, many of our local associations do not have language in their collective bargaining agreements that require educators to be part of the development of an evaluation tool. In these cases, educators are not part the team that develops the percentage of student achievement measures to be included or the actual assessments that are going to be used to measure student growth. NEA-NH cannot support a process that allows school boards and superintendents to makes these decisions without educator input. Systems developed without such input have always resulted in failure.

I do believe if given the opportunity to work together and to be part of the decision making, our teachers would support measures of student growth being part of a teachers overall evaluation. I would encourage you as Commissioner to go forward with the Waiver request and can assure you that the NEA-NH will commit to working with you and the NHDOE to improve education and provide a great public school education for all students.

Sincerely Yours,

[redacted]

Scott McGilvray, President
NEA-New Hampshire

New Hampshire Principal Evaluation Frameworks

Educational Leadership	**A principal is an educational leader who promotes 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.**			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
1A - The school's vision reflects the District's mission	Has not articulated the school's vision.	Has developed a vision separate from shareholder input/need.	Has developed a vision among shareholders. Relationship between vision and mission is clear.	School vision has been developed with and among shareholders, and reflects the District's mission.
1B - The administrator listens, analyzes and responds to issues related to the needs of the school community.	Fails to recognize or acknowledge problems or issues related to the needs of the school community.	Is a selective listener and minimally participates in resolving concerns of the school community. The administrator attempts clear communication but is not always understood.	Is an active listener; analyzes problems and effects clear and appropriate responses.	Demonstrates active listening and is insightful; recognizes emerging problems and issues; helps facilitate solutions and directs staff to appropriate resources.
1C - The vision of the school is communicated to students, parents, staff, district office personnel, and community members.	Has no formal methods for communicating the vision.	Communicates the school's vision only when necessary.	Communicates the school's vision regularly with parents and those connected directly with the school using limited methods.	Utilizes a variety of mediums to pro-actively communicate the vision of the school to parents and other school community members.
1D - The District's mission shapes the educational plan and actions within the school.	No relationship exists between the District's mission and the school's vision.	A relationship between the District's mission and school's vision exists to an extent; however, knowledge is not tied to planning and assessment.	Though educational plans and actions within the school reflect the District's mission, planning and assessment processes are not yet fully in place.	Educational plans and actions within the school are clearly tied to the District's mission. Planning and assessment processes are clearly in place.

School Culture & Instructional Programs	A principal is an educational leader who 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.			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
2A - Promotes student growth and development.	Fails to set student-centered goals and reasonable expectations for students.	Establishes limited goals, an unclear vision and has minimal expectations for students.	Establishes clear goals, visions and reasonable expectations for students, with some assessment processes in place.	Establishes clear and attainable goals for students, with high expectations and clear assessment processes and procedures.
2B - Applies learning and motivational theories.	Does not attempt to apply learning and motivational theories within the building.	Has been exposed to motivational theories. Minimally applies these theories as appropriate within the building. Teachers applying these theories receive minimal support.	Has functional knowledge of learning and motivational theories and creates opportunities to implement strategies based upon research. Teachers applying these theories receive adequate support.	Investigates innovative learning and motivational theories and consistently reflects on existing practices. Application and practice is consistently exhibited throughout the building.
2C - Promotes the design, implementation, evaluation and refinement of curriculum.	Does not encourage teachers to design, implement or evaluate curriculum, and has little or no knowledge of the existing curriculum.	Encourages teachers to design, implement, evaluate or refine curriculum and has limited knowledge of existing curriculum across disciplines.	Encourages teachers to design, implement, evaluate or refine curriculum and has a functional knowledge of existing curriculum across disciplines.	Encourages teachers to design, implement, evaluate and refine curriculum, makes appropriate suggestions and has a thorough knowledge of existing curriculum.
2D - Encourages, implements and assesses methods of effective instruction.	Has no knowledge of effective teaching practices, fails to evaluate and assess instructional strategies or does not research methods to improve the school's education program.	Has limited knowledge of effective teaching practices and makes a minimal effort to assess the school's instructional strategies and research methods to improve the school's education program.	Has a functional knowledge of effective teaching practices, acknowledges current methods and practices, and regularly evaluates and seeks to improve the school's education program.	Possesses an extensive command of the most recent and effecting teaching practices. Effectively encourages the development and implementation of sound instructional practices and effectively evaluates instructional education programs throughout the building.
2E - Recognizes and provides for diverse learners.	Does not recognize or provide for diverse learners.	Recognizes and provides for diverse learners on a limited basis when specifically requested/required.	Recognizes and provides for diverse learners, and develops strategies to enhance opportunities for diverse learners.	Accommodates diverse learners, and collaborates with faculty to implement strategies for improved learning opportunities for all students.

2F - Facilitates and encourages professional development for self and staff members	Does not support or participate in professional development activities for self and staff members.	Participates in and supports professional development for self and staff members when convenient, required, or needed for certification.	Is actively involved in the planning and implementation of professional development activities, seeking opportunities to enhance knowledge and skills for self and staff members.	Works with staff to assess professional development needs and actively seeks opportunities to provide professional and relevant growth experiences for all staff.
2G - Promotes technology use among students, staff and teachers.	Has little to no knowledge in the use of technology and fails to research any current instructional methods and practices.	Has limited knowledge of technology and knows little of the latest instructional methods and practices.	Has functional knowledge of effective technology uses and supports current methods and practices among students and staff.	Possesses extensive knowledge of the latest trends in technology and actively involves the faculty and students in school-wide implementation.
2H - Supports and facilitates the change process for the organization and the individuals within it.	Does not attempt to understand or facilitate the change process within the organization.	Has minimal knowledge of the change process and takes a minor role as a facilitator for those experiencing change.	Has a comprehensive understanding of the change process and recognizes the levels of change in individuals. Facilitation is clearly evident.	Demonstrates a comprehensive knowledge of the change process. Facilitation is extensive among staff. Measurement, evaluation and assessment strategies are used to promote positive change within the organization.

School Management	A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, effective, and positive learning environment.			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
3A - Ensures proper maintenance of facility.	Fails to recognize and communicate facility needs.	Recognizes needs and communicates at the building level.	Recognizes and communicates facility needs and communicates with appropriate District personnel to resolve concerns.	Recognizes both present and future facility needs and communicates with appropriate District personnel in a timely manner to resolve concerns.
3B - Provides a safe school environment.	Fails to implement emergency drills and procedures.	Minimally follows emergency procedures.	Provides for systematic emergency drills, training, and revisions as needed.	Provides comprehensive emergency drills, involving shareholders and public safety officials in planning and execution of drills.
3C - Manages staff.	Fails to recognize staffing issues.	Manages human resources and recognizes staffing needs.	Manages human resources responsibly, efficiently and effectively in a collaborative manner while addressing staff needs.	Anticipates potential staff problems and utilizes effective problem-solving skills in a collaborative manner while addressing staff needs.
3D - Maintains accurate records and maintains confidentiality.	Has no system for maintaining accurate records or submits reports late, or does not maintain confidentiality.	Returns reports with minimal information and maintains confidentiality.	Submits reports in an efficient, timely and succinct manner; maintains confidentiality.	Develops a system for maintaining complete records, anticipates problems, adheres to all timelines when submitting reports, uses technology to maintain accurate records; maintains confidentiality.
3E - Develops and maintains a positive school culture.	Makes no obvious attempts to develop a positive school culture.	Demonstrates adequate knowledge of the school culture and gathers feedback to develop a positive school culture.	Actively promotes a positive school culture to the school community. Encourages feedback and involvement from staff, students and community when developing the culture, and maintains this positive approach as a school priority.	Successfully maintains a positive environment by promoting activities and programs that enhance positive school culture. Feedback from staff, students, parents and the community is utilized to sustain positive growth.

School & Community	A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
4A - Demonstrates knowledge of the issues that impact the school and community.	Possesses an inadequate knowledge of community issues.	Has a limited knowledge of issues.	Utilizes knowledge of emerging issues to develop school programs.	Consistently explores additional information and resources to develop programs.
4B - Recognizes diversity and actively promotes acceptance and tolerance within the school environment.	Insensitive to diversity or fails to promote tolerance in the school environment.	Possesses rudimentary understanding of diversity and tolerance.	Creates an atmosphere where diversity is recognized and valued.	Advocates for a variety of student and staff activities that celebrate tolerance and diversity.
4C - Promotes the role of the school as an integral part of the community.	Has no understanding of the role of community resources that can affect success for students.	Has a basic knowledge of community resources and makes minimal efforts to utilize these resources.	Utilizes community resources to assist in addressing issues and achieving school community goals.	Is highly visible and actively engages community resources to promote success for students.

Integrity & Ethics	**A principal is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.**			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
5A - Demonstrates professional leadership.	Demonstrates little or no leadership.	Demonstrates leadership sporadically but lacks consistency.	Demonstrates a leadership style that promotes stability and confidence.	Demonstrates values, beliefs, and attitudes that sets a high standard for the school community to follow.
5B - Models professional ethics.	Demonstrates unprofessional behavior that negatively impacts the school community.	Inconsistently displays professional ethics and demeanor in daily interactions with members of the school community.	Displays professional ethics and demeanor in daily interactions with members of the school community.	Displays and encourages professional ethics and demeanor in daily interactions with members of the school community.
5C - Treats members of the school community fairly and respectfully.	Displays a lack of respect for members of the school community.	Inconsistently demonstrates respect for members of the school community.	Consistently demonstrates respect for members of the school community.	Treats members of the school community in a fair, equitable and dignified manner that respects confidentiality as well as individual rights at all times.

Social & Cultural Contexts	A principal is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
6A - Influences the school culture, which promotes the best interests of members of the school community.	Fails to promote a positive and safe school environment.	Minimally addresses school culture issues.	Consistently promotes, models and communicates a positive school culture.	Consistently promotes, models, and communicates a positive school culture in response to the larger political, social, economic, legal and cultural context.
6B - Ensures that communication occurs among the school community concerning issues and potential changes in the school.	Fails to communicate effectively with shareholders regarding trends and issues.	Communicates only when necessary.	Initiates and maintains appropriate communication with shareholders.	Takes a pro-active approach in communicating with all shareholders.
6C - Facilitates processes that ensure the school community works within the framework of policies, laws and regulations enacted by the local, state and federal authorities.	Fails to follow policies, laws and regulations.	Usually knows and follows policies, laws and regulations.	Knows and consistently follows policies, laws and regulations.	The administrator possesses comprehensive knowledge and fully implements policies, laws and regulations.

Local District Goals	A principal promotes and implements the District goals, collaboratively develops and implements building level goals, and develops professional goals which are in concert with and support District and school level goals.			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
7A - Implements the school District's goals.	Fails to adopt and promote District goals.	Adopts District goals and addresses them.	Adopts District goals and consistently promotes these goals.	Adopts, promotes, and is part of the creation of District goals taking significant steps to implement them.
7B - Implements building level goals.	Fails to develop and/or promote implementation of the school's goals.	Attends to the formation and implementation of building goals.	Develops a plan to implement building goals which reflect District goals.	Consistently promotes building goals with a strategic plan which reflects the District goals.
7C - Insures that building goal development includes input from shareholders.	Includes few shareholders in the development or implementation of building level goals.	Includes building level shareholders in the formation and implementation of building level goals.	Invites district-wide staff to participate in the development and implementation of goals for the building.	Invites community shareholders at large to participate in the development, promotion and implementation of building level goals.

Student Growth	A principal is an educational leader who promotes student growth using multiple sources of evidence.			
Performance Indicators:	**Unsatisfactory**	**Emerging**	**Proficient**	**Distinguished**
8A – Individual and Collective Student Growth	Fails to use multiple sources of evidence to promote or plan for individual and collective student growth.	Minimally addresses individual and collective student growth.	Consistently promotes individual and collective student growth.	Takes a proactive approach and possesses comprehensive knowledge and skills in sustaining individual and collective student growth.
8B – Development of Programs or Interventions	Fails to take any corrective actions involving programs or interventions.	Creates programs or interventions but minimally uses the collected evidence to measure program success.	Initiates and maintains the development of programs and interventions that promote student growth.	Continuously promotes a comprehensive plan for program or intervention implementation.
8C - Shows Progression of Student Growth	Fails to monitor student progress and shows little or no progress made in student growth.	Monitors student progress and shows progression in student growth.	Establishes systems for monitoring progress, accurately measures student achievement and experiences targeted gains in student growth.	Continuously promotes, evaluates and documents the intended outcomes of student growth.

DRAFT Rubric for Rating the Quality of Student Learning Objectives

Purpose of this Rubric: This rubric is for use by teachers, school administration, and district administration in evaluating the different aspects of Student Learning Objectives (SLOs) to make sure the SLO meets an "acceptable quality" rating on this rubric before it is used for teacher performance ratings.

	Acceptable Quality	Quality Needs Improvement	Insufficient Quality
Learning Goal A description of what students will be able to do at the end of the course or grade based on course- or grade-level content standards and curriculum. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Appropriately identifies and thoroughly describes an important and meaningful learning goal, with a clear explanation of: ➢ the big idea and the standard(s) that are thoughtfully aligned to and measured by the learning goal, ➢ the critical nature of the learning goal for students in the specific grade/ course, ➢ how the learning goal allows students to demonstrate deep understanding of the content standards within the identified time span, and ➢ specific and appropriate instruction and strategies used to teach the learning goal.	Identifies and provides a description of a learning goal that is either too specific or too general, with a weak explanation of: ➢ the big idea and/or standards that minimally align to the learning goal, ➢ the importance of the learning goal for students in the specific grade/ course, how the learning goal allows students to demonstrate adequate understanding of the content standards within the identified time span, and/or ➢ some generic instruction and strategies used to teach the learning goal.	Identifies and provides an unclear description of a learning goal that is vague, trivial, or unessential, with: ➢ the big idea and/or standards not aligned to the learning goal. ➢ lack of information of the importance of the learning goal for students in the specific grade/course, ➢ little to no description of how the learning goal allows students to demonstrate understanding of the content standards in the identified time span, and/or ➢ questionable and/or vague instruction and strategies used to teach the learning goal.
Assessments and Scoring Assessments should be standards-based, of high quality, and be designed to best measure the knowledge and skills found in the learning goal of this SLO. They should be accompanied by clear criteria or rubrics to determine student learning from the assessment. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Appropriately identifies and clearly describes: ➢ documented high quality assessment(s) used to measure the learning goal, ➢ rubrics that appropriately and thoughtfully differentiate student performance, and ➢ progress-monitoring measures that will be used, including how instruction will be differentiated for all learners based on this information.	Identifies and provides some description, which may lack specificity, of the: ➢ assessment(s) and partial explanation of how the quality has been established, ➢ rubrics that partially differentiate student performance, and/or ➢ progress-monitoring measures used with little detail in how instruction will be differentiated based on this information.	Identifies and provides an unclear, insufficient, or confusing description of the: ➢ assessment(s) with minimal or no reference to how the quality has been established, ➢ scoring rubrics with minimal or no reference of how student performance has been differentiated, and/or ➢ progress-monitoring measures used with minimal or no reference to the differentiation of learners based on this information.
Targets Identify the expected outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate. ☐ Acceptable Quality ☐ Quality Needs Improvement ☐ Insufficient Quality	Clearly and thoroughly explains how the data are used to define teacher performance, including: ➢ the baseline data/information used to establish and differentiate these targets, and ➢ rigorous targets that are realistic and attainable for each group of students.	Broadly, without specificity, explains how the data are used to define teacher performance, and may include: ➢ unclear baseline data/information used to establish and differentiate these targets, and/or ➢ targets that are imprecise, somewhat realistic and/or attainable for each group of students.	Provides an unclear, insufficient, or confusing explanation of how the data are used to define teacher performance, and may include: ➢ baseline data/information not aligned to the SLO, and/or ➢ arbitrary or unattainable targets for each group of students.

Collection or Report	Data Submission	Bureau	Contact	Collection/Report Type	Source of the requirement ie. State legislative, rules committee, federal	State RSA	Federal Requirement	State estimated time (man hours) required to comply with the requirements	District estimated time (man hours) required to comply with the requirements	Outcome/benefit of the underlying report.	Federal Dollar Amount Reliant on Reports	State Dollar Amount Reliant on Reports	Brief Description
National Reporting System Tables 1, 2, 3, 4, 4B, 5, 6, 7, and 10	Electronic	Adult Education	Debbie Tasker	Participation Report	Federal	NA	Workforce Investment Act Title II Adult Education and Family Literacy Act	150	1250 hours for all adult education providers including districts and community - based organizations	Reports are required for adult education federal funds; they allow adult educators to review the progress of learners in order to plan for program improvement.			Information on academic progress and goal attainment of about 8,000 adult learners in Adult Basic Education, GED Preparation, Adult High School, Adult Learner Services, and English for Speakers of Other Languages. Includes required federal reports for all learners attending 12 hours
A12 Collection Reports	Electronic	BDM	Sandy Hyslop	Collection	State	189:20; 189:28;;193-E:3;194:31; 198:45;	OMB #(04670) 1875-0240	50 hours (est.)	70 hours (A12 report includes data from 10 reports - 6-7 hours needed for each report)	Data is included in School District Report Card	Prerequisite data collection for receiving all Federal funds		A-12B Class & Staffing Form, A-12D SAU Data, A-12E District Level Home Schooled Count, A-12F Teacher Attainment & Average Salary, A-12C General Statistical Report (Private Schools Only). Includes Number of Classrooms and Number of Teachers in FTEs, Number of Administrators and Support Staff, Number of Home Schooled Students, Highest level of Education of Teachers in Public
Education Directory Update	Paper	BDM	Gretchen Tetreault	Collection	State & Federal		OMB #(04670) 1875-0240	10	5-10 hours	Data is included in the Consolidated State Performance Report			NH Public School Directory Collection
School Board Membership	Paper	BDM	Sandy Hyslop	Collection	Public Inquiry			10 hours (est.)	10 hours	Reported to DRA			All members, chairpersons, of Public school boards
EDFACTS Federal Reporting	Electronic	BDM	Gretchen Tetreault	EDFacts Reports	Federal	NA	OMB #(04670) 1875-0240	1 FTE	Depends on size of district. Large district would need 1 FTE.		Prerequisite data collection for receiving all Federal funds		The EDFacts Data Collection: States submit K through 12 education data on approximately 100 data groups at the state, district and school levels to the U.S. Department of Education. Critical directory data is submitted, as well as data on schools, services, staffing, students, and
DOE 25 Annual Financial Report	Electronic Data Submission. Mail - in signature page	BDM	Ron Leclerc	Collection and Reporting	State & Federal	198:4-d and 541-a (DRA) and RSA 193-E:3 ; 195:14; 189:28; 193-E:3 188:E-7; 186-C:18; RSA 541-A	OMB 0607-07000 (US Census Bureau - F-33 Survey) OMB 1850-0067 (US DOE - NPFES Survey)	1000 hours for state	100-200 hours - depending on number of districts in the SAU (separate report is required for each district)	State: Estimated Cost per Pupil by District which is used by School districts to set the tuition rates; used by career development to set the tuition and transportation reimbursement rates, all financial reporting, used by Department of revenue to set tax rates for the following year. The DOE 25 also computes the districts indirect cost rates for future year. Also, summarizes data for RSA 193-E:3, the state requirement for a District Profile. Used by the NH DOE to calculate district maintenance of effort for federal fund allocations. Legislative Inquiries. Federal: Report to the US Census Bureau (F-33 Survey) district level financial data which is used for federal title fund allocation, to the US DOE "NPFES" (National Public Finance Education Survey)consolidated state school district financial report used	Prerequisite data collection for receiving all Federal funds	Prerequisite data collection for receiving all State funds	Apportionment of Cooperative Budgets, Cost Per Pupil By District (need ADM), MS-22 (Budget), Estimated Expenditures of School Districts, Equalized Valuation per Pupil, State Average Cost Per Pupil
MS-22	Paper	BDM	Ron Leclerc	Collection	State	198.4-d, 194-c:9, 186c:18, 195:14,		65 hours state;	10 hours per district (does not include district budgeting process)	State: Tax Rate setting, calculating the estimated state average cost per pupil (see above)		Prerequisite data collection for receiving all State funds	

Collection or Report	Data Submission	Bureau	Contact	Collection/Report Type	Source of the requirement ie. State legislative, rules committee, federal	State RSA	Federal Requirement	State estimated time (man hours) required to comply with the requirements	District estimated time (man hours) required to comply with the requirements	Outcome/benefit of the underlying report.	Federal Dollar Amount Reliant on Reports	State Dollar Amount Reliant on Reports	Brief Description
Enrollment Reports	Electronic Data Submission. Mail - in signature page	BDM	Ron Leclerc	Enrollment Reports	State & Federal	189:28, 193-e:3; 194:31; 193-E:3	OMB #(04670) 1875-0240;	80 hours	*Data is embedded in other reports submitted by the district (see EOY and BOY below)*	Costing Adequate Education (Average Daily Membership ADM)	Prerequisite data collection for receiving all Federal funds	$ 955,702,119.00	Compiled after BOY/EOY Data Collections. Attendance and Enrollment, Attendance Rate by District, Average Daily Membership, Average Class Size by District, Average Class Size by School, County Enrollments by Grade, District Fall Enrollments, High School Enrollments, Kindergarten Enrollments, Preschool Enrollments, Race/Ethnic Enrollments, School Administrative Unit Enrollments, School Enrollments by Grade, State Totals - Fall Enrollments by
Indirect Cost Rates	Electronic Data Submission. Mail - in signature page	BDM	Ron Leclerc	Miscellaneous Reports	State & Federal	Office of Management and Budget Circulars A-87, A-122, and			5 hours per district		Prerequisite data collection for receiving all Federal funds		Approved Indirect Cost Rates for districts, SAUs and non-profit institutions which have requested rate approval.
State Education Aid Reports	Electronic Data Submission.	BDM	Ron Leclerc	State Aid Reports	State	194-B:11; 198:40-a; 198:48-a VII; 198:39 through198:42		1100	5 hours per district	Allows Districts to be eligible for State Aid	State spending allows for	$ 78,916,986.00	Charter School Aid, Kindergarten Aid, Adequate Education Aid, Allocation for Special Education ADM
Monthly Meals Claim	Electronic	Bureau of Nutrition Programs and Services	Kathryn Hodges	Collection	Federal	Part 7 CFR 210.7	Part 7 CFR 210.7	3	6	School Food Authority paid meal reimbursement based on number/types of meals served	$ 38,466,128.00		School Food Authorities submit meal claim data monthly to receive reimbursement from USDA based on quantity and types of meals served
Verification Report	Electronic	Bureau of Nutrition Programs and Services	Tami Drake	Collection	Federal	Part 7 CFR 210.7	Part 7 CFR 210.7	24	30 hours each district	SFA randomly selects parent income eligibility applications to verify for accuracy	$ 38,466,128.00		By November 15 of each year, SFA's must complete their verification process
Safety Inspection Reports	Electronic	Bureau of Nutrition Programs and Services	Tami Drake	Collection	Federal	Part 7 CFR 210.13	Part 7 CFR 210.13	50	15 hours each district	USDA requires that 2 health inspections be done per year per site.	$ 38,466,128.00		SFA's must report to State Agency on previous year's inspections by end of October
Building Aid Distribution	Electronic and paper	School Approval and Facility Management	Ed Murdough or Marjorie Schoonmaker	Collection	State	RSA 198:15-a		2500	500 for new project; 10 annually after for as long as School Building Aid is received.	Districts are reimbursed for a share of the cost to construct new school facilities and to renovate existing buildings.		$ 48,891,283.00	RSA 198:15-a/w – establishes grant programs to assist with general school construction and kindergarten construction, application forms are submitted by districts for new projects, an annual verification report is sent to districts for review and confirmation of the amount of the grant for which the district is eligible in the upcoming fiscal year, in any given year most but not all districts receive funding for
Fire Inspection	Paper	School Approval and Facility Management	Ed Murdough	Collection	State	RSA 153:14		200 (Dept. of Ed), Unknown at Dept. of safety	2 hours/school for small school; 4 hours for larger schools; *more time if additional reports needed for follow up inspections*	Causes schools to review and correct unsafe conditions			RSA 153:14 – Requires local fire chief to conduct annual inspection of public and private schools and to submit reports to the State Fire Marshal
Inputs- based accountability	Electronic	School Approval and Facility Management	Ed Murdough	Collection	State	RSA 193-E:3		1425	30 hours initial report; 10 hours in subsequent years	Measures individual school level of compliance with requirements to provide the opportunity for an adequate education.			RSA 193-E:3 – Requires districts to submit inputs-based school accountability report every two years, also requires Dept. of Ed. to develop a performance based accountability report based on data already collected from

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Public School Off-Site Programs - one time submission for off site program	Paper or scanned PDF's	School Approval and Facility Management	Ed Murdough or Leslie Higgins	Collection	State	ED 306.20		1 per incident, approx 10 per year	1 hour per incident	Ensures that appropriate checks have been made for safety at off-site locations and that information on students assigned to off-site locations is correctly reported.			Schools establish alternative programs to address the unique needs of particular groups of students.
Site Visits	Electronic	School Approval and Facility Management	Leslie Higgins	Collection/report	State	RSA 193-E:3-b(F)		40 per school, 47 required per year	40 hours per school	Verifies that schools are providing the opportunity for an adequate education.			Dept. sends a team to review information submitted by schools on the standards identified in RSA 193-E as those required to provide the opportunity for an adequate
School Approval	Electronic	School Approval and Facility Management	Leslie Higgins	Collection/report	State	RSA 21-N:9, Ed 306.28		1000	15-25 per school (2011-12)	Ensures that public and private schools are meeting the state minimum standards			
Kindergarten Construction Aid	Paper	School Approval & Facility Management	Ed Murdough or Marjorie Schoonmaker	Collection/Report	State	RSA 198:15-r		100	100 per district	Districts are reimbursed 75% of the cost to construct new kindergarten classrooms.		$ 888,395.00	RSA 198:15-r establishes a grant program for districts that did not provide kindergarten prior to 1997.
Teacher Evaluation Survey	Electronic	Deputy Commissioner/ Certification	Sallie Fellows/Karen Soule	Collection & web report	Federal		ARRA State Fiscal Stabilization Fund	100	10 hours	Requirement for SFSF funding - $160million	$ 160,000,000.00		State report of characteristics of each district evaluation system and performance rating statistics
NAEP (National Assessment of Educational Progress)	Electronic	Office of Curriculum and Assessment	Tim Eccleston	NAEP	Federal	RSA 541-A, Ed 306.24	NCLB	750	Test administration is 5-10 hours per site	Provides the State, Districts, Schools and the Public an understanding of 4th and 8th Grade student performance in Reading and Mathematics compared to the nation and surrounding states.	$ 276,289.00		Grades 4, 8, and 12 assessment results in Reading, Mathematics, Science and a number of other subjects assessed by the National Assessment of Educational Progress.
ESOL Reporting	Electronic with Signature	Integrated Programs *	Sue Stepick and Susan Morgan	ESOL Collection	Federal	198:48	Title III: Part A, subpart 1&2	300 hours	5-40 hours depending on size of the district.	Data is included in CSPR; used for eligibility for Title III funding and instructional planning	$ 985,639.00	$ -	Eligibility Status for ESOL Students as of 10/1
Certification of all Educators-Alternatives 1-5	Electronic	Credentialing	Karen Soule	Collection	State	RSA 186:11 X. (a); 189:39-a		7800 hours (4 FTE)	.25 FTE plus 20 hours per year per alternative plan (varies with size of district)	Qualified, Certified Teachers			
Critical Shortage List	Electronic	Credentialing	Karen Soule	Collection	State	RSA 186:11 X. (a); 189:39-a		80 hours	1 hour per district	Understanding shortage by endorsement area and location. Benefit - determines which certification areas can be considered for an alternative plan.			School districts are responsible for completing the Critical Shortage information annually.
Highly Qualified Teacher/Para	Electronic	Credentialing	Karen Soule	Collection	State & Federal	RSA 186:11 X. (a) ; NCLB	OMB #(04670) 1875-0240	104 hours (2 hr. per wk)	5+ hours per school (depends on school/district size)	Meet federal requirements and ensure content area qualifications. Benefit is high quality work force.	$ 15,496,795.00		School districts must report HQT (highly qualified status) of all core content educators as well as paraprofessionals in Title I
Educator Employment Information-EIS data entry (formerly Personnel Action Form-PAF)	Electronic	Credentialing	Karen Soule	Collection	State	RSA 186:11 X. (a)		4875 hours or 2.5 FTE; DOE $185,000	40-80 hours depending on size of district	To collect data on educator qualifications. Benefit is that we have quality educators certified in their area of expertise. Provides student safety by monitoring misconduct of educators and revoking licenses.			School districts must report employment information and termination of all certified educators.
Professional Development Master plans	Electronic and Paper (required to submit both for peer review)	Credentialing	Karen Soule	Collection and Reporting	State	RSA 21-N:9 II. (z); Ed 512.01		1463 hours (.75 FTE)	80 hours per district	Outlines quality process of educator recertification and professional learning. Benefits - Educator in the classroom meets professional growth requirements.			Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5-year master plan in accordance with requirements of this part.
CATE Reports	Electronic	Career Development	Regina Fiske Melissa Ritchings	Collection	State & Federal	RSA188:E	PL109-270 and OMB #(04670) 1875-0240	300 hours	***Total all 3 reports = 150 + hours***		$ 7,905,543.00	$ 6,900,000.00	CTE Enrollment Reporting

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Tuition and Transportation Budget Estimates	Electronic Data Submission. Mail - in	Career Development	Laurie MacRae	Collection	State	RSA 188-E:7-8 and Administrative Rules		400 hours	***Total all 3 reports = 150 + hours***	T&T cost estimates available to sending districts and State staff for the purposes of budget preparation.	$ 7,905,543.00	$ 6,900,000.00	
Tuition and Transportation Reimbursement Request	Electronic Data Submission. Mail - in signature page	Career Development	Laurie MacRae	Collection	State	RSA 188-E:7-8 and Administrative Rules ED 1300-1400		600 hours	***Total all 3 reports = 150 + hours***	T&T actuals for the first half of the school year can be compared to the Budget Estimate to clarify estimates of total needs for the full school year.	$ 7,905,543.00	$ 6,900,000.00	
Administrative Due Process Hearings	Paper	Office of Legislation and Hearings	Stephen Berwick		State	RSA 541-A:31; 21-N:11,III; 186-C:16-b; 200-C:12		16 hours per case	Required prehearing - 2-4 hours Mediation (optional if both parties agree) - 1 day; Due Process Hearing 2 days (does not include district preparation) If parent files for due process, additional resolution session (1-4 hours). Stand alone mediation - 1 day. Complaint - 10-20 hours	Provide parents and school districts due process in contested cases			Administrative Due Process Hearings The state's administrative procedures act requires agencies to provide an adjudicative proceeding in whenever there is a contested case or, if the matter is one for which a provision of law requires a hearing (RSA 541-A:31). The department provides such hearings based on the statutory requirements of RSA 21-N:11, III (state board hearings), RSA 186-C:16-b (special education hearings), RSA 200-C:12
NHSEIS Reporting	Electronic	Special Education	Ralph Tilton	SPED Collection	Federal		OMB #(04670) 1875-0240	3FTEs	EasyIEP data entry 2-4 hours/student (minimum)	Collection this data is a federal requirement of IDEA. The benefit to this federal collection provides the state and districts with information of the number of students with disabilities, the type of disabilities, gender, race/ethnic and age (3-21). Part of File Spec N002 - NH Children (age 6-21) with	$ 56,223,222.00		
SPED Data Collection	Electronic	Special Education	Ruth Littlefield	Federal Reporting	Federal		20 U.S.C. 1416(a)(3)(A), 20 U.S.C. 1416(a)(3)(B) 20 U.S.C. 1416(a)(3)(C)	One FTE	Depends on number of students that need to be verified in each report and how many sources of information must be checked. Average range 1 - 3 hours per report for each SPP indicator.	Reporting of this data is a federal requirement of IDEA. The benefit to this data collection is it provides the state with information regarding students with disabilities.	$ 56,223,222.00		Educational Environment Age Indicator 5, Child Count ages 3 - 5 (student counts by Disability/Race/Age Groups), Child Count ages 6 - 21 (student counts by Disability/Race/Age Groups), Out of School Suspension greater than 10 days by Race/Ethnicity , Rate of Suspension and Expulsion, Graduation Rate, Drop Out Rate, Assessment , Parent Involvement , Disproportionate Representation Race/Ethnicity, Disproportionate Representation Race/Ethnicity with specific disabilities, Timeliness of Evaluations, ESS Early Transition, Secondary Transition(Ages 16-Post secondary School), Post School Outcomes, Complaints,

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Cat Aid Allowable Cost Report	Electronic with paper invoice	Special Education	Ralph Tilton	SPED Report	State	186-C18,III		2325 total estimated hours - It is estimated to take 2225 hours to produce this report. It is also estimated that the NHDOE provides an additional 100 hours of technical assistance to districts.	Cat Aid cost reports are based on ongoing data entry into the NHSEIS system for each student throughout the year. Approximately 2-5 hours per student, depending on amount of back up data required for submission with each student's report, and in-district invoices that need to be created	Districts have the ability to be reimbursed through a formula for special education costs incurred in the previous year.	$ 56,223,222.00	$ 21,537,308.00	This reimbursement is state funded.
EOY SPED Public Worksheet	Electronic	Special Education	Christina Emery	SPED Collection/Reporting	Federal	189:20; 189:28;;193-E:3;194:31; 198:45;	OMB #(04670) 1875-0240	30 total estimated hours	10 hours or more per district to prepare the informaton for the report (depends on size of district and number of students); approximately 7.5 hours to verify	This worksheets helps the districts identified SPED students enrolled in public schools. The district will then provide this data to the NHDOE which will be is used for ADM and adequacy funding	$ 56,223,222.00		
Title X Education for Homeless Children & Youths-CSPR	Electronic	Integrated Programs *	Lynda Thistle-Elliot	Title X I4See Homeless Education Collection	Federal		ESEA Section 111(h)(4)	24 hours	1 hour per district	Ensure appropriate education services for homeless are provided and funding is continued	$ 199,479.00	$ -	Homeless student district information is confirmed 2 times a year
21st CCLC LPA	Electronic	Integrated Programs *	Suzanne Birdsall	Report	Federal		Section 4202(c)(3) of the ESEA	100	125	The purpose of this system is to collect basic information about the characteristics associated with funded 21st CCLC programs and the outcomes they were able to achieve as a result of providing services to students and adult family members attending their programs.	$ 5,940,307.00	$ -	Programs complete annual reports through the online federal reporting system for USDOE.
21st CCLC Continuous Improvement Process for Afterschool	Electronic	Integrated Programs *	Suzanne Birdsall	Systems Development	Federal		Section 4202(c)(3) of the ESEA	75	5000	Local level action plan to address areas of quality improvement.District hours are spent specifically running the program, which is funded by	$ 5,940,307.00	$ -	Programs conduct a self assessment followed by a validation visit.
21st CCLC Annual Performance Report	Electronic	Integrated Programs *	Suzanne Birdsall	Report	Federal		Section 4202(c)(3) of the ESEA	200	1000	Programs are meeting identified outcome targets and identify need areas to provide targeted technical assistance. District hours are spent specifically running the program, which is funded by the federal dollars.	$ 5,940,307.00	$ -	The two purposes of the Performance Report are to (1) demonstrate that substantial progress has been made toward meeting the objectives of the project as outlined in your grant application, and (2) collect data that addresses the performance indicators for the 21st Century Community Learning Centers program.
21st Century Data Collection	Electronic	BDM	Sandy Hyslop	Collection	Federal		Section 4202(c)(3) of the ESEA	20 Hours	5 hours per district	Data Collection for 21 Century Community Learning Center Program	$ 5,940,307.00	$ -	
Title I, Annual Evaluation for CSPR	Electronic	Integrated Programs *	Stephanie Lafreniere	Consolidated State Performance Report (CSPR) Part 2 Sec. 2.4	Federal		ESEA Section 1111(h)(4)	25	4 hours per program	Reports compliance to ensure continued funding and informs best use of resources for professional development and targeted assistance	$ 41,366,035.00	$ -	Annual Title I, evaluation

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School Safety Survey	Electronic	BDM	Gretcehn Tetreault/Aprylle Desrosiers	Collection	State & Federal	RSA 193-E:3, RSA 126-U, RSA 193-F, RSA 189:34, II(a), RSA 193-E:3, RSA 193-G:1,	Title IX, Title VI/Civil Rights, Title II Section 504 ADA, NCLB 4112 (c) (3), Gun Free Schools Act of 1994, SB114 , RSA 625:11, RSA 630, t RSA	300+ hours for OSDFS Program Director, IT 150 hours, BDM 150 hours.	10 hours per school (approximately)	Required reporting on school safety and discipline to federal and state governments. All 50 states report same data and allow for comparison of school safety concerns per state.	$ 937,922.00		State and federal accountability laws require state departments of education to collect and report school safety data. Data is used to assess needs and accomplishments in reducing school violence, substance abuse, and discipline needs.
End of Year (EOY) Data Collection	Electronic	BDM	Sandy Hyslop	Collection	State & Federal	189:20; 189:28;;193-E:3;194:31; 198:45;	OMB #(04670) 1875-0240	1000+ hours	Up to 80 hours per district	Central to the data collection effort is an overarching principle that we should not only collect data for reporting needs, but that we should add value to the data being collected and provide information back to schools to empower teachers, administrators, policy makers, and parents to increase student achievement - enabling schools to follow every child and to analyze groups of students over time.	Prerequisite data collection for receiving all Federal funds		June, all districts must provide data for each student who was enrolled in their district at any point during the prior school year. Additionally, this submission will include non special education students who were the responsibility of the school but placed out-of-district (including nonpublic schools in state and all schools out-of-state). This submission is used for ADM and adequacy funding, to cross check fall enrollment counts, for NECAP reporting and for drop-out prevention. NH-Alt Assessment Registration, NECAP Labels, School/District Test Coordinators,
Beginning of Year (BOY) Data Collection	Electronic	BDM	Sandy Hyslop	Collection	State & Federal	189:20; 189:28;;193-E:3;194:31; 198:45;	OMB #(04670) 1875-0240	1000+ hours	40 hours per district	There are three primary purposes for this collection: 1) To Identify Enrollment Counts, 2) To Track Dropouts, 3) To Identify Participation Rates for NECAP	Prerequisite data collection for receiving all Federal funds		At the beginning of the year, all districts must provide data for each student either enrolled in their school, or who live in their towns and are the responsibility of the district.
Free & Reduced Data Collection	Electronic	BDM	Sandy Hyslop	Collection	State & Federal	189:20; 189:28;;193-E:3;194:31; 198:45;	OMB #(04670) 1875-0240	50 hours	5 hours per district	Identifies students eligible for Free or Reduced Lunch.	Prerequisite data collection for receiving all Federal funds		The submission is required two times per year -- once in October and once in March to identify students eligible for Free or Reduced Lunch.
Course Submission	Electronic	BDM	Sandy Hyslop	Collection	State	189:20; 189:28;;193-E:3;194:31; 198:45;		50 hours	40-80 hours depending on size of district	Provides the ability for teachers to view the performance data for the students that are in their class to improve instruction.			To collect teachers and course data.
Civil Rights Data Collection	Electronic	Adult Education	Mariane Gfroerer	Collection	Federal		Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; Title II of the Americans with Disabilities Act of 1990 (ADA); Vocational Education Programs	45 days	90-100 hours (all districts to report in 2012)		Prerequisite data collection for receiving all Federal funds		Titles IV, VI, and VII of the Civil Rights Act of 1964 - race color, national origin; The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; Title IX of the Education Amendments of 1972 (Title IX) – sex; Section 504 of the Rehabilitation Act of 1973 (Section 504) – disability; The Americans with Disabilities Act of 1990 (ADA) – disability; NH Law against discrimination (RSA 354-A)
Federal Accountability Reporting	Electronic	All with Federal Programs	Program Assistants		Federal		Multiple- Federal Grant Programs	At least FTE per grant	Monthly reporting required (online system) IDEA and Title I approx. 5 days/month. Other reports require additional time.	Districts receive hundreds of millions of federal dollars	$ 218,741,584.00		Per federal requirements, for all federal formula grants, districts must submit a budget with all planned expenditures summing to the total district allocation that they plan to expend. NHDOE then reviews the budgets to ensure that all planned expenditures are allowable under grant requirements. Districts then confirm allowed expenditures and submit for reimbursement once