



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION

July 30, 2019

The Honorable Frank Edelblut  
Commissioner of Education  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301-3494

Dear Commissioner Edelblut:

I am writing in response to New Hampshire's requests to the U.S. Department of Education (Department) on February 28, 2019 to amend its approved consolidated State plan under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act. Prior to implementing any revisions to its approved consolidated State plan, a State must submit its proposed amendments to the U.S. Department of Education (the Department) for review and approval.

I have determined that the amended request meets the requirements in the ESEA and, for this reason, I am approving New Hampshire's amended State plan. A summary of the New Hampshire amendment is enclosed. This letter, as well as New Hampshire's revised ESEA consolidated State plan, will be posted on the Department's website. Any further requests to amend New Hampshire's ESEA consolidated State plan must be submitted to the Department for review and approval.

Please be aware that approval of this amendment to New Hampshire's consolidated State plan is not a determination that all the information and data included in the amended State plan comply with Federal civil rights requirements, including 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, and requirements under the Individuals with Disabilities Education Act. It is New Hampshire's responsibility to comply with these civil rights requirements.

Thank you for all of the work that the New Hampshire Department of Education has put into its consolidated State plan under the ESEA. If you have questions or need any assistance regarding

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the implementation of your ESEA consolidated State plan, please contact the Office of School Support and Accountability at: Titlei-a@ed.gov and NewHampshire.OESE@ed.gov.

Sincerely,

/s/

Frank T. Brogan  
Assistant Secretary for  
Elementary and Secondary Education

Enclosure

cc: Heather Gage, Director, Division of Learner Support

## **Amendment to the New Hampshire's Consolidated State Plan**

The following is a summary of New Hampshire's amendment request. Please refer to the U.S. Department of Education's website

<https://www2.ed.gov/admins/lead/account/stateplan17/map/nh.html> for New Hampshire's complete consolidated State plan.

### **Approved Amendments**

The following amendments are aligned with the statute and regulations:

#### **Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

- *Native Language Assessments*  
The New Hampshire Department of Education (NHDOE) updated its plan to reflect changes to its statewide assessments in grades 3-8. The reading/language arts and mathematics assessments are offered in Spanish.
- *Recently Arrived English Learners*  
NHDOE changed the exception it applies for inclusion of recently arrived English learners in its statewide assessment and accountability systems. The State will implement the flexibility offered in ESEA section 1111(b)(3)(A)(i) to exclude a recently arrived English learner from one administration of the State's reading/language arts assessment in the student's first 12 months of schooling in the United States and exclude the student's mathematics and English language proficiency assessment results from the State's accountability determinations for the first year of the student's enrollment.
- *Academic Achievement Long-Term Goals*  
NHDOE revised its academic achievement baseline data, long-term goals and measurements of interim progress for reading/language arts and mathematics due to implementation of new State assessments in 2017-2018.
- *Progress in Achieving English Language Proficiency Long-Term Goal*  
NHDOE revised its definition of English language proficiency and correspondingly also revised its baseline data, long-term goal, and measurements of interim progress for the percentage of English learners making progress in achieving English language proficiency.
- *Academic Achievement Indicator*  
Following implementation of new statewide assessments, NHDOE added a final rubric for using student assessment results to establish performance levels for schools for its academic achievement indicator.
- *Other Academic Indicator for Elementary and Middle Schools that are not High Schools*  
NHDOE revised from draft to final its value table for calculating its student growth measure for students in schools that administer PACE assessments.

- *Progress in Achieving English Language Proficiency Indicator*  
NHDOE revised the cut-scores for a school to be rated at one of four performance levels for purposes of calculating its progress in achieving English language proficiency indicator by increasing the mean student growth percentile that a school must attain for each level.
- *School Quality or Student Success (SQSS) Indicator(s)*  
NHDOE refined its career-and college-readiness school quality or student success indicator for high schools (e.g., added completion of an approved apprenticeship program to its list of measures a student may meet for this indicator).
- *Alternate Methodology*  
NHDOE included a description of the different methodologies it will use for annual meaningful differentiation for a small school for which an accountability determination cannot be made using the State’s system of annual meaningful differentiation. Specifically, NHDOE will aggregate data for certain feeder and receiving schools, aggregate data over three years, or use a qualitative small schools review.
- *Comprehensive Support and Improvement (CSI) - Lowest-performing*  
NHDOE revised tables it uses to identify elementary schools, middle schools and high schools for comprehensive support and improvement-lowest performing to add specific considerations (e.g., requiring that a school be Level 2 or Level 1 (the lowest performance level) on the progress in achieving English language indicator, rather than just Level 2).
- *CSI - Additional Targeted Support Schools that do not Exit*  
NHDOE revised its timeline for identifying additional targeted support and improvement schools that receive Title I funds and have not exited such status for comprehensive support and improvement from four to six years.
- *More Rigorous State-determined Action*  
NHDOE revised its approach to include that a local educational agency with CSI school(s) will be required to provide to the Commissioner and State Board of Education its plans to improve and/or implement a strategy designed to promote family and community involvement, and a school budget that reflects the goals of the improvement plan.