



New Hampshire ESEA Flexibility Request for Window 3

September 6, 2012
(Updated June 5, 2013)

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

Commissioner: Virginia M. Barry, Ph.D

Vision Statement

The vision of the New Hampshire State Board of Education is to harness community resources and technology to provide a world class, personalized, student-centered education in a flexible, innovative learning environment that promotes active engagement to maximize the potential in every individual.

Mission Statement

The mission of the New Hampshire State Board of Education is to provide leadership, support, and oversight of the state's education system to ensure that every individual acquires the skills and knowledge to succeed in a competitive global economy and thrive as a 21st century citizen.

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

Legal Name of Requester: New Hampshire Department of Education	Requester's Mailing Address: 101 Pleasant Street Concord, NH 03301-3494
State Contact for the ESEA Flexibility Request: Name: Mr. Paul Leather Position and Office: Deputy Commissioner Contact's Mailing Address: 101 Pleasant Street Concord, NH 03301-3494 Telephone: 603-271-3801 Fax: 603-271-1953 Email address: paul.leather@doe.nh.gov	
Chief State School Officer (Printed Name): Virginia M. Barry, Ph.D.	Telephone: 603-271-3144
Signature of the Chief State School Officer: X <u>Virginia M. Barry</u>	Date: 9/6/2012 Updated 6/5/2013
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

WAIVERS

By submitting this flexibility request, the SEA requests flexibility through waivers of the ten ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements by checking each of the boxes below. The provisions below represent the general areas of flexibility requested; a chart appended to the document titled *ESEA Flexibility Frequently Asked Questions* enumerates each specific provision of which the SEA requests a waiver, which the SEA incorporates into its request by reference.

- 1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
- 2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
- 3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
- 4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
- 5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a schoolwide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.

6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.
7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.
8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.
9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.
10. The requirements in ESEA section 1003(g)(4) and the definition of a Tier I school in Section I.A.3 of the School Improvement Grants (SIG) final requirements. The SEA requests this waiver so that it may award SIG funds to an LEA to implement one of the four SIG models in any of the State’s priority schools that meet the definition of “priority schools” set forth in the document titled *ESEA Flexibility*.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA's State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.
- 13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of the flexibility, as described throughout the remainder of this request.
- 2. It will adopt English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the new college- and career-ready standards, no later than the 2013–2014 school year. (Principle 1)
- 3. It will develop and administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii). (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will report to the public its lists of reward schools, priority schools, and focus schools at the time the SEA is approved to implement the flexibility, and annually thereafter, it will publicly recognize its reward schools as well as make public its lists of priority and focus schools if it chooses to update those lists. (Principle 2)
- 8. Prior to submitting this request, it provided student growth data on their current students and the students they taught in the previous year to, at a minimum, all teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects in a manner that is timely and informs instructional programs, or it will do so no later than the deadline required under the State Fiscal Stabilization Fund. (Principle 3)

- 9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
- 10. It has consulted with its Committee of Practitioners regarding the information set forth in its request.
- 11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs (Attachment 2).
- 12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the State customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice (Attachment 3).
- 13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout this request.
- 14. It will report annually on its State report card, and will ensure that its LEAs annually report on their local report cards, for the “all students” group and for each subgroup described in ESEA section 1111(b)(2)(C)(v)(II): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. It will also annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively.

If the SEA selects Option A in section 3.A of its request, indicating that it has not yet developed and adopted all the guidelines for teacher and principal evaluation and support systems, it must also assure that:

- 15. It will submit to the Department for peer review and approval a copy of the guidelines that it will adopt by the end of the 2012–2013 school year. (Principle 3)

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.
2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

OVERVIEW

The New Hampshire Department of Education (NHDOE) believes that people will support what they help to create and the only effective way to implement education reform is to ensure that the entire range of stakeholders are directly involved in its complex development. This has been NHDOE’s approach to many past education reforms, as well as those discussed in this waiver request. In fact, some of the ideas reflected in this document began to be formed several years ago and have continued to be developed with the robust input of various stakeholders at each phase of the process. This experience, along with the NHDOE’s deepening understanding of professional learning communities, has served as an important foundation for this waiver request and for launching a statewide “networked” strategy.

Since the beginning of her tenure as Commissioner of Education in June 2009, Virginia M. Barry has made the involvement of various stakeholders in the creation of a comprehensive system of school reform the number one priority of her administration. In July 2009, Commissioner Barry formed cross-departmental and external stakeholder working committees addressing: 1) rigorous standards and accompanying assessments; 2) comprehensive data support systems; 3) teacher and leader systems of support; and 4) support to the lowest-achieving schools in the state. Through these processes, teachers, teacher representatives and other stakeholders around the state have been engaged in conversations, feedback, development and implementation activities. Those involved in these efforts include leaders from the state teacher associations (NEA-NH; AFT-NH), principal and superintendent associations, current teachers, principals, special education administrators and other administrators, instructional leaders, parents, representatives from the Governor’s Office, state and local policymakers and representatives from higher education and community organizations.

The NHDOE does not view the waiver as a separate siloed initiative and therefore, did not actively solicit teacher input for the waiver as a package. Instead it has, and will continue to solicit this feedback on the important priorities included in the waiver, such as the state’s accountability system, New Hampshire’s College and Career Ready Standards (NH CCRS), performance based assessments and educator evaluations. For example, the Commissioner met with hundreds of teachers at the NEA NH Chapter’s Training Day in October, 2012 and fully addressed the waiver

design and the educator evaluation model. On January 28, teams from 30 of New Hampshire's 84 SAU's came together to work through the teacher evaluation model and heard about the full waiver design. In February, NHDOE Administrator Karen Soule joined the President of AFT-NH, Laura Hainey to present this waiver and the teacher evaluation model to the full executive committee of the AFT-NH.

NHDOE believes in the power of partnerships and understands its limitations to communicate and gather input from all educators and other stakeholders around the state. The department will work with the teacher and principal associations, as well as the state's economic development agency in 2013 to **design a communication and engagement plan** for all educators in the state about the priorities in the waiver. The state will share this plan with the United States Department of Education as soon as it is available. It will ensure that all of its work teams continue to have classroom teacher representation by utilizing technology tools so that disruption to the classroom environment can be limited as much as possible.

FEEDBACK FROM DIVERSE COMMUNITIES

The NHDOE has met with various stakeholder groups, such as the New Hampshire Association of Special Education Administrators (NHASEA), throughout the course of developing its flexibility waiver. However, the leadership team at the NHDOE understands that there is still much work to be done to gather meaningful feedback about the components in the application and that it is an ongoing responsibility. Again, this desired feedback is not about the waiver itself, but about the components within it. Continued feedback will be sought not only during the development and implementation but also during the evaluation of each component. This feedback will allow the department and its partners to make changes when and where necessary to ensure the goals of each component is meeting its desired outcome.

NHDOE will use its resources through NHASEA and through its Title III Office to specifically engage and gather meaningful input from representatives of English Learners (EL) and students with disabilities. This work has already begun with various engagement meetings:

- The NHDOE Title III Director held a phone conference in November 2012, with experienced ESOL (English for Speakers of Other Languages) teachers and administrators from the Title III districts with the highest number of enrolled ELs. Participants offered strong recommendations for addressing the professional development needs of mainstream teachers of ELs, specifically in the area of college- and career-ready standards. This conversation led to the sponsorship of two trainings in December 2012 and March 2013 with Dr. Joy McLaughlin, a WIDA (World-Class Instructional Design and Assessment) consultant, for teachers of ELs to provide in-depth knowledge of the amplified WIDA English Language Development Standards and their alignment with college- and career-ready standards. A second set of training opportunities (April 2013, led by Don Bouchard, Senior WIDA Consultant) included district teams of EL and mainstream teachers. These follow-up workshops addressed the implementation of instructional strategies that are aligned with the NH CCRS. Similar workshops will be scheduled in fall 2013 for identified Priority and Focus Schools.

- NHASEA gathered input from a meeting held in November 2012, about how the Association can play a more deliberate role in the design and redesign of the various components within the waiver. They also reflected on the ways that the Association has already been a part of this work:
 - The NH CCRS Implementation Team includes special education teachers and directors.
 - The work team focusing on designing and implementing the state’s Networked Strategy has conducted sessions for its work and attendees included special education administrators.
 - The NHDOE Regional Liaisons are attending regional special education director’s meetings to inform and gather input on a variety of issues, but specifically on the priorities in the waiver.
 - Three special education educators have served and continue to serve on the Educator Effectiveness Task Force.
 - The NHASEA held at least two meetings during the last year focused on gathering input and feedback on the NH CCRS implementation.

The NHASEA will play a critical role moving forward in the NHDOE’s feedback loop concerning the waiver priorities. With about 175 members state-wide, NHASEA provides a wide variety of professional development opportunities for local special education administrators in both public and private special education programs. As part of its mission, NHASEA provides members with regional, monthly meetings, addressing topics that provide timely information and suggestions for improving practice. Professional presenters and local practitioners provide members with information on current topics, including recent presentations on Response to Instruction (RTI), college and career ready standards and legal issues confronting special education administrators.

NHASEA also offers new directors a variety of "Directors' Academies," which are year-long, full-day sessions (six or seven full days over the year), with options for obtaining graduate credit. The Academies have helped to enhance the network for new directors, and the monthly meetings provide a natural setting for local special education administrators to network with colleagues. In addition, NHASEA offers an annual Education Conference in March, on the New Hampshire seacoast, a Law Day in April, and an annual August Academy, which provides three days of professional development before the start of each new school year.

These convenings, as well as deliberate connections with ESOL teachers and administrators, provide many opportunities for the NHDOE to involve additional stakeholders in meaningful engagement around its priority areas. The NHDOE will work with its partner associations and educators in districts to ensure it is thoughtful in its engagement efforts.

To prepare this waiver request, work teams were formed to review the waiver requirements and to provide concrete input into its contents. These teams included teacher and principal association leaders, superintendents, special education administrators and other administrators, internal NHDOE staff, and higher education and community organization representatives. A list of work

team members, along with members of each Task Force that met to build the elements included in the waiver request can be found in **Supplemental Attachment A**.

The process of creating this waiver, along with thoughtful discourse on the future of education for New Hampshire, has led to the design and development of a Networked Strategy. This strategy, based on collaboration between the NHDOE and an array of key stakeholders, serves as the method by which the state will provide ongoing, rigorous supports to schools and districts. The strategy's design is built on a multi-tiered set of professional learning networks created to better connect educators and stakeholders to one another, to high quality, relevant informational resources and to an array of supports and expertise, with the collaborative goal of improving student achievement across the state.

The following input and feedback meetings have been held concerning the waiver and its elements over the last year:

Stakeholder Groups

Educators:

- Superintendents ~ 9/30/11; 10/7/11; 10/14/11; 11/4/11; 11/18/11; 12/9/11; 1/6/12; 2/3/12; 3/4/12; 3/30/12; 4/6/12; 5/10/12; 6/1/12; 6/8/12; 6/26/12; 7/6/12; 8/3/12
- North Country Superintendents ~ 8/20/12

Education Associations:

- NEA-New Hampshire ~ 10/7/11; 3/27/13
- AFT-New Hampshire ~ 3/27/13
- New Hampshire Association of School Principals ~ 6/26-27/12
- New Hampshire School Boards Association ~ 8/24/12; 3/27/13
- New Hampshire School Administrators Association ~ 9/7/12; 3/25/13
- Special Education Directors Association, Advocacy Groups, and Parents ~ 9/4/12

State Policymakers:

- Joint Meeting of the Commissioner's Accountability and AYP Task Forces ~ 9/29/11; 10/28/11; 12/9/11
- Governor's Office ~ 10/10/11; 11/28/11; 3/15/12; 7/24/12, 8/16/12, 8/20/12, 8/29/12
- State Board of Education ~ 10/12/11; 10/9/11; 12/14/11; 1/11/12; 2/15/12; 3/21/12; 4/18/12; 5/16/12; 6/20/12; 7/18/12
- Senate Education Committee ~ 1/26/12; 8/28/2012
- House Education Committee ~ 2/13/12; 8/28/2012

Business Leaders:

- New Hampshire Business Roundtable ~ 9/29/11; 5/14/12; 7/19/12

Higher Education

- Higher Education College and Career Ready Summit ~ 11/16/11

Task Forces and Work Teams: (includes teachers, principals, superintendents and other administrators, higher education representatives, association leadership, community organization and others)

- ESEA Flexibility Waiver Task Force ~ 11/8/11; 11/21/11; 12/20/11; 4/11/12; 5/15/12; 5/29/12; 5/30/12; 7/30/12; 7/31/12
- ESEA Flexibility Task Force, Principle 1 ~ 8/13/12
- ESEA Flexibility Task Force, Principle 2 ~ 7/30/12; 8/17/12; 8/24/12
- Educator Effectiveness Task Force ~ 11/8/11; 1/2/12; 1/5/12; 2/21/12; 3/27/12; 4/10/12; 5/1/12; 5/21/12; 6/19/12
- **Committee of Practitioners, Title I ~ 2/15/12; 8/23/12**

Other Outreach Efforts

- CCSSO (Dallas Meeting) ~ 1/22-25/12
- Arne Duncan and Staff ~ 3/26/12, 7/18/12
- CCSSO in New Hampshire ~ 4/25/12
- US ED Under Assistant Secretary (in Concord) ~ 5/1/12
- New Hampshire Charitable Foundation ~ 5/11/12
- SPARK New Hampshire – Early Childhood Advisory Council ~ 8/23/12
- New Hampshire Emerging Leaders of Diversity ~ 9/4/12

FEEDBACK ON THE WAIVER APPLICATION

The NHDOE reached out to its Committee of Practitioners on August 23, 2012 to review the draft application and gather feedback. The comments, questions and responses to the comments are included in **Attachment 2**. The NHDOE has also received 13 letters of support from a variety of stakeholders from around the state, including the Mayor and Superintendent of Manchester, our largest district, for the work described in the four principles that follow. These letters can also be found in **Attachment 2**.

The NHDOE released a public notice in the state newspaper (**see Attachment 3**) on August 28, 2012 to inform the public about the state’s waiver request. In addition, a notice (**see Attachment 1**) was sent to the LEAs in New Hampshire on the same day with a draft of the application available for comment on August 30. The state did not receive any written comment from LEAs at the time of application’s submission.

When this waiver request is approved, the NHDOE will continue to work with the state’s education associations, parents and parent groups – such as the New Hampshire Parent Information Center and the New Hampshire Parent Teacher Association – advocacy groups, policy makers, teachers, principals and other school and district administrators, higher education and business leaders to fully and effectively implement the new systems described within this waiver request.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEA's ability to increase the quality of instruction for students and improve student achievement.

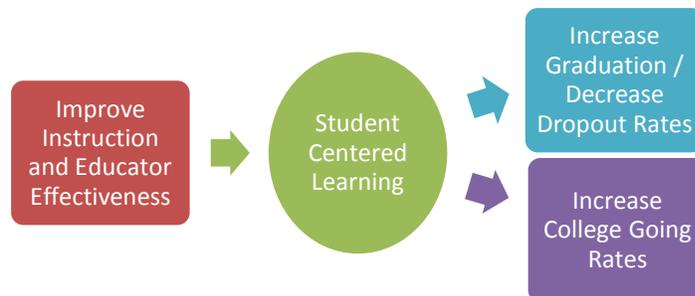
A COMPREHENSIVE APPROACH AND SHARED VISION FOR STUDENT ACHIEVEMENT

The New Hampshire Department of Education (NHDOE) is pleased to present this flexibility request describing its vision for innovative approaches to improve student learning outcomes. Because of dedicated leaders and teachers, New Hampshire has a long history of education excellence, and the state has been regularly recognized for its leadership and an overall quality education system. This excellence is derived from a strong commitment to a shared vision for student achievement. However, as times change New Hampshire’s strategies need to evolve. The state must continually improve its system 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 being better equipped to succeed beyond high school.

NHDOE and the districts of the state will continue to focus their efforts around four pillars of a high quality education system:

- Standards, Instruction and Assessments
- Data Collection and Use
- Teacher and Leader Effectiveness
- Transforming Struggling Schools

Through these pillars, the state is committed to the following goals with student learning always at the center guiding the work:



The NHDOE believes that for too many years, New Hampshire, along with every other state, has had to operate pursuant to the provisions of an outdated federal education law that, while well intentioned, does not support a holistic and a rational accountability structure or the focused and

meaningful supports schools need. This request to the U.S. Department of Education (US ED) to waive certain aspects of the Elementary and Secondary Education Act (ESEA) will allow for a more coherent overall approach, thereby, creating the conditions for achieving dramatic improvements in student performance.

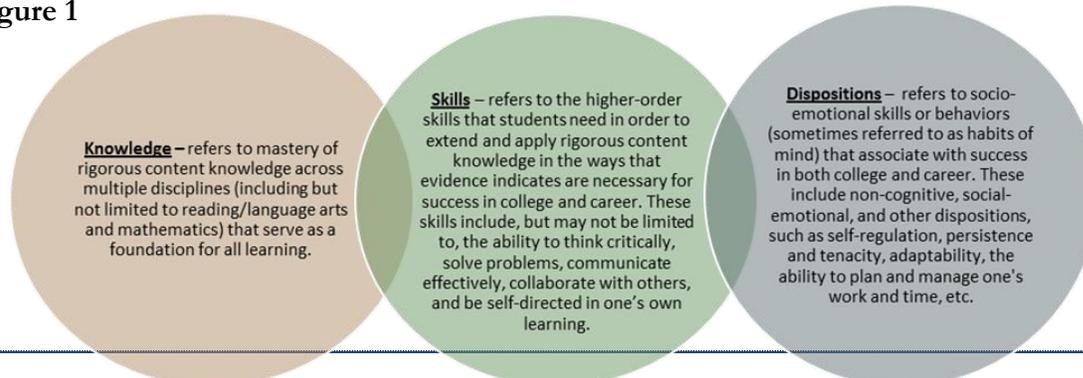
The state’s current situation creates unnecessary complexity and confusion for New Hampshire schools and parents because there is misalignment between the current state and federal accountability systems. In 2009, the legislature of the State of New Hampshire passed SB180, a bill establishing an accountability system to ensure students receive the opportunity for an adequate education. The legislation specified a two-part accountability system: one part is **input-based** and the second part is **performance-based**. The input-based component assesses whether a school provides the necessary curriculum for an adequate education (as defined by state law) and sets appropriate expectations for completion of the academic program. The performance-based component assesses adequacy based on the school’s demonstration of student achievement, engagement and persistence to graduation. However, in addition to these two, the state is also required to comply with the federal accountability system that does not support either the input-based or proficiency-based components specified by state law.

By requesting this waiver, the NHDOE believes that the state will be able to move toward a system that is better for all students, including students with disabilities and English learners (EL) – a system that is premised on supporting districts and schools in achieving excellence realized through a network of supports, rather than a system based solely on compliance. While a number of the strategies contained in this waiver request could and will be implemented without a waiver, the added flexibility and relief from mandates that result from the receipt of a waiver will allow the state to more quickly reach its goal. 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.

A NEW THEORY OF ACTION

New Hampshire believes all students must be college- and career-ready by the time they complete high school. This means not only meeting the content knowledge expectations of the NH CCRS in English language arts/literacy and mathematics, but also demonstrating necessary college- and career-ready skills and dispositions. New Hampshire’s system must show that students are advancing not just by demonstrating growth in learning, but by demonstrating competency in the understanding and application of content knowledge.

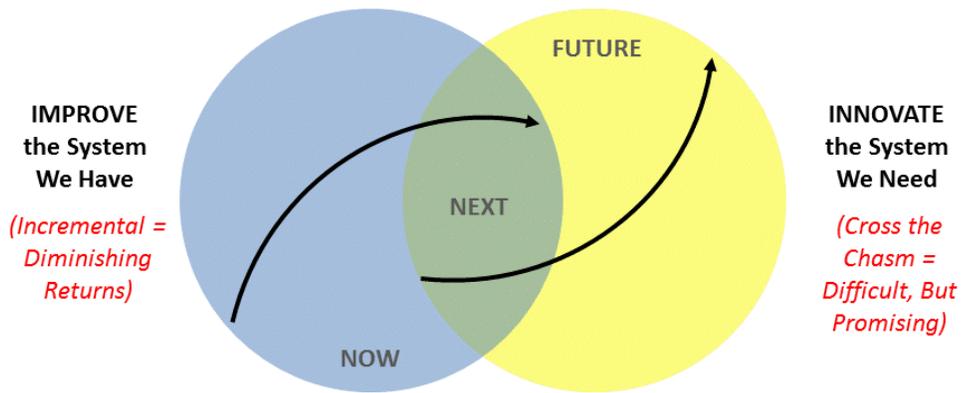
Figure 1



A competency education system, to which New Hampshire aspires, starts with a system of college- and career-ready standards. These standards are implemented through a comprehensive Networked Strategy which connects and uses educator, school and district development and supports. The NHDOE networked system will have all stakeholders – teachers, leaders and the community – engaged and sharing the intention and desire to help every student reach proficiency – a theory of positive intent.

New Hampshire rejects the idea of a deficit model where schools and districts are identified as failing and where “shaming by naming” is used as a method to increase student achievement. New Hampshire’s Networked Strategy will work on an “improvement-to-innovation” continuum to advance educator practice and better support student learning. This work will plant the seeds of transformation and create the future of learning for New Hampshire students. **Figure 2** below illustrates this improvement to innovation continuum.

Figure 2- Improvement to Innovation Continuum



Therefore, in New Hampshire:

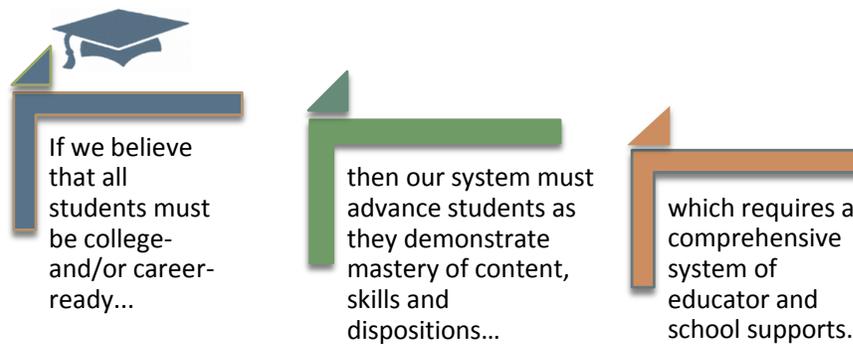


Figure 3- Theory of Action

- All graduating students will demonstrate college and/or career readiness based on an expanded definition of rigorous content and knowledge, higher-order skills, and critical dispositions by 2017. The state will also define ambitious but achievable annual measurable objectives (AMOs) that move beyond an accountability system based on a pure status model to one that fully includes a competency-based¹ learning model.
- The state will adopt a balanced system of assessments (formative, interim, and summative) to assess student competency along learning progressions. Performance-based assessments will be administered when students are ready to demonstrate competency as opposed to waiting for an arbitrary date on a calendar.
- The state will set its ambitious annual measurable objectives (AMOs) with the intent of closing the gap of achievement in every subgroup by 50 percent by 2017 based on multiple measures.
- The state will provide a broad set of supports through a Networked Strategy so that educators will be engaged in continuous, research-based improvement processes and identifying and implementing cutting-edge, innovative approaches that rethink the structure of school practice and the use of technology. These technical assistance, knowledge and innovation networks will be the methodology for reaching the state’s goals towards learning, innovation and improvement.
- The state will implement an educator effectiveness system connected to student performance, including competency attainment. It will address areas of preparation, selection, induction, mentoring and evaluation of teachers and principals.

This new theory of action identifies areas of need and builds capacity for progress required to move New Hampshire forward. Moving from a compliance driven accountability system and evolving toward a supportive structure and culture will accelerate the implementation of reforms, which in turn will remove obstacles and promote better outcomes for all students.

Table 1

MOVING FROM	EVOLVING TOWARD
Compliance	Support
Punishments	Rewards
Hierarchy	Flexible Networks
Test-based Accountability	Professional Responsibility
Standardized	Personalized
Reactive	Proactive
Static	Dynamic
Supply “push”	Demand “pull”

¹ Competency-based and performance based learning and assessments are used interchangeably in this document.

PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS FOR ALL STUDENTS

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p>	<p>Option B</p> <p><input type="checkbox"/> The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.</p> <p>i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)</p> <p>ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)</p>
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1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance for Window 3*, or to explain why one or more of those activities is not necessary to its plan.

NEW HAMPSHIRE’S FOCUS ON HIGH STANDARDS AND PERSONALIZED LEARNING

The New Hampshire Department of Education (NHDOE) is committed to setting high expectations for what students must know and be able to do. Through its involvement and leadership in the Council of Chief State School Officer’s Innovation Lab Network (ILN), the state is focused on student-centered and competency-based approaches to learning. This focus emphasizes attainment of world-class knowledge and skills through multiple pathways, based on acquiring and applying knowledge in novel situations and building a repertoire of experience.

The New Hampshire State Board of Education adopted college- and career-ready standards in mathematics and English language arts(ELA)/literacy (based on the Common Core State Standards) in July 2010 (**see evidence in Attachment 4**). These standards along with other content standards and New Hampshire’s focus on competencies (skills and dispositions) make up the New Hampshire College- and Career-Ready Standards (NH CCRS) Since the adoption of the new mathematics and ELA/literacy standards, the NHDOE has conducted many meetings across the state to raise awareness, provided multiple professional development opportunities for educators to further expand understanding of the standards and engaged educators in the work of implementation. To ensure consistency in messaging and to encourage a seamless transition, NHDOE developed an implementation framework (**see Supplemental Attachment B**) to help districts and schools guide their implementation work. Training has occurred throughout the state on the Framework and included professional development for teacher of students with disabilities and ESOL teachers. The next step for the state has been to focus its implementation efforts on providing distinct and focused learning opportunities for the specific needs of district and school leaders, teachers, parents and students. The NHDOE and its partners will provide these opportunities and technical assistance for schools and districts through its Networked Strategy (see Principle 2A) so that they can fully implement the NH CCRS in ELA/literacy and mathematics by the 2013-14 school year.

Explaining the New Hampshire context is also important to understand before reviewing the state’s plan for NH CCRS implementation. The NHDOE has been working on high school redesign prior to 2004 with innovative practices, and in 2005 New Hampshire was the first state to eliminate the Carnegie unit through updated Minimum Standards for School Approval Rules. This allowed for three policy goals to converge, change expectations for education and create a shared vision by: 1) creating real-world learning opportunities and anytime, everywhere learning, 2) meeting the challenge to improve high school graduation rates and have zero drop-outs, and 3) raising the compulsory age for attending school from sixteen to eighteen. New Hampshire’s elimination of the Carnegie unit has been replaced with a competency-based system that allows students to earn credit toward graduation outside of traditional classrooms.

Because course competencies are developed locally, there was a desire to create a tool whereby educators could assess the quality of competency statements in all courses. In a project sponsored by the NHDOE and funded by the Nellie Mae Education Foundation, a Competency Validation Rubric was developed to guide educators in designing high quality competency statements. Each district can apply the competency validation rubric to its own district course content. This rubric can be found in **Supplemental Attachment C**.

NEXT GENERATION LEARNING

The state’s competency work has been advanced by the partnership with the Council of Chief State School Officers (CCSSO), the Stupski Foundation, the Hewlett Foundation and the Nellie Mae Education Foundation their innovative approaches to K-12 learning known as “Next Generation Learning,” or NxGL. The critical attributes of Next Generation Learning are characterized as:

- **Personalizing learning**, which calls for a data-driven framework to set goals, assess progress and ensure students receive the academic and developmental supports they need;
- **Comprehensive systems of learning supports**, which address social, emotional, physical and cognitive development along a continuum of services to ensure the success of all students;
- **World-class knowledge and skills**, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally-oriented world;
- **Performance-based learning**, which puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear and commonly-shared expectations;
- **Anytime, everywhere opportunities**, which provide constructive learning experiences in all aspects of a child’s life, through both the geographic and the Internet-connected community; and
- **Authentic student voice**, which is the deep engagement of students in directing and owning their individual learning and shaping the nature of the education experience among their peers.

New Hampshire is one of eight states brought together to advance this set of design principles including Kentucky, Maine, New York, Ohio, Oregon, West Virginia and Wisconsin.

In October 2011, districts, Institutions of Higher Education (IHEs) and others who have indicated interest in the New Hampshire Partnership for Next Generation Learning came together to learn more about Learning Studios - an emerging New Hampshire Network. Workshops engaged teams in what a Learning Studio might look like in a given school and community. Learning Studios create a scenario where a series of learning challenges are offered, for students, teachers, and community members. Within a Learning Studio, teams of students and adults work together to address the learning challenges. Learning Studios are seen as an excellent entry point to begin the transition to a more personalized, student-centered learning environment, discussed further within the Partnership for Next Generation Learning.

The NHDOE has received a grant from the Nellie Mae Education Foundation to help coordinate this effort and to engage the National Commission on Teaching and America’s Future, (NCTAF), in this work. Recently, the Stupski Foundation designated Manchester School of Technology (MST) as one of a select group of initial high schools nationwide to join a newly launched Learning Lab Network. Through this new initiative, Manchester School District students, educators and administrators will be connected to their peers nationwide, sharing lessons and building a body of evidence demonstrating the effectiveness of the student centered approach. MST is meanwhile transforming from a regional two year career and technical center to a state of

the art NxGL school, offering personalized secondary learning through a blended one-on-one model, in consultation with 2Revolutions, a national transformation consulting firm. All of these initiatives have been the fertile ground upon which the NHDOE, with our thought partners, including 2Revolutions, CCSSO, and Education First, has conceptualized the New Hampshire Networked Strategy contained within this application (see Principle 2A).

EXTENDED LEARNING OPPORTUNITIES

In addition to the Next Generation Learning work, the NHDOE supports and encourages local school districts to adopt policies that encourage “extended learning.” New Hampshire defines extended learning as the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom, including, but not limited to: apprenticeships and internships, community service, private instruction, independent study, online courses and performing groups.

The local school boards of the state are required to adopt and implement written policies and procedures relative to extended learning opportunities. The local district's policy defines whether extended learning opportunities are offered in wide variety, in limited options or not at all. The design of these rules gives school boards and district leadership flexibility to create meaningful learning experiences in the way schools award credits to students for learning in a variety of settings.

All of this work is presented to show that New Hampshire has expanded the definition of college and career readiness to go beyond the Common Core State Standards (CCSS) and include multiple dimensions (see **Table 2** below). These dimensions include the knowledge, skills and dispositions (see the definitions in the overview section of this request) students need to succeed beyond high school. Readiness requires more than students reaching higher levels of learning (as specified by the content standards). New Hampshire’s dimensional elements of college and career readiness serve as a guidepost for dramatic reforms in education policy and practice. The elements represent the belief that New Hampshire must deliver on the development of both cognitive and non-cognitive skills for all students as part of a moral, economic and civic imperative to reduce inequities and advance excellence.

Table 2

College and career ready means that students graduate from high school prepared to enter *and succeed* in postsecondary opportunities – whether college or career – *without need for remediation*.

- Students should graduate fully prepared to pursue the college and career *options of their choice*.
- *College* ready refers to the full range of programs leading to valuable, recognized degrees, including community colleges and four-year colleges.
- *Career* ready refers to employment opportunities with meaningful opportunities for advancement as well as career training programs that offer technical certification or other marketable skills.
- Evidence and experience indicate that the knowledge and skills needed to succeed in college and career are *greatly similar*, and that all graduates will need some form of postsecondary education or training to succeed during their careers.

To be college and career ready, students must graduate with the *knowledge, skills, and dispositions* necessary to succeed. These are the kinds of *deeper learning outcomes* that are at the heart of being college and career ready.

- Knowledge, skills and dispositions are mutually reinforcing, and not contradictory. That is, evidence and experience confirm that education that advances application of knowledge through skills is more likely to result in student competency of the underlying, rigorous content knowledge.
- The knowledge, skills and dispositions have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures of evaluation and assessment.
- This same set of knowledge, skills and dispositions is also vital for student success in terms of citizenship, in addition to college and career readiness, including the ability to contribute and succeed in our increasingly diverse, democratic, global society.

All of this work is grounded in the belief that deeper learning outcomes are required to be college- and career-ready. The state will continue to encourage local districts to provide courses and programs that inspire higher learning for students in academic, vocational, career and technical and innovations of learning.

NH CCRS IMPLEMENTATION HISTORY

Upon the adoption of the new mathematics and ELA/literacy standards by the State Board in July 2010, the work to build awareness and help educators and other stakeholders gain a deeper understanding of the standards began. An analysis was undertaken to determine the extent of alignment between the current and new content standards. This side-by-side alignment study helped the state to identify the similarities and differences between the two sets of standards, and provided guidance to the work of implementation. As alignment of this work progressed, a state team was established to begin planning the implementation of the new standards and give voice to key stakeholders in the implementation process. Originally, this team was only comprised of literacy, mathematics and assessment specialists and a representative from higher education. It later evolved to also include cross content curriculum specialists, faculty from K-12, administrative and instructional leaders, as well as communications personnel.

The implementation team created documents, talking points, templates and tool kits for districts to voluntarily use to assist them with their own implementation planning and in meeting their specific implementation needs. A survey of districts was conducted in fall 2011 and 2012 to further assess their needs for technical assistance and support. The results of these surveys lead to the creation of a demand-driven set of tools that could be easily customized to efficiently meet the specific needs of diverse audiences.

From December 2011 to July 2012, the implementation team worked to create the Mathematics and ELA/Literacy Implementation Framework (see **Supplemental Attachment B**) based on the identified needs of the field. The framework specifically addresses four critical elements of implementation: leadership, instruction, assessment and technology preparedness. The framework sets high expectations in that a shared vision must be the first step to success for every district.

During this time, the NHDOE hired a local consultant with deep mathematics, curriculum and standards experience, to focus exclusively on building awareness and providing initial professional development of the standards implementation at the district and building level. These meetings reached approximately 4,000 educators in every capacity – general and special education teachers, ESOL teachers, curriculum specialists, administrators, parents and more. The workshops were scheduled regionally throughout the state and all were filled to capacity. Membership organizations were encouraged to feature the new standards in their statewide conferences during the year. All of these initial outreach efforts reached about 20 percent of the professional educators and then participating educators were asked to share the information they learned to build greater awareness in their districts. This has provided the educators in the state with a foundation of awareness and an understanding of NH CCRS, as well as a pathway to carrying out the next phase of implementation over the next two years.

In July 2012, a statewide conference brought together over 600 educators from K-12 and higher education to engage in a technology-embedded three day training conference (see **Supplemental Attachment D**). The conference, *The Changing World of Teaching and Learning*, featured three national speakers: Linda Darling-Hammond and David Conley who spoke on college- and career-ready standards and Scott Marion who spoke on educator effectiveness in a student-centered, competency based teaching and learning environment. Breakout sessions required the use of iPads (provided to all registered participants) in order to have technology embedded professional development that would serve as a model for technology embedded instruction. Low performing schools, that are likely to be designated as Focus and Priority Schools, sent teams to the conference and were required to attend all three days. These teams were paired with a faculty member from a higher education institution to promote shared learning and planning for NH CCRS implementation within the district. The teams were also provided with a facilitator for their team time and were instructed in a facilitation model that they could use while continuing their work in their district. This pairing also served to raise the awareness of the higher education faculty on the skills and knowledge necessary to transition from pre-service teacher to in-service teacher. Another statewide summer conference is planned for this year and will continue to focus on instruction.

After the 2012 summer conference, the first post-conference professional development session took place on August 16 and 17. Twenty faculty members from public and private higher education institutions in New Hampshire were trained by Winsome Waite, Ph.D. from the American Institute for Research. The purpose of the two day training was to provide an overview on the NH CCRS and the state's Response to Instruction (RTI) initiative to illustrate how the two initiatives blend to establish best practices within the Multi-Tiered System of Support (discussed in more detail in Principle 2F). Each higher education participant was expected to use the training to conduct workshops for principals at the six regional professional development centers.

Using a train the trainer model, the higher education faculty will be trained on six specific modules:

1. Introduction of the Components of the New Hampshire NH CCRS RTI Implementation Plan with a focus on the Multi-Tiered System of Support
2. Leadership and Infrastructure Development for Implementation of the NH CCRS RTI Framework
3. Types of Data and Universal Screening to Support the NH CCRS
4. Progress Monitoring Student’s RTI in the NH CCRS
5. Implementing a Multi-Tiered System of Support to Provide all Students Access to the NH CCRS
6. Assessment and Data-Based Decision Making in the NH CCRS

All principals were invited and encouraged to attend, but our SIG principals were required to attend the workshops. The workshops were conducted statewide in September and October, 2012.

ALIGNMENT TO CCSS: GENERAL SIMILARITIES AND DIFFERENCES

In 2011, New Hampshire conducted an analysis of the extent of alignment between the state’s Grade-Level Expectations (GLE)/Grade-Span Expectations (GSE) and the CCSS (English language arts/literacy and mathematics). This side-by-side alignment study helped the state to identify the similarities and differences between the two sets of standards and provided guidance to the work of implementation (see side-by-side alignment studies at: <http://www.education.nh.gov/spotlight/ccss/ela/side-by-side.htm>; <http://www.education.nh.gov/spotlight/ccss/math/side-by-side.htm>).

As a result of this work the state identified the sequence of mathematics instruction in grades 3-8 was incongruent to the CCSS. This discovery is important in providing support to districts and professional development to teachers in their implementation of the mathematics standards. In order to ease the implementation work beginning in 2013-2014, New Hampshire will remove the skill items from the New England Common Assessment Program (NECAP) – New Hampshire’s current statewide assessment – that differ sequentially from the CCSS. As a transitional alignment the NECAP Mathematics Assessment will continue to be administered without interruption until the Smarter Balanced Assessment (discussed later in this section) is available. Thus the current state assessment will be aligned with the CCSS beginning in 2013-2014.

The ELA/literacy standards embed the National Assessment of Educational Progress (NAEP) text standards and diverse reading materials are elements of the current standards in New Hampshire. However, the new ELA/literacy standards are organized in a different manner. The writing expectations have the largest instructional shift for New Hampshire students and will require professional development for instructional leaders and teachers. NHDOE currently uses the NAEP assessment results to identify trends in student populations. By incorporating the expectations of the CCSS, the NHDOE will be informed through the NAEP results how the supports of disadvantaged children are succeeding within the ELA/literacy shifts during the transition. By adhering to the CCSS in ELA/literacy, New Hampshire students and schools should improve on the NAEP.

ALIGNMENT FOR ENGLISH LEARNERS

New Hampshire has clusters of students throughout the state (a little more than one percent) that are identified “English Learners.” The NHDOE’s Title III Office, with the state’s active New Hampshire English as a Second Language Network has guided districts and schools to address the learning needs these students.

New Hampshire is an active member of the World-Class Instructional Design and Assessment (WIDA) Consortium. WIDA is dedicated to the design and implementation of high standards and equitable educational opportunities for English Learners (ELs). To this end, the WIDA Consortium developed English language proficiency (ELP) standards and an English language proficiency test aligned with those standards (ACCESS for ELLs[®]). Over 4,600 EL students in New Hampshire public schools currently take part in the ACCESS for ELLs[®].

In 2011, New Hampshire convened an English Language Learners (ELL) Accountability Task Force, a subcommittee of the Statewide Accountability Task Force. Using results from the ACCESS for ELLs, NECAP and input from two national experts, Robert Linqunti, Project Director for WestEd, and H. Gary Cook, PH.D, Research Director for WIDA, the ELL Task Force determined the English language proficiency level at which English Learners could successfully participate in NECAP. This proficiency level was a composite score of 4.0 on the ACCESS for ELLs English language proficiency assessment. The composite score is a weighted average of a student’s scores in the four domains of listening, speaking, reading, and writing that are measured by the ACCESS for ELLs test.

In 2012, the NHDOE, in partnership with the University of New Hampshire, convened professional learning community of experienced New Hampshire ESOL (English for Speakers of Other Languages) teachers to align the new mathematics and ELA standards and the New Hampshire GLE/GSE’s with the English Language Development Standards. This work was done for both ELA/literacy and mathematics in grades one, four, six and seven. Grade ten was solely for ELA/literacy. The numbering conventions from the mathematics standards were used in an alignment document to provide clarity to the instructional shifts of the new standards. Upon distribution to all ESOL and classroom teachers statewide, continued professional development to guide implementation of appropriate classroom instruction based on a student’s level of English language proficiency and the new CCSS will follow.

ALIGNMENT FOR STUDENTS WITH DISABILITIES

Students with disabilities are first and always assumed to be children that can learn with support. In New Hampshire, there are 27,429 students with disabilities ages 5-21 as reported on the October 1, 2011, Statewide Census Report, which is publicly posted on the NHDOE website. According to the Special Education Annual Performance Report dated April 17, 2012, 93 percent of students with disabilities ages 6-21 were being educated in public schools. Seventy-three percent of students with disabilities ages 6-21 were being educated with their typical peers in the general education setting a majority of their day.

Because 73 percent of New Hampshire’s students with disabilities are taught in typical classroom settings, the role of the special education teacher and the general education teacher is to work in collaboration and ensure that students with educational disabilities have full access to the general

curriculum. In order to achieve this, special educators must be provided the same support and professional development as the general educators with regards to curriculum, instruction and assessment, to ensure that IEP's can be aligned to the new mathematics and ELA/literacy standards and the general education curriculum requirements. This will ensure that students with disabilities are well prepared to participate in state assessments. NHDOE has distributed the white paper *Application to Students with Disabilities* (see **Supplemental Attachment E**) to educators statewide that articulates these concepts.

Students with disabilities will receive specially designed instruction, related services and accommodations based on their IEPs that adhere to the higher, clearer and fewer standards of NH CCRS. To that end, teachers of special education students have been a part of the New Hampshire NH CCRS implementation audience from the start as they are critical members of the instructional team.

NH CCRS IMPLEMENTATION TEAMS

The NHDOE utilizes three simultaneous approaches to drive and guide the implementation efforts being conducted in the state. The state has established a Steering Committee of thought-partners to help guide the implementation of the NH CCRS, as well as a regional liaison process to assist in awareness and communication efforts.

The NHDOE NH CCRS Steering Committee is a small team lead by the NH CCRS state lead for implementation. The committee is comprised of content specialists, cross curricular educators, administrators, higher education representatives, communication specialists, charter school administrators, school improvement leadership and accountability staff. It convenes to create, prioritize and modify NH CCRS tools for districts to use and/or tailor to their local needs and priorities. Part of their work is to review national tools and make recommendations for use in New Hampshire. The NH CCRS Steering Committee serves to structure timelines and participate in professional development opportunities around the state in order to disseminate national tools, enhance internal and external communication about NH CCRS and conduct gap analyses when necessary.

The five regional liaisons are the newest addition to the support and outreach plan for implementing the NH CCRS and the networked strategy for the NHDOE. As part of the innovation practices of the department, the liaisons are key drivers of the new networked strategy by helping districts find their way, curating access to information and ultimately forming connections between district personnel to enable the identification of the most effective pathway for them to reach their goals. The Networked Strategy (described in section 2A) uses a customer relations management system (CRM) to better align NHDOE resources and meet the needs of district and school-based teams more efficiently. The regional liaisons and NHDOE personnel will provide continued access to these networks while they work side by side with leaders and practitioners in the field to implement NH CCRS.

As part of their ongoing support role, the regional liaisons participate in monthly superintendent, principal and CIA (curriculum, instruction and assessment) meetings that take place in their respective regions. As part of their participation, they bring information and ideas to their regional teams. By engaging teachers and leaders in the networks, the liaisons help build a capacity for

innovation and progress that exceeds what the liaisons could do on their own. They also form a conduit for feedback to the NHDOE thereby supporting a continuous demand driven approach to implementing the NH CCRS. The liaisons will participate in bi-monthly meetings at the NHDOE, included as members of the Commissioner’s extended cabinet, ensuring a better two-way flow of information between the field and the NHDOE.

This guiding support and outreach system for NH CCRS implementation provides for two way communication, a responsive strategy and efficient management of resources. By using this approach, New Hampshire is able to capture the voices of stakeholders representing every conceivable educational portal to build implementation capacity from a demand driven model.

In 2011 and 2012, the state’s NH CCRS communication strategy has been broad in message, conducted in large groups or in districts and designed to meet the specific goals of each particular audience. As the level of *awareness* of the NH CCRS reaches critical mass, the communication strategy is evolving to encompass and emphasizing the state’s networked strategy. The following activities serve as a sample of the diverse audiences being engaged beyond the K-12 education sector in order to develop community awareness of, and participation in the successful implementation of the NH CCRS and building a college- and career-ready culture.

- The NHDOE is engaged in conversations with the New Hampshire Business and Industry Association about the standards for career-ready. *Career* is different from *job* in that a person in a career is assumed to demonstrate cognitive engagement with the work, seek longevity in the industry, and value the possibility of promotion. A career is thus not just measured by entry-level employment.
- The P-16 Council of New Hampshire’s marketing campaign attempts to portray the opportunity in New Hampshire as: "live, learn, work, stay and play." Aware that 50 percent of New Hampshire’s four-year institution graduates leave the state for careers elsewhere, the marketing plan is targeted to New Hampshire's successful graduates with a message to stay and contribute to economic growth in New Hampshire. At the same time, the council has focused its goals on college and career readiness and success through five goals:
 - **Goal 1:** Increase percent of New Hampshire high school completers to 100 percent
 - **Goal 2:** Increase New Hampshire high school completers who enroll in postsecondary program within 12 months by five percent
 - **Goal 3:** Increase percent of New Hampshire high school completers finishing postsecondary education or technical training by ten percent
 - **Goal 4:** Increase proportion of graduates (resident and nonresident) from New Hampshire 2- and 4-year degree programs by five percent
 - **Goal 5:** Increase percent of college graduates (resident and nonresident) from New Hampshire 2- and 4-yr institutions who stay, work, and play in New Hampshire to 55 percent
- In the spring of 2012, Commissioner Barry addressed the Institutes of Higher Education (IHE) Roundtable on college- and career-ready standards and the significance of the NH CCRS and teacher effectiveness on teacher preparation programs. Specific references to

the responsibilities of the IHE's resulted in the implementation of their own self study of preparedness and career longevity for teacher employment in the state. As with all first examinations, the self-study created more questions than it answered. However, it solidified the awareness by all stakeholders involved that participation in this work is important. As evidence of this evolving commitment, the IHE Roundtable has requested to further engage in the work of increasing college- and career-ready awareness statewide.

TECHNICAL ASSISTANCE NETWORKS FOR NH CCRS IMPLEMENTATION

New Hampshire is a community state with less than 100 school administrative units, less than 200,000 students and less than 35,000 educators, which makes true collaboration and support a real possibility. The NHDOE has modeled this through the work of the Effective Teaching Task Force, the Accountability Task Force, its school improvement model and others. The NHDOE believes that it has the resources internally and through its partners to ensure the state is providing the support schools and districts need to implement the new mathematics and ELA/literacy standards, just like it has with its standards in the past. To be clear, NHDOE understands the higher level of urgency with the new mathematics and ELA/literacy standards and the instructional shifts that must be made which is why it has made implementation of the NH CCRS a priority in its launch of the NH Networked Strategy. Therefore, the state's plan to monitor this work will be through its network supports, surveys to districts to understand their status of implementation (see example survey in **Supplemental Attachment F**) and through a higher level of on-the ground, in-person review with our Priority and Focus Schools.

As described above, the NH CCRS awareness building and professional development are well underway in New Hampshire. During the first six months of 2012, the initial meetings focused on the Implementation Framework and the instructional shifts for ELA/literacy and mathematics and included an overview of the Smarter Balanced Assessment Consortium (SBAC). Further, targeted assistance has been provided to districts, upon their request, by NHDOE and its partners. Some of the sessions included:

- unpacking the standards to write learning progressions;
- updating high school competencies to include the rigor of the NH CCRS K-12;
- writing more complex student learning objectives (SLOs);
- resource tours to support district leadership; and
- workshops on SBAC showcasing exemplars and proposed constructive response questions demonstrating support technology embedded instruction.

The use of national resources, data to inform instruction, formative and summative assessments and the weaving of other New Hampshire initiatives – such as teacher effectiveness models and the Multi-Tiered System of Support/RTI – were embedded in the regional workshop presentations. These presentations were leveraged to communicate with multiple stakeholders on the interconnectedness of the NHDOE innovations over the previous two years, and how the initiatives are tied together to form the overall NHDOE strategic plan.

The Title III office at the NHDOE has and will continue to offer professional development opportunities for district-level teams of ESOL and mainstream teachers on such topics as the use of the revised, expanded ELD (English Language Development) standards that are aligned with

the CCSS, the use of academic language in writing, and strategies for teaching the specialized academic language of mathematics. Although, New Hampshire certified ESOL teachers are well trained on the standards for ELs, the dilemma for professional development lies with non-ESOL teachers who are teaching content to EL students. Because ELs struggle in mathematics, as demonstrated on NECAP, New Hampshire Title III sponsored a workshop in spring 2011, on the academic language of mathematics. ESOL teachers, together with colleagues from their respective mathematics departments, attended as teams. This kind of professional development will continue in the 2013-14 school year.

Nashua, one of New Hampshire's districts with a large EL population, appointed experienced ESOL teachers at the secondary level to have structured meetings with mainstream teachers to show them how to use the new standards and English Language Proficiency (ELP) standards to plan and implement their instruction for ELs. They have started to make progress and so have the students. The expanded collaboration between EL and classroom teachers is critical to student success with the NH CCRS and speaks to the heart of the instructional expectations of NH CCRS to share responsibility for the academic success of ELs in the mainstream classroom. This type of professional development is essential, and will be necessary as the state scales up its NH CCRS implementation efforts.

For 2013 through 2014, the primary learning objectives for professional development through the Networked Strategy will continue to be implemented in multiple phases. All phases will be offered each year through technical assistance networks since teachers and administrators often attend professional development at different entry points:

- **Phase One – Why These Standards, Why Now – SEA, LEA and Community**
 - Understand and internalize the vision of NH CCRS
 - Learn to apply the theories behind college and career readiness
 - Implement the philosophy of the NH CCRS into daily planning

- **Phase Two – Building and Classroom Level Support - Pertinent Strategies about the NH CCRS**
 - *Principals and Teachers: will understand the standards as learning targets and they will be able to:*
 - **Impact Teaching and Learning Cycles**
 - ⇒ Align instructional strategies, assessments and data analysis
 - ⇒ Learn to execute NH CCRS-based lessons embedded with 21st century tasks
 - ⇒ Apply (create/identify) NH CCRS based formative and summative assessments
 - ⇒ Identify NH CCRS-based targeted interventions
 - ⇒ Define communication planning, including desired results and timeline

 - **Standards-Based Reporting**
 - ⇒ Teachers track student progress towards standards goals (PerformancePlus/Mileposts)

⇒ Stakeholders (teachers, principals, students, parents) have access to standards-based program data

- **Aligning systems for Staff Observation, Evaluation and Support**

⇒ Educators align continuous improvement process, including evaluation and professional development to NH CCRS target (portfolio based)

- **Phase Three – How to Implement the NH CCRS**

- *Systemic Implementation – Mapping and Planning Classroom Practices– Leadership, Classroom and Technology Preparedness*

- Learn to plan effective standards and messaging awareness
- Define the standards message of what, why and how
- Develop and plan for communications at all levels
- Clarify transition plan from the New Hampshire Curriculum Frameworks to the new NH CCRS– side by side and alignments
- Build leadership capacity

- **Phase Four – How to Teach the NH CCRS**

- *Classroom Examples and Success Stories*

- Teacher quality/observation validated
- Teacher professional development portfolio contains examples of NH CCRS instructional success
- Teacher evaluation tied to student learning shown by evidence of student growth

The NHDOE has partnered with the Southeastern Regional Education Service Center (SERESC) to help provide technical assistance to districts and schools as they transition to the CCSS. SERESC has assembled a team of expert consultants and coaches specifically prepared to work with educators and administrators with this task. Through this project, SERESC will be participating as a NH Network Lead (see more about the NH Network in Principle 2A). Project leaders will also work in communication and collaboration with other Network Leads to ensure a comprehensive approach to CCSS transition and implementation.

The following timeline (**Table 3**) shows the activities that have taken place during the 2012-13 school year. The activities also outline the way the state will monitor the work of the participating districts and schools through the consultancies.

Table 3

NH CCRS IMPLEMENTATION THROUGH STATEWIDE SUPPORT 2012 -13 Key Activities and Deliverables	
TIMELINE	ACTIVITIES
October 2012	<ul style="list-style-type: none"> ● Survey NH school leaders to assess implementation awareness, status and need regarding NH CCRS. ● Needs shared with both steering committee and consultant workgroups. <ul style="list-style-type: none"> ○ Steering committee invitations issued and first meeting held. ○ Core consultant workgroup identified and convened to discuss experience working on school improvement; promote common language and use of resources; set core consultant and coaching goals; and develop feedback plans. ● Initial meetings with newly formed NHDOE sponsored resources: Regional Technical Assistance Providers, and Comprehensive Technical Assistance Network. ● Schedule ongoing participation to keep project participants current with new initiatives, common understandings, and collaboration.
November 2012	<ul style="list-style-type: none"> ● Finalize plan for early December “Kickoff” event to include: <ul style="list-style-type: none"> ○ basic orientation to standards; ○ general review of implementation status with highlights from early adopters; ○ explanation of project consultation/ coaching services; ○ explanation of procedures to access project services; and ○ introduction to key staff. ● Meet with established NH Professional Development Centers: NCES, Seacoast PD Center, and Southwestern New Hampshire Educational Support Center at Keene State College to discuss emerging professional development needs. Encourage and design collaborative expansion of regional NH CCRS related professional development. Propose ongoing meeting schedule. ● Information webpage is developed on SERESC website. It will offer: <ul style="list-style-type: none"> ○ national, statewide and local resource information. ○ information about professional development events that support project outcomes, sponsored by NHDOE, NH Professional Development Centers and Collaboratives and other educational support entities such as NHSAA, ASCD-NH and Learning Forward NH. ○ application information, answers to frequently asked questions, updates from early adopters and observations/blogs from project leaders, participants and others.
December 2012	<ul style="list-style-type: none"> ● Hold kickoff event for state educational leaders at SERESC and in the North Country. <ul style="list-style-type: none"> ○ Discuss current understandings of status of implementation and gather new information to inform the project. ○ District/school applications for consulting/coaching services reviewed. Selection and consultants matched for first ten schools. ● Onsite pilot work begins in a few districts. Consultant workgroup meets to review results, design/redesign. ● Consultants and project director develop work schedules and projected outcomes based on initial meeting with assigned schools.

January 2013	<ul style="list-style-type: none"> • Consulting activity begins with first meetings with the first group of ten districts. • Second district group of 20 is processed from application pool. • Consultants matched with districts. • Core consultant group meets with Project Director to report their observations of high need topics relating to NH CCRS and recommendations on how professional learning on those topics could be delivered for maximum long-term effect. • Meet with regional professional development centers to review line up of professional development events relating to introduction of NH CCRS, and instructional shifts and professional learning needs. • Discuss ways to collaboratively expand offerings.
February 2013	<ul style="list-style-type: none"> • Second group of twenty districts begins onsite work. • Core consultant workgroup meets 1-2 times to review progress, trends, ideas to improve process based on pilot and first group’s work.
March 2013	<ul style="list-style-type: none"> • Steering committee meets to review progress.
April 2013	<ul style="list-style-type: none"> • Applications posted for districts who would like to apply for year two support.
May 2013	<ul style="list-style-type: none"> • Onsite project work wraps up for school year. • Determine additional consultant/coach needs and convene proposed year two team. • Develop a plan to include early adopters in the statewide implementation plan for summer and year two. • Onsite project work wraps up for school year.
June 2013	<ul style="list-style-type: none"> • Wrap-up in-district project work. • Begin district sponsored summer session activities. • Project report to NHDOE and Steering Committee. • Request for continuation of project. • Project reflection sent to participants and posted on website. • Summary of activities and results also posted on website. • Wrap-up in-district project work. • Begin district sponsored summer session activities.

The NHDOE will assess the impact of the above activities regularly through evaluations (see **Supplemental Attachment G** sample) and at year end. The state will build on these activities and lessons learned to implement the next series of network opportunities for schools and districts over the next few years.

Through a combination of technical assistance networks, knowledge networks, and an online knowledge repository, the state will deepen NH CCRS supports with the goal of leveraging the existing regional professional development centers to help deliver and scale the training continuing over time. NHDOE will work with the professional development centers to deliver a “double helix” of content – intertwining knowledge of the standards with leadership and technology preparedness. This process will use traditional face-to-face workshop formats, webinars, conventions of network practice and digital PLC communication tools. Each month, in all five locations, multiple training opportunities will be offered and will include ELA/literacy, mathematics and leadership workshops targeting and capturing specific audiences. This approach will allow this important professional development work that previously may have been done in one district, to meet the needs of many districts while limiting travel expenses and requiring less substitute teacher time and pay.

The success of the regional presentations will be measured by stakeholder feedback based on alignment of the presentations to district needs and goals for NH CCRS implementation, user satisfaction, evidence of actual changes in classroom practice and impact on student outcomes. Participants will be surveyed before and after workshops with follow-up within six weeks of workshop attendance to ascertain if the information learned is in use or informing plans. The surveys will also be the source of suggestions for new topics to be developed and presented. As the districts move through Phase II, III and IV of the professional development plan outlined above, their feedback and suggestions for future professional development will be important to sustaining the pace and fidelity of the implementation plan.

Professional development will continue to target the identified tracks of the Implementation Framework (see **Supplemental Attachment B**): Leadership, Instruction, Assessment and Technology Preparedness. Within those broad categories, it will be necessary during the next few years to further engage specific groups of stakeholders. To further engage the NHDOE's work to implement strategies to address the specific needs of the student population, groups will need to be offered opportunities to learn about the NH CCRS through targeted technical assistance networks delivered at the regional level, including the effect the anchor standards have on homework and project learning, opportunities to investigate innovations such as the Flipped Classrooms Model. These 21st century practices may be unfamiliar to members of the broader community and will be a major goal of the regional targeted technical assistance networks.

Networks around the new assessments will be incorporated into the state's professional development plan. It's anticipated that New Hampshire will begin the technical assistance networks for test administration after the last NECAP is administered in Fall, 2013. Although preparedness for the new assessment is important, it remains critical that the implementation of the mathematics and ELA/literacy standards be driven by the larger expectations of college and career readiness. The success of students on the SBAC assessments should be the result of strong implementation of the NH CCRS.

INSTRUCTIONAL MATERIALS SUPPORT

New Hampshire believes that curriculum and instructional material decisions are best made at the local level. However, the NHDOE believes that it is important with the implementation of NH CCRS to regularly provide technical assistance regarding published instructional materials in the way of guidance and support. To facilitate the selection of materials that are aligned with universal design for learning (UDL), text complexity, informational text and rigorous vocabulary of the NH CCRS, the NHDOE has recently posted the three publishers' criteria for the selection of materials on its home page: the K-8 Publishers' Criteria for the CCSS for Mathematics; Revised Publishers' Criteria for the CCSS in English Language Arts and Literacy, Grades K-2; Revised Publishers' Criteria for the CCSS in English Language Arts and Literacy, Grades 3-12.

The NHDOE has also posted the K-5 Instructional Materials Evaluation Tool released by Student Achievement Partners, Inc for districts to access. The department will continue to encourage all school districts to work closely with their librarians and media specialists to facilitate the use of diverse and primary source documents for use in content specific classrooms grades 6-12. The NHDOE will further work with the New Hampshire School Library Media Association (NHSLMA) to provide support statewide in this effort.

In addition to the professional learning opportunities described above – the NHDOE Title III Office has sponsored two trainings (December 2012, March 2013) led by Dr. Joy McLaughlin (WIDA Consultant) for teachers of ELs to provide in-depth knowledge of the amplified WIDA English Language Development Standards and its alignment with the NH CCRS. A second set of training opportunities, led by Don Bouchard (Senior WIDA Consultant) occurred in April, 2013, and include district teams of EL and mainstream teachers. These follow-up workshops will address the implementation of instructional strategies that are aligned with the CCSS. Similar workshops will be scheduled in Fall 2013 and beyond for identified Priority and Focus Schools and any other schools struggling to help their EL's academically.

All workshops that emphasize instructional supports and resources are open to teachers who work with students with disabilities, and they are strongly urged to attend. In addition, all teachers are encouraged to attend the NHDOE's Bureau of Special Education sponsored professional development opportunities for students participating in the NH-ALPS assessments and supporting students with print disabilities.

The NHDOE's Bureau of Special Education has offered training opportunities for special educators and related service providers on how to write age-appropriate measurable annual IEP goals during the 2012-2013 school year. Participants learned how to use the information from the present levels of performance to write a statement of what the child will learn and be able to do. They learned the IDEA definitions of measurable annual goals and objectives and what needs to be included in the writing of age-appropriate measurable annual IEP goals and objectives to help build the students' skills so they can access, participate and make progress in the general curriculum.

The state has also recently been awarded a 3.8 million State Personnel Development Grant from the U.S. Department of Education, Office of Special Education Programs for the next five years. The goal of the grant is to develop and sustain the skills of New Hampshire school district personnel and families to increase the number of students with disabilities graduating from high school that are college and career ready. The grant will focus on four strategies to achieve this goal: (1) increasing student competency through increased use of Extended Learning Opportunities (ELOs), (2) enhanced transition planning and increased transition activities and opportunities, (3) greater family-school engagement, and (4) sustaining practices through our state institutions of higher education (IHEs), regional professional development intermediaries, a transition community of practice and the use of technology.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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DEVELOPING AND ADMINISTERING ASSESSMENTS THAT MEASURE STUDENT GROWTH, SKILLS AND DISPOSITIONS

The New England Common Assessment Program (NECAP) is a four state regional assessment between New Hampshire, Maine, Vermont and Rhode Island to address the state assessment requirements of the accountability system as dictated by NCLB. This tool was developed by a multi-state consortium and aligns with the assessment requirements of NCLB and is specific to the curriculum frameworks of New Hampshire.

Over the course of the 2011-2012 and 2012-2013 school years, districts across the four NECAP states will be transitioning to the CCSS. While the pace and sequencing of changes to curriculum and instruction will vary across districts and schools within and across the NECAP states, all four states expect districts and schools to be prepared to fully implement these rigorous standards NH CCRS during the 2013-2014 school year. The following changes address the adjustments in the NECAP assessment cycle in order to align to the NH CCRS:

- There were *no* changes to the NECAP Reading, Mathematics, and Writing tests in the fall of 2012.
- There will be *no* changes to the NECAP Reading and Writing tests in the fall of 2013.
- The fall 2013 NECAP mathematics tests will have a *limited* number of changes due to differences with the new mathematics standards in concert with changes to the NECAP to be offered in Vermont, Maine, and Rhode Island (see Table 4).

Table 4

Test	Grade	GLEs <i>NOT</i> Assessed in Fall 2013*			
NECAP <i>Mathematics</i>	3	DSP 2-4			
NECAP <i>Mathematics</i>	4		DSP 3-5		
NECAP <i>Mathematics</i>	5	DSP 4-4	DSP 4-5	GM 4-5	
NECAP <i>Mathematics</i>	6		DSP 5-5		
NECAP <i>Mathematics</i>	7	DSP 6-4	DSP 6-5	GM 6-5	FA 6-2
NECAP <i>Mathematics</i>	8				FA 7-2

**The GLEs that will be eliminated from testing—primarily because they have moved to a higher grade level in the NH CCRS – include concepts such as probability, combinations, similarity and rate of change. The movement of these particular requirements does not lessen rigor, K-12, but rather re-orders the delivery, in support of standards that overall are fewer, higher, and deeper than New Hampshire’s current standards, as represented by the GLEs/GSEs.*

Following the full implementation of the state’s new mathematics and ELA/literacy standards during the 2013-2014 school year, districts and schools will have nearly two full years of instruction under the NH CCRS prior to the full implementation of the assessments in spring 2015. This transition plan for the fall 2012 and fall 2013 NECAP tests follows a thorough comparison of the NECAP GLE/GSE and the new mathematics and ELA/literacy standards. The plan has been reviewed by assessment and content specialists from each NECAP state as well as by the states’ assessment contractor and the NECAP Technical Advisory Committee. Throughout the process, the goals were to be fair to educators and students during the transition and to maintain the quality of the information provided by the tests.

The transition to the NH CCRS also means that some locally assessed GLEs and GSEs may have shifted grades or been replaced in the standards. Local districts and schools will be strongly encouraged to review their local assessment policies to ensure that local assessments are aligned with curriculum and instruction during the transition to the NH CCRS.

Table 5: Summary of changes to the NECAP tests during the transition to the NH CCRS:

Test	Grades	Changes to GLEs/GSEs Assessed in Fall 2012	Changes to GLEs/GSEs Assessed in Fall 2013
NECAP <i>Reading</i>	3-8 and 11	None	None
NECAP <i>Writing</i>	5, 8, and 11	None	None
NECAP <i>Mathematics</i>	3-8 and 11	None	<i>See above for details</i>

In February, 2012, New Hampshire distributed a notice titled: *NECAP During the Transition to the Common Core State Standards* (see **Supplemental Attachment H**). With that information in hand, five regional presentations were made jointly by Measured Progress and the NHDOE to inform educators and other stakeholders about the assessment shifts due to misalignment with the current standards and assessments. Included in that presentation was information on mining data from Measured Progress to inform and build formative assessment strategies between state assessment administrations.

In the context of the NH CCRS, the state needs ways to measure whether students are meeting expectations and reaching academic achievement goals. By 2015, the NHDOE is committed to creating a balanced and robust system of assessments (formative, interim and summative) focused on personalized learning that will evaluate students' competencies over rigorous academic content, adaptive skills, and critical dispositions. One component of this system will be the assessments being developed by the Smarter Balanced Assessment Consortium (SBAC), for which New Hampshire is a governing state (**Attachment 6**).

The state is currently working with SBAC and partner states to investigate how the Smarter Balanced assessments might also be used as part of a comprehensive balanced assessment system supporting a competency-based instruction and graduation model. The SBAC Proficiency-Based Learning Task Force has been charged with exploring the repercussions of a proficiency-based learning system on large-scale state testing systems. Specifically, the Task Force is charged with presenting the SBAC Executive Committee and organization leadership answers to the following questions:

1. How would the members of the Task Force define “proficiency-based learning,” and if this definition is different across different grade levels, how is it different?
2. How would states want schools and districts to respond to students when they demonstrate success or needs in a proficiency-based system?

3. What are school, district, and state information needs regarding a state assessment system in a proficiency-based learning system regarding, but not limited to, the following:
 - support for learning;
 - strategies to personalize learning;
 - support for instructional strategies;
 - budgetary decisions at the school, district, and state level; and
 - identification of school needs in the state accountability system?
4. What are the psychometric implications of proficiency-based learning on large-scale state assessments?

The work of the Task Force is ongoing and it will continue to present reports and recommendations to the SBAC Executive Committee as needed.

The WIDA Consortium, mentioned previously, is developing a new English language proficiency test. This assessment will be ready for piloting and full implementation at the same time as the Smarter Balanced Assessment. The ELP test will be fully aligned with the NH CCRS. The WIDA Consortium has also updated its English language development standards to align with the NH CCRS.

The New Hampshire State Board of Education rule (306.37) requiring all high school courses to be aligned to course-level competencies is one step toward fostering new practices of assessment that promote “deeper levels of understanding important academic content and skills.” The NHDOE is also partnering with the Center for Collaborative Education (CCE) and the National Center for the Improvement of Educational Assessment (NCIEA) to develop a statewide performance assessment system that will balance local control with statewide accountability and comparability.

The student performance assessment system will build on the competency and performance assessment work. The system will include a set of common performance assessments that have high technical quality, locally designed assessment guidelines for also ensuring high technical quality, regional scoring sessions and local district peer review audits to ensure sound accountability systems and high inter-rater reliability, a web-based bank of local and common performance assessments, and a regional support network to districts and schools. The following timeline and activities outline the work of the partnership. **(See Supplemental Attachment I for complete proposal.)**

Performance assessments are defined as multi-step, assignments with clear criteria, expectations, and processes which measure how well a student **transfers knowledge and applies complex skills** to create or refine an original product and/or solution.

This system will be one component of a balanced assessment system for New Hampshire students. The system will be founded upon the following foundational principles:

- 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.

- **Knowledge:** Mastery of rigorous academic content represented by the NH CCRS and other subjects defined by the New Hampshire Board of Education. To date, draft competencies in mathematics and English language arts, aligned with the NH CCRS, have been developed.
 - **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.
- New Hampshire’s student assessment system should promote and measure deeper learning.
 - New Hampshire’s student assessment system should build the capacity of educators to lead best practices in performance assessment at the local level.
 - Accountability systems should be built upon a foundation of strong student assessment systems.
 - State student assessment systems should apply to all districts, schools and students.

Table 6: Calendar of Activities for Implementing Performance-Based Assessments

Activity	Timeline
Develop calendar of Cohort 1 meetings for the 2012-2013 school year (assessment literacy, task validation, scoring calibration sessions)	By end of July 2012
Release application for schools/districts to apply for Cohort 1	By mid-August 2012
Due date for applications	By mid-September 2012
Selection of Cohort 1 districts/schools	By October 1, 2012
Release application to recruit common assessment task committee members from Cohort 1	By October 15, 2012
Complete review and revisions ELA/literacy and mathematics competencies to ensure alignment with the NH CCRS	By October 31, 2012
Launch Cohort 1 with first two Institute days	By October 31, 2012
Release applications to select regional assessment experts and regional centers for Cohorts 1 and 2	By November 1, 2012
Select common assessment task committee members drawn from Cohort 1	By November 15, 2012
Complete design of peer review audit system	By November 15, 2012
Launch Performance Assessment webinar series	By December 15, 2012
Deadline for regional assessment experts and regional centers	By December 20, 2012
Complete design and launch NHDOE QPA website and bank of performance tasks	By January 15, 2013
Select regional assessment experts and regional centers	By February 1, 2013
Release application for common performance task committee for social studies and science	By February 15, 2013
Develop and validate 3-5 common performance assessment tasks in ELA/literacy and mathematics	By March 1, 2013
Begin training of regional assessment experts	Begin by March 1, 2013
Deadline for applications for common performance task committee for social studies and science	By March 15, 2013
Selection of common assessment task committee members for science and social studies	By April 1, 2013

Release application for schools/districts to apply for Cohort 2	By April 1, 2013
Common assessment task committee for science and social studies begins	By April 15, 2013
Due date for applications for Cohort 2	By May 15, 2013
Selection of Cohort 2 districts/schools	By June 1, 2013
2013-14 timeline of activities developed	By July 30, 2013

What does participation in a Cohort involve?

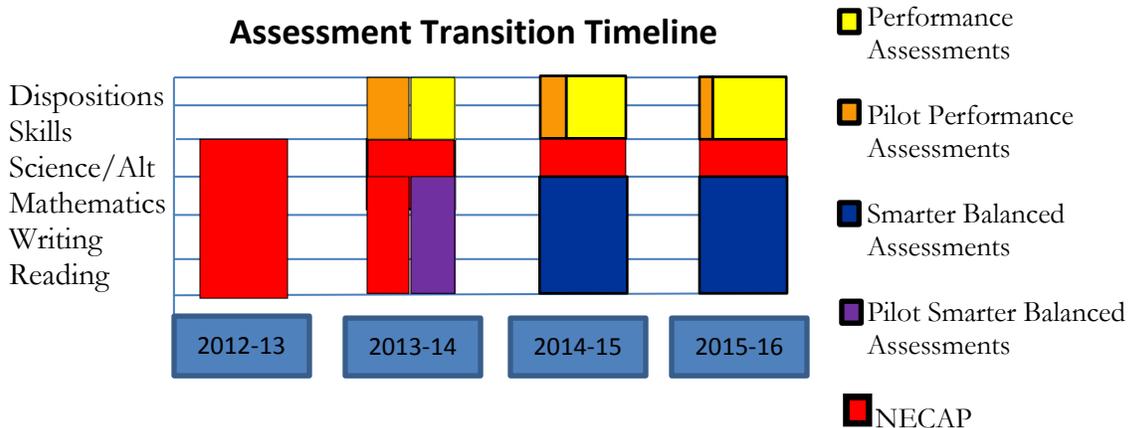
Schools form teams of four to six including ELA/literacy teachers, mathematics teachers, and leaders who attend three sessions throughout the school year (five days total in fall, winter, and spring). The professional development focuses on the design and administration of local performance assessments that have measures of validity and reliability, and also includes strategies and planning support for sharing school-wide.

Features of the professional development offered through a technical assistance network:

- Builds a shared understanding of expectations aligned to the NH CCRS and of Performance Assessment (PA) of high technical quality;
- Teachers, schools, and districts learn how to use assessment validation, scoring, and the use of anchor papers to reinforce consistent interpretations of the NH CCRS across schools and districts;
- Provides performance task models that focus on authentic student learning that is complex, deep, and leads to meaningful preparation for college and career; and
- Makes connections between the technical quality of the common PA and school's local assessment systems so that teachers can transfer and apply their assessment literacy.

The state will continue to offer the NECAP assessment for both science and alternative assessments. The state’s assessment system will also balance local control with statewide accountability and comparability. **Figure 4** below shows the expected timeline to develop and implement the assessment system. The SBAC and performance assessments will begin with pilot sites before going to full scale.

Figure 4



Finally, for the last three years, the NHDOE has developed the NH Alternative Learning Progressions Assessment (NH-ALPS). This past year, over 1,300 students who have been unable to access the New England Common Assessment Program (NECAP) from grades 3 through 8, 10 and 11 have participated in the NH-ALPS, tested in mathematics, reading, science, and writing. The portfolio assessment process was developed by Measured Progress of Dover, New Hampshire, in conjunction with the NHDOE and the University of New Hampshire, Institute on Disabilities, along with other national partners.

In 2012, the full validation process including a videotaping process was completed and approved by the US ED. As part of NHDOE's multiple assessment strategy, the department will maintain the NH-ALPS for at least two more years. As the state prepares for the juncture of the general assessment moving to the Smarter Balanced Assessment Consortium platform, consideration will be given to the future of NH-ALPS.

Two other national consortia have developed alternative assessments: the Dynamic Learning Maps Consortium and the National Center and State Collaborative. Given the costs of aligning NH-ALPS to college and career ready standards by 2014, the NHDOE will review all options. Care will be taken to honor New Hampshire's tradition around the creation of NH-ALPS, along with cost effectiveness and the alignment to our comprehensive assessment model.

PRINCIPLE 2: STATE-DEVELOPED DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED RECOGNITION, ACCOUNTABILITY, AND SUPPORT

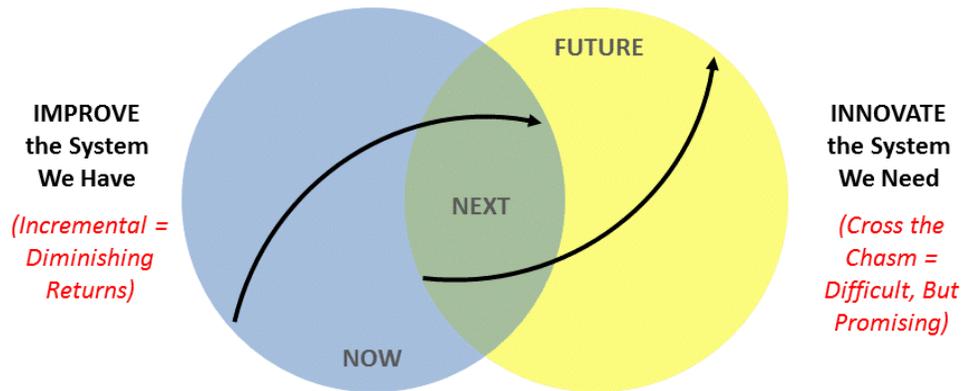
- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

New Hampshire proposes to put into place a strong and fair school, teacher and student accountability system that will allow the state to realize its new theory of action. The accountability system will also support a new strategy for differentiated recognition and support. The foundation of this system will be the state’s Networked Strategy and its new assessment system, once it is fully developed.

New Hampshire’s differentiated system will promote and incentivize continued improvement of instruction and assessment and drive a system of supports. The accountability system will be designed with the goal of moving away from branding schools through an unproductive, negative labeling process and toward a process of providing meaningful supports that promote improvement and innovation. It will move beyond a pure status model to one that includes measures of growth and a competency-based model of schooling. The rich performance tasks that will be developed as part of the state’s system will provide a means of documenting student growth that is attributable to an individual teacher or groups of teachers. Similarly, student performance assessment results will be a more accurate component of school accountability and will serve as one component in the process to differentiate and disseminate recognition and support.

Against the backdrop of the state’s vision for its accountability system, the NHDOE is embarking on a new strategy to organize its resources in support of districts’ improvement efforts across the state. This strategy – which is aligned with the state’s four pillars (see page 19) explained in the introductory overview – is explicitly designed to be more flexible, efficient and responsive to district and school needs. Specifically, the NHDOE is building a multi-tiered set of professional learning networks with the goal to better connect districts to one another, to high-quality and relevant information resources and to an array of supports.

Figure 5. Simultaneously Supporting Both Improvement and Innovation

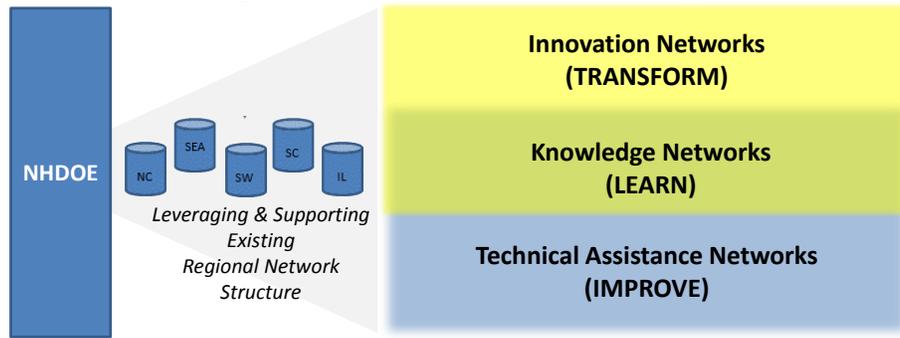


NHDOE understands that the world of education is changing rapidly – new technologies, new policies and new strategies are making it possible to deliver better, more personalized learning experiences for every student. This is exciting because it provides New Hampshire education leaders an opportunity to re-think and re-build how educational services should be delivered. At the same time, there are the challenges, constraints and accountabilities that persist in the current system. During this transitional period – both here in New Hampshire and across the country – education systems will be required to operate simultaneously within both of these realities. **Figure 5** above provides an illustrative framework showing how the NHDOE seeks to ensure that districts are supported as they strive to improve the education system that is currently in place, while at the same time supporting the development of the new learning ecosystem the state needs for the future – an *improvement to innovation continuum*.

NHDOE is committed to implementing this new way of supporting its districts and schools. Shifting from a compliance orientation to a support orientation, NHDOE is reorganizing its structure, staffing and resources to better meet the needs of districts. In order to realize this shift, NHDOE is moving to a network system of supports, aligned with the state’s theory of action but equally responsive to the needs and interests of districts and schools. This approach is based on the state’s recognition of a continuum from improvement to innovation, with the need to engage all districts and schools in the necessary work of continuous improvement, while at the same time seeding the transformation of structures, practices and technology tools which will yield models that are more personalized, rigorous and ultimately cost-effective. Research on an approach that is supported by an emphasis on a system of generative teachers, leaders and students who have been engaged directly in their learning has been extensively discussed in the last five years. (Hargreaves and Shirley, Hargreaves and Fullan, Alan Daly, et. al.)ⁱ The system of improvement and innovation is energized when based on the strengths of educators, not simply deficits.

NHDOE is developing a fully “networked” approach, with a clear mandate to better connect educators to targeted supports and expertise, to one another and to rich information resources, all aligned with the state’s strategy for both improving and transforming the system. This integrative approach includes three types of networks (Technical Assistance Networks, Knowledge Networks and Innovation Networks) designed to better support districts’ needs and interests (see **Figure 6** below). These networks will enable district leaders and staff to participate in a range of trainings, discussions and other activities over time that represent a balance of state and district priorities.

Figure 6. Networked Growth Strategy



Following are brief descriptions of each of the three planned networks:

- **Technical Assistance (Improve)** – State-provided resources to help districts understand & implement aspects of the New Hampshire “four pillars” strategy: standards and assessments, the use of data to improve instruction, intensive turnaround support for struggling schools, and effective teacher/ leader support and evaluation. These Networks are mandatory for Priority and Focus Schools and optional for others. Priority and Focus Schools will have multiple entry points since every school is unique in their challenges.
- **Knowledge (Learn)** – All districts have the opportunity to learn from industry-leading experts both in and beyond New Hampshire on critical topics of interest to the field (e.g., science of learning, early childhood education, blended learning, etc.).
- **Innovation (Transform)** – Selected districts receive targeted investment and support to begin/continue experimenting with new practices and strategies to transform learning systems (targeted prototyping- “chunking”, full school, whole district, etc.).

Within those network categories, the state is offering an array of topics designed to meet the needs of districts through a blended delivery model including face-to-face and virtual training. Based on the core goals outlined in New Hampshire’s waiver on moving towards college and career readiness, there are an initial set of topics that the NHDOE is planning to offer are detailed in **Table 7**.

Table 7: Network Topics

Innovation Networks (Transform)	Knowledge Events (LEARN)	Technical Assistance Networks (IMPROVE)
1) Next Generation Learning 2) Performance-based Data Systems 3) Innovation Lab Networks 4) League of Innovative Schools	A range of conferences, webinars, seminars focused on college and career readiness, CCRS implementation, data use, educator effectiveness, performance assessments, and transformation of struggling schools	1) NH CCRS Implementation 2) Performance Assessments 3) Data Use 4) RTI 5) Educator Effectiveness 6) SPED Supports 7) Etc...

For Priority and Focus Schools, these supports will be required and prioritized through direct interaction with a dedicated NHDOE lead coach and a school improvement team. The coach will leverage diagnostic tools such as, Indistar’s *Steps to Success* (see more details in the Priority and Focus School sections that follow) to help each school plan accordingly. Using the conditions and needs on the ground, the coach will help school leaders and a school-based team of educators develop a plan for accessing the right supports from the array of offerings available across Technical Assistance, Knowledge or Innovation Networks. In addition to Network participation, this process will determine further on-site needs for each specific school, and how these needs can be best met through site-based, district-based and state-based resources—all of which are aligned to a coherent plan for improvement. Based on need, mini blended modules will be offered for Priority and Focus Schools aligned to the turnaround principles. Through ongoing assessment (same diagnostic instrument, along with observations and regular check-ins), each school’s coach will ramp up additional supports as needed.

Beyond Focus and Priority Schools, all other schools in the state will have an orientation to a menu of robust professional learning opportunities from across Technical Assistance, Knowledge, and Innovation Networks. While this menu will be aligned with the state’s four pillars, by design, it will remain dynamic based on needs and interests of practitioners throughout the state.

Initially, the NHDOE will spearhead efforts to deliver and manage high quality professional learning opportunities and resources. Over time, the goal is that the concept of a “networked” state expands with an array of respected partners, including professional associations, institutions of higher education and regional professional development centers, acting as key points of delivery for the training. The NHDOE will help manage quality, aggregate resources and directly support Priority and Focus Schools. Information and learning opportunities will be much better aligned across the state through this effort.

The NHDOE staff have experienced significant success in the networked model of differentiated support with the current Title I School Improvement Grant (SIG) schools, hence there is interest in building upon this design. However, it is recognized that there are a select few of NH schools which will be designated Priority Schools that have not seen the same level of improved student performance, due to the complexity of issues facing the school, staff, students and parents of that community. For this reason, the NHDOE is establishing a school turnaround office that will be dedicated to managing the intensive support required for the state’s most struggling schools. The school turnaround office will actively and intensively monitor and engage the school community in the transformative practices.

Online Knowledge Platform

To effectively implement the Networked Strategy outlined above requires a well-managed integration of content, software and services which will enable educators across the state to be truly *networked* to each other, to information and to the differentiated supports they need, rather than a one size fits all approach to support. The *New Hampshire Network* is an online knowledge base and social networking tool which will support problem-solving within schools and districts and provide customized professional learning supports based on unique needs within districts. The *New Hampshire Network* has a vast body of resources aligned with the improvement to innovation continuum, all searchable and sortable against a robust taxonomy. The tool includes a robust

collection of information on how school models across the nation and world are effectively implementing progress towards student achievement, the technology tools each model is using, and a range of relevant research and information. Additionally, *The New Hampshire Network* provides the opportunity for blended delivery of professional learning activities, so the work is not limited to face-to-face network activity. Finally, the platform enables social networking to better connect people to people, people to information and people to the dedicated networks, thereby becoming a place for schools to do their work.

Figure 7 provides a screen shot of *The New Hampshire Network*, illustrating the array of resources and functionality which will improve communication, alignment and provide quality information and supports.



Figure 7- The New Hampshire Network

Timeline

The Networked Strategy launched in Fall 2012. Over the course of the last year, an array of networks have and will launch. Over time, the goal is to expand the network offerings as a broader array of partners begin to assume delivery responsibilities. The focus will be on supporting Priority and Focus Schools, acculturating users throughout the state to the networks and the *New Hampshire Network* as a statewide platform. During Summer 2013 and for school year 2013-14, NHDOE will begin to expand the role of partners in the delivery of learning opportunities. The focus will remain to ensure quality across the networks and provide continued deep supports for Priority and Focus Schools.

To accomplish this work, NHDOE has reorganized resources to leverage technology and prioritize dedicated roles for strategic human capital to better enable the flow of information and supports based on demand.

- *Human Capital*
 - The regional liaisons are senior level managers attached to a geographic region, with the goal of managing relationships, helping to problem solve in regions and being more responsive to district-based needs. In order to increase responsiveness, the liaisons will be part of monthly meetings of superintendents, principals, and directors of curriculum and instruction in their respective regions. The liaisons will also attend the Commissioner’s Extended Cabinet meeting twice a month and engage in a weekly conversations with Deputy Commissioner Leather and a senior NHDOE team where they will have the opportunity to align efforts between the field and NHDOE to ensure a continual, intentional flow of information.
 - Dedicated NHDOE lead coaches will be assigned to manage the individual improvement plans of the Priority and Focus Schools. They will engage in a similar manner to the regional liaisons, linking their efforts through regular meetings with the NHDOE Cabinet.
 - The NHDOE turnaround team will provide on-going intensively structured support for those Priority and Focus Schools not showing improvement through participation in the networks.

- *Technology*
 - To better support the differentiated support structure, NHDOE is focused on leveraging technology and promoting better alignment through development of a common language, a structured flow of information, and managing districts as “customers.” To do this, the NHDOE is driving itself and 20,000 educators in the state to the *New Hampshire Network*. This will enable the department’s teams to better track and manage interactions with schools and districts through a dedicated Field Support Network on the platform. Through the online tool, team members will make use of shared documents, shared calendar and a customer relationship management (CRM) tool to organize interactions with the field. This will allow all NHDOE staff, Focus and Priority School lead coaches, regional liaisons, and consultants and experts supporting schools statewide to document key interactions in order to better manage information and align efforts.
 - NHDOE is beginning to determine how the CRM can help better track and manage the impact of its supports, in service of improving Priority, Focus and other Title I school performance as evidenced by both improved formative and summative student achievement. The state is in discussion with partners to be more thoughtful in articulating how this differentiated set of supports will track and manage improvement and what accountabilities are in place for this system.

NHDOE believes strongly that the Networked Strategy is an important foundation for the state to better support districts and schools, which in turn will positively impact student success across the state. At the same time, tracking and managing the success of this system of differentiated supports is critical. Therefore, the NHDOE has developed a number of metrics that it will be tracking and managing through multiple means, both qualitative and quantitative over the coming years. These include:

- *District perception of value* matters. One of the areas for improvement, and why the state is eager to shift from “compliance to a support orientation,” is that an adversarial relationship between the SEA and the LEA does not help improve student achievement. To the contrary, it often confounds the SEA’s abilities to add value. Therefore, NHDOE will be tracking and managing its efforts through focus groups and evaluations with teachers and leaders throughout the state in an ongoing way.
- This strategy will be carefully *tracking and measuring improvements in student achievement*. For Priority and Focus Schools, the work of dedicated NHDOE coaches will focus on the development of and management against a clear improvement plan, with clear milestones. If those milestones are not reached, the NHDOE will provide alternative supports through a School Turnaround Office. The state will also manage data on how the efforts correlate to network supports.
- *A rigorous evaluation of all providers* (external/internal) will be undertaken through a combination of the previous measures and observation of the providers, to ensure that the state is continually offering the highest caliber of supports as evidenced by feedback and impact of improvement among participants.
- *A designated team of dedicated NHDOE field staff and contracted regional liaisons* will both monitor and provide technical assistance to Priority and Focus Schools, utilizing student data sets from our PerformancePlus system (CRM), expert service delivery recommendations from our KnowledgeBase and communication and coordination, using the social networking built into the New Hampshire Network.

On-site visits and monitoring as well as on-line and blended professional development services will be provided in service to the accomplishment of school improvement plans for each designated school. The NHDOE believes that structurally connecting the work of the department staff with its core partners to the newly designed on-line and blended network will create both substantial scaffolded supports and oversight for schools struggling with overall and gap performance. Making the connection to the overall technical assistance networks (again, supported by state leadership and core state and national partners), will assist the NHDOE in addressing the needs of schools that are not designated as Priority or Focus Schools, but still lag in performance overall or for certain populations. For example, **Figure 8** displays of two of our Technical Assistance Networks, one for Performance Assessment and one for Teacher Evaluation. These show the dedicated resources engaged in those efforts.

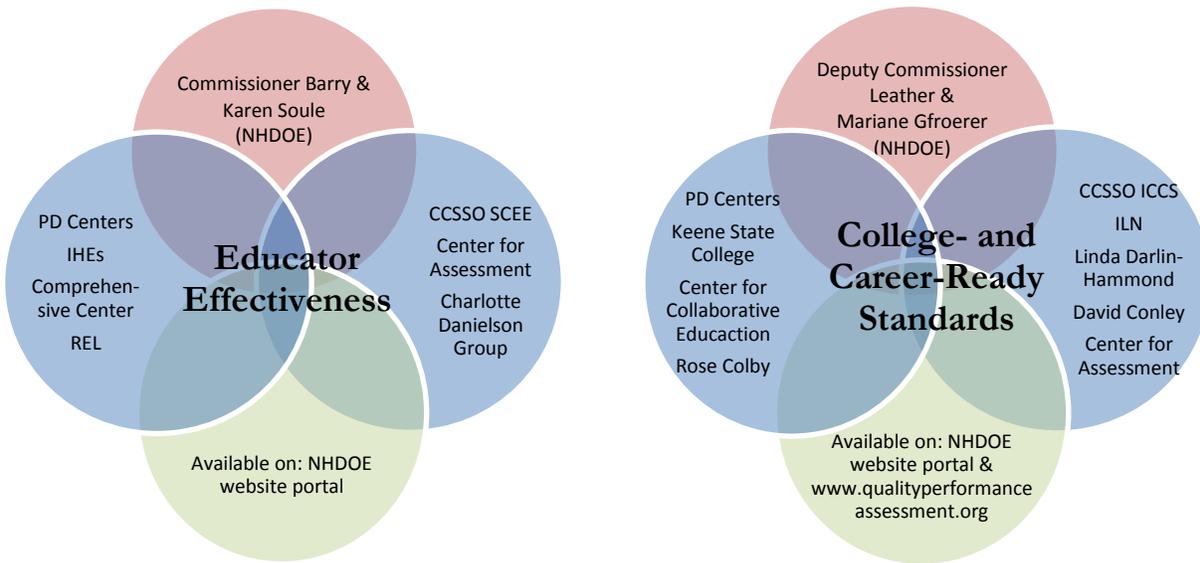


Figure 8:
Technical Assistance Network Graphic

When taken in its entirety, NHDOE is developing a comprehensive approach to supporting the improvement of all schools and innovation within schools that have demonstrated a readiness. While shifting the paradigm towards supports through a Networked Strategy, NHDOE is ensuring a structure that will better promote and manage the accountability of all schools by empowering them to solve problems and access a rich assortment of supports—in-person and virtually. Additionally, this strategy is unique in the fact that the answers can and should come from a variety of sources, including within schools and districts. For further information on the New Hampshire Networked Strategy, please see the NHDOE website and click on “NH NETWORK.”

New Hampshire has constructed a differentiated system for reward, recognition and incentives for all schools that recognizes student achievement. The Networked Strategy described above has created low-cost opportunities for all districts and schools in the state to benefit from a rich source of high quality evidenced-based professional learning activities as well as the opportunity to join virtual professional learning communities. The networks are New Hampshire’s venture into the future of learning. The launch of the system has gained attention and created excitement and there appears to be a renewed spirit for innovation. There has been such a high demand for one of the first networks launched (Data Collection and Use) that multiple sessions have been scheduled to meet the demand. The Performance Assessment Network has also been highly successful and a second cohort is already being planned for summer 2013.

School Improvement Grant (SIG) schools have demonstrated the power of connecting professionals across the state. The NHDOE has banded the SIG schools into a professional learning community so they may support each other and share successful practices. SIG schools that have showed marked improvement and innovative practices will be asked to mentor the Priority and Focus Schools in areas that they excel. Additionally, newly designated Priority and Focus Schools will receive financial incentives based on upon the identified needs and proposed interventions to close the gap for subgroups.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

Option A

- The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.

Option B

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:
- a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and
 - b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups.</p> <p>(Attachment 8)</p>
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The NHDOE is committed to improving educational outcomes for *all* students, but recognizes that the current requirements of ESEA create obstacles to focusing on the schools and districts needing the greatest assistance. The state will take advantage of the opportunity afforded by US ED to define and use more realistic AMOs. These will allow the state to differentiate levels of support for schools by building networks of technical assistance, knowledge sharing and innovation.

NHDOE has chosen to implement Option A, which will allow the state to increase targets in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The state will initially define its AMOs based on the NECAP results now and for the next year. However, it is the state’s intention to smoothly transition to the assessments developed by the Smarter Balanced Assessment Consortium (SBAC) in 2015 as well as the complex performance assessments in subsequent years as they come online.

The tables below demonstrate using the state’s current NECAP summative assessment performance with Option A by subgroup and whole school (the state is the school in this example) in Reading and Mathematics. The baseline data starts with 2011-12 school year and ends six years later in 2016-17.

Table 8

	NECAP Reading Index Scores (Elem/Middle Schools)					
Student Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Whole State	91.7	92.5	93.4	94.2	95.0	95.9
Hispanic	83.4	85.1	86.7	88.4	90.0	91.7
Native American	87.2	88.5	89.8	91.0	92.3	93.6
Asian/PI	92.7	93.4	94.2	94.9	95.6	96.4
African American	83.6	85.2	86.9	88.5	90.2	91.8
White	92.3	93.1	93.8	94.6	95.4	96.2
Ed. Disadvantage	85.0	86.5	88.0	89.5	91.0	92.5
SWD	71.5	74.4	77.2	80.1	82.9	85.8
ELL	76.9	79.2	81.5	83.8	86.1	88.5

Table 9

	NECAP Math Index Scores (Elem/Middle Schools)					
Student Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Whole State	87.4	88.7	89.9	91.2	92.4	93.7
Hispanic	74.8	77.3	79.8	82.4	84.9	87.4
Native American	80.9	82.8	84.7	86.6	88.5	90.5
Asian/PI	90.4	91.4	92.3	93.3	94.2	95.2
African American	71.6	74.4	77.3	80.1	83.0	85.8
White	88.3	89.5	90.6	91.8	93.0	94.2
Ed. Disadvantage	78.1	80.3	82.5	84.7	86.9	89.1
SWD	62.5	66.3	70.0	73.8	77.5	81.3
ELL	69.7	72.7	75.8	78.8	81.8	84.9

Table 10

	NECAP Reading Index Scores (High School)					
Student Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Whole State	90.4	91.4	92.3	93.3	94.2	95.2
Hispanic	80.1	82.1	84.1	86.1	88.1	90.1
Native American	88.7	89.8	91.0	92.1	93.2	94.4
Asian/PI	90.2	91.2	92.2	93.1	94.1	95.1
African American	83.6	85.2	86.9	88.5	90.2	91.8
White	90.9	91.8	92.7	93.6	94.5	95.5
Ed. Disadvantage	82.0	83.8	85.6	87.4	89.2	91.0
SWD	69.2	72.3	75.4	78.4	81.5	84.6
ELL	68.8	71.9	75.0	78.2	81.3	84.4

Table 11

	NECAP Math Index Scores (High School)					
Student Group	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Whole State	67.2	70.5	73.8	77.0	80.3	83.6
Hispanic	48.2	53.4	58.6	63.7	68.9	74.1
Native American	56.8	61.1	65.4	69.8	74.1	78.4
Asian/PI	73.9	76.5	79.1	81.7	84.3	87.0
African American	49.8	54.8	59.8	64.9	69.9	74.9
White	68.0	71.2	74.4	77.6	80.8	84.0
Ed. Disadvantage	52.6	57.3	62.1	66.8	71.6	76.3
SWD	37.0	43.3	49.6	55.9	62.2	68.5
ELL	40.0	46.0	52.0	58.0	64.0	70.0

The tables above represent the AMOs for the whole state. In practice, these AMOs will be calculated for each subgroup in each New Hampshire school based on the 2011-2012 achievement of the student groups in each school. The AMOs are represented using New Hampshire’s previously approved index system (described below). NHDOE will continue to use its approved “n” size of 11 students for testing purposes with a waiver approval.

All available student achievement data for the most recent four years— using NECAP – for the “all students” group is reviewed for each school annually. The raw student achievement data for the state’s reading and mathematics assessments is converted to a 100-point index score. The index scores in each content area for the “all students” group are added together for each school in order to produce an annual combined score. The annual combined scores are then totaled to produce a cumulative achievement score for each school. These score serve as the foundation for designating Reward, Priority and Focus Schools (see the next three sections).

New Hampshire has created a system of measuring and documenting the performance of student subgroups that maximizes the validity of the accountability system by holding more schools accountable for subgroup performance than would be the case under a traditional NCLB definition of subgroups. Additionally, students are counted once in this system, which subsequently presents a more accurate and fair representation of students needs at a school or district. Identifying students in this manner gives educators at the local and state level, the information needed to develop the most effective educational environment while permitting detailed assessment and reporting.

The New Hampshire system is focused on the educational needs of students in the three major subgroups in New Hampshire – economically disadvantaged, special education, and English learners, as well as students in multiple subgroups. Because of New Hampshire’s relatively homogeneous student population, these subgroups of students collectively address the needs of essentially all underperforming students in New Hampshire. Different than many “super-subgroup” systems, the New Hampshire system recognizes that students in multiple subgroups may have different learning needs than students in a single subgroup and therefore, evaluates the performance of students in multiple subgroups if applicable.

From a practical standpoint, there still will be some schools that do not meet the reporting requirement of eleven students. In those cases, student counts will be aggregated across multiple subgroup categories. This would allow smaller enrollment schools to locally identify the particular needs of students and meet NHDOE reporting requirements once number thresholds are achieved. In this way, student needs are continuously identified and made the priority at the school level.

Safeguards of the new categorization system are demonstrated below (**Table 12**) using actual school data. The first column, “Previous Categories vs. New Categories” identifies previous (under the State’s Adequacy Accountability System) and the newly created categories used to identify student subgroups. The second column “Actual Student Summed Enrollment” represents the total number of students present in each of the previous and newly created categories. Subsequently, the reader can review that the same number of students is depicted in both the previous and new categorization systems.

The columns, “Comparative Analysis: Summed IEP Enrollment” and “Comparative Analysis: Summed SES Enrollment”, provide an example, using the IEP and SES subgroups, of how students are more appropriately and effectively accounted for using the new categorization system. This is especially evidenced by comparing the SES enrollment column. Under the previous system, 585 of the 907 district-wide students could be accounted for but there was no way of discerning the subgroup where the additional 322 were located. The new categorization system prevents this by assigning a unique categorical identifier to each student’s circumstances. With this new system, it is impossible to mask or multiple-count student’s membership in any sub-group.

Table 12

Previous Categories vs. New Categories	Actual Student Summed Enrollment	Comparative Analysis: Summed IEP Enrollment	Comparative Analysis: Summed SES Enrollment
Previous: AllOtherSG	2733		
Previous: SESSG	585		585
Previous: IEP SG	719	719	
Previous: EL	90		
Previous: ELComp \geq 4	49		
Total Across all SES	907		585
Total Across All IEP	736	719	
New: IEP	440	440	
New: LEP	38		
New: LEP & IEP	9	9	
New: LEP & SES	35		35
New: LEP & SES & IEP	8	8	8
New: SES	585		585
New: SES & IEP	279	279	279
New: All Other students	2733		
	Total	736	907

INCLUDING GRADUATION RATES

New Hampshire has one of the highest graduation rates in the country due, in part, to recent legislation that requires students to stay in school until the age of 18. To ensure that these high levels continue, all high schools, and sub-groups within the school, will be monitored using a point system described below.

In June 2009, the New Hampshire State Legislature passed Senate Bill 180, now RSA 193-E that “establishes an accountability system to ensure schools are providing the opportunity for an adequate education.” The legislation defines the two components of the accountability system: an input-based system (or self-assessment), and a performance-based system (see **Supplemental Attachment J**). New Hampshire’s Adequacy Reports were developed in response to RSA 193-E:3-b. They were designed by a Commissioner’s Task Force for Accountability over multiple years and are comprised of a number of different indicators or components. The high school components that relate to graduation and dropouts will be used to monitor those rates as part of the accountability system.

Persistence or readiness indicators 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. 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 and dropout rate indicators are described below.

Graduation Rate

A major indicator of the school’s ability to provide an adequate education is the graduation rate. The Task Force (described above) included the “four year cohort graduation rate” as an indicator in the state’s accountability system. This is the percentage of students who began as 9th graders four years ago who graduate with a standard diploma.

Some students may take longer than the typical four years to graduate due to a number of circumstances; therefore New Hampshire includes the “five year cohort rate”. Students who take five years to complete their graduation requirements are included in this calculation.

Dropout Rate

In addition to graduation rate, the dropout rate was selected 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.

Points are assigned base on graduation rates for 4 and 5 years. The 4 year rate is calculated using the most current graduating class cohort (in the example the class of 2011) and the 5 year rate is for calculated using the previous graduating class cohort (in the example the class of 2010).

This table (**Table 13**) illustrates the methodology. Note that the total points are a combination of all the sub-groups as well as the whole school.

Table 13

GRADUATION RATE: (4 yr cohort) Class of 2011		N	Graduation Rate	Points Earned	TOTAL
	Whole School	541	93	4	
	ELs	8			
	SWD	84	82	3	
	Low SES	34	82	3	
	All Others	415	96	4	
	GRADUATION AVERAGE POINTS			3.5	
	WEIGHTING = TIMES 1				3.5
GRADUATION RATE: (5 yr cohort) Class of 2010		N	Graduation Rate	Points Earned	TOTAL
	Whole School	540	96	4	
	ELs	21	95	4	
	SWD	83	88	3	
	Low SES	42	90	4	
	All Others	394	98	4	
	GRADUATION AVERAGE POINTS			3.8	
	WEIGHTING = TIMES 1				3.8
DROPOUT RATE: (4 yr cohort) Class of 2011		N	Dropout Rate	Points Earned	TOTAL
	Whole School	541	2	4	
	ELs	8			
	SWD	84	4	4	
	Low SES	34	6	3	
	All Others	415	1	4	
	DROPOUT RATE AVERAGE POINTS			3.8	
	WEIGHTING = TIMES 1				3.8

A 4-year cohort rate is defined as the percentage of students who began as 9th graders four years ago and graduate with a standard diploma. A 5-year cohort rate is defined as the percentage of students who began as 9th graders five years ago and graduate with a standard diploma.

Points for **graduation rates** are assigned using the following methodology:

- 90 -100% = 4 points
- 80 – 89% = 3 points
- 75 – 79% = 2 points
- Below 75% = 1 point

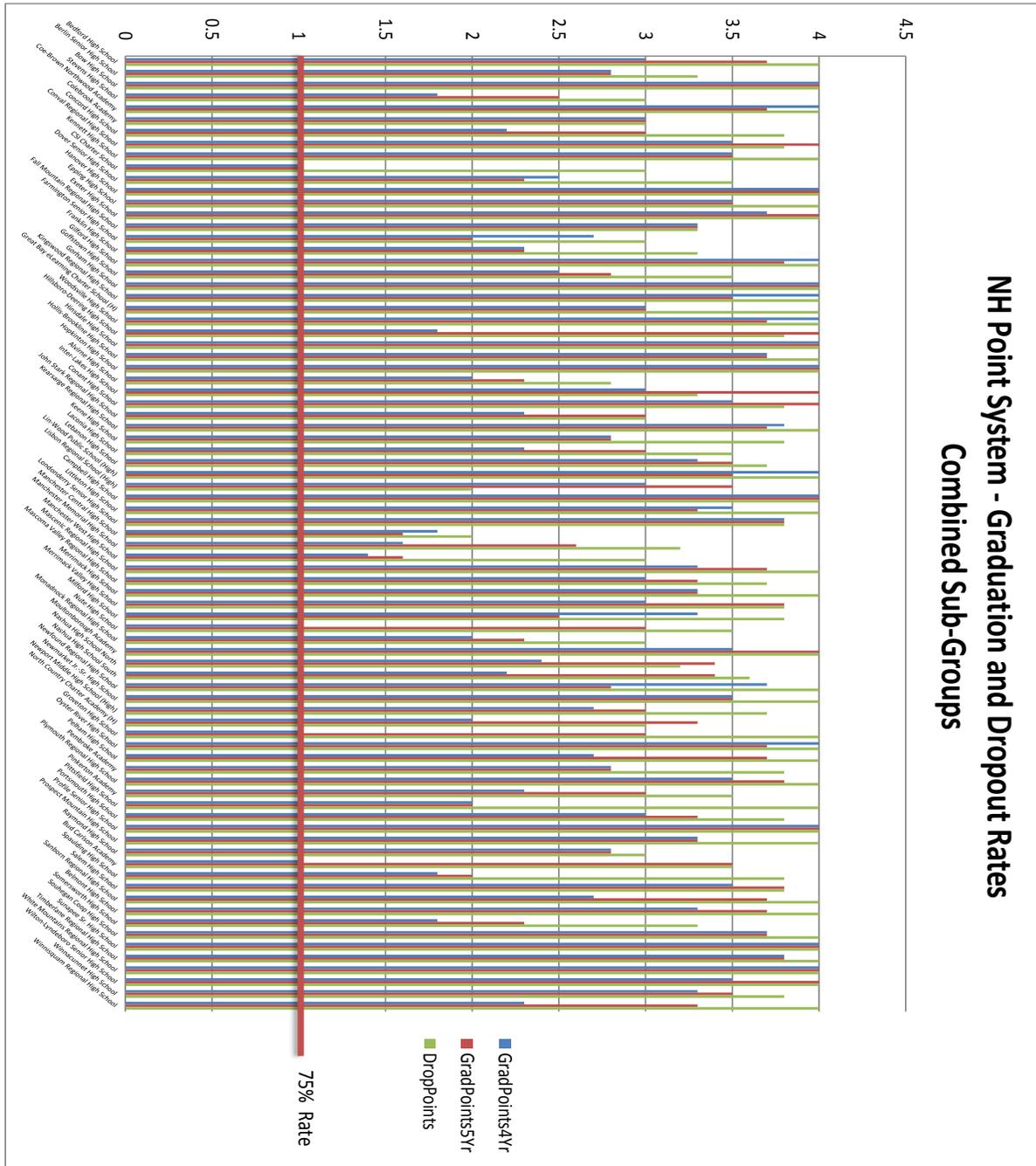
New Hampshire was careful to develop an additional safeguard and warning system by also assigning drop out points based on the percentage of students who dropped out.

Points for **dropout rates** are assigned using the following methodology:

- 0-5% = 4 points
- 6% - 10% = 3 points
- 11% - 20% = 2 points
- Greater than 20% = 1 point

The chart (**Chart 1**) below illustrates that, even when all the sub-groups are factored into the total point calculations, no New Hampshire High School fall below the 75 percent level. In addition, a graduation AMO for each school will be set to increase targets in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not meeting the graduation target within six years. New Hampshire will maintain its high standard of 95% graduation rate (goes into effect in 2013-14) which will be the target for all of its high schools. Progress toward the graduation AMO for each high school will be reported as part of its school profile (NH’s report card) each year.

Chart 1



When the total points for any category (4 year cohort, 5 year cohort, or dropout) are below 2 (well above the 60 percent threshold) supports and interventions are triggered regardless of the schools current academic status, as described in the exit categories. This methodology of assigning points sets all graduation and dropout rate assessment thresholds above 75 percent. As a result, has created a system that assures intervention well before any school drops to a 60 percent rate.

REPORTING THE NEW AMOs WITH NEW HAMPSHIRE'S STATE ACCOUNTABILITY PROGRAM

A system of reporting results to schools and the public was developed by NHDOE, Measured Progress and the National Center for the Improvement of Educational Assessment. The results are posted on the NHDOE web site. The purpose of this site is to help anyone involved with education at the local or state level - parents, professional educators, school board members, students, business and community leaders - to learn more about New Hampshire school performance. The NHDOE has developed this website in response to the New Hampshire State Law RSA 193-C:3 as one way to access this information.

The following types of reports are available on this site:

- **New England Common Assessment Program (NECAP)**—required statewide assessment
- **New Hampshire Alternate Learning Progressions (ALPs)** —implemented based on the required academic performance assessment on alternate achievement standards for those students who face the most severe cognitive challenges (Educators and administrators from across the state, as well as nationally recognized leaders assisted in defining and establishing the achievement standards for the New Hampshire ALPs.)
- **Combined Statewide Assessment Results**—combined results from the NECAP and New Hampshire ALPs
- **Follow The Child Growth Reports**—summary results of the number of students meeting individual performance targets (2006-2007 through 2010-2011)
- **Adequate Yearly Progress (AYP)**—federally mandated accountability reports

Test scores are important, but numbers alone do not tell the whole story. These results are intended to prompt a closer look at other facets of the educational landscape and to help foster deeper conversations about the quality of schools. The following screen shot provides an example of the profile reports available for all schools in the state.

District: Allenstown

View: [State Profile](#) | [Search](#) | [Compare](#) | [Help](#)

Select a School Year: 2011-12

- District
- Student
- Staff
- Test Results
- Accountability
- Finance

General Information



District: Allenstown (9)	SAU: Pembroke SAU Office (53)
Address: Pembroke Academy, Pembroke, NH 03275	Telephone: (603) 485-5188
NCES ID: 3301380	Fax: (603) 485-9529
	Web Site:
Federal Accountability Status Met: No	NH Accountability Status: N/A

Accountability Information 2011-12

Improvement Status

Status for 2011-2012 School Year	Content Area	Met AYP Requirements	Status for 2012-2013 School Year
Corrective Action/Level 3	Reading	No	Restructure Planning/Level 4
Restructure Planning/Level 4	Math	Yes	Restructure Planning/Level 4
Acceptable	Other	Yes	Acceptable

For more information on Districts or Schools in Need of Improvement click here:

[\[DINI / SINI\]](#)

Statewide NCLB Accountability Status

	READING				MATHEMATICS			
	Schools		Districts		Schools		Districts	
	N	%	N	%	N	%	N	%
Acceptable	279	60.5	105	65.6	241	52.3	82	51.6
SINI/DINI Year 1	41	8.9	24	15.0	67	14.5	26	16.4
SINI/DINI Year2	57	12.4	13	8.1	71	15.4	26	16.4
Corrective Action/Level 3	37	8.0	13	8.1	34	7.4	11	6.9
Restructure Planning/Level 4	23	5.0	3	1.9	27	5.9	9	5.7
Restructuring/Level 5&6	24	5.2	2	1.3	21	4.6	5	3.1
State Total	461	100.0	160	100.0	461	100	159	100.0

In October of 2012, the additional dimension of “adequacy,” as prescribed by state law, was added to the site. This section describes how each school has addressed and scored on both the input based (self-assessment) and performance components. If approved for the ESEA Flexibility Waiver, New Hampshire will add the new AMO results to this report by the spring of 2014 so that educators and families will have all of their data in one place and indicate “Priority,” “Focus,” or “Reward” status in lieu of AYP requirements.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as reward schools . If the SEA’s methodology is not based on the definition of reward schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 [Attachment 9] is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

IDENTIFICATION METHODOLOGY FOR REWARD SCHOOLS

New Hampshire is interested in recognizing high performing schools, but does not want to limit this recognition to only schools lucky enough to be located in wealthy neighborhoods. Therefore the NHDOE decided to stratify the selection of schools according to quartiles of average achievement, because of the strong relationship between socioeconomic status. Reward schools were those schools that met the growth criteria in each of the four quartiles of achievement. Because growth and improvement scores contain more uncertainty than achievement scores, a three year running average growth composite score is used to ensure that the designation of reward is not subject to year-to-year instability in growth metrics.

To determine the reward schools, all of the Title I participating schools (as of October 1) in the state were rank ordered on the three-year composite achievement operationalized as proficient and above. This was done separately for high schools and elementary-middle schools because longitudinal student growth measures are not available at the high school level. The distribution of schools, rank ordered on average achievement, was then split into four quartiles. For each quartile of achievement, schools that had a three-year average composite (reading and mathematics) Median Student Growth Percentile (MGP) of 60 or greater were designated as reward schools. Achieving a MGP of 60 or greater in any one year for one subject area is considered exemplary growth, so doing so on average for three years across both content areas is clearly deserving of reward status. This procedure resulted in a total of 31 Title I elementary and middle schools designated as reward schools. Three schools were from the highest quartile of performance, 16 from the third quartile, 12 from the second quartile, and zero from the lowest achievement quartile (see **Table 14** below).

A similar procedure was followed for high schools, except cohort improvement was used instead of MGPs. This resulted in zero high schools being designated as reward schools. The cohort improvement metric used to identify potential reward high schools is done as follows. The average combined (reading and math) index scores for the 2007-2008 and 2008-2009 school years was subtracted from the average combined index scores from 2010-2011 and 2011-2012 school years to yield a delta score.

Note: the NH NECAP index scores range from 0-100 in each content area so the combined index ranges from 0-200 for a given year. This method relies on the stability of combining index scores from two adjacent years and two distinct periods of time to produce a stable measure of improvement. The following is a simple example to demonstrate this calculation. Assuming the

following combined index scores (reminder: the combined index score is the NECAP math index score added to the NECAP reading index score):

- 2007-2008 Combined Index = 140
- 2008-2009 Combined Index = 150
- 2010-2011 Combined Index = 155
- 2011-2012 Combined Index = 165

In this case, the average combined index for the “early years” is 145, while the average combined index for the “later years” is 160. Therefore, the cohort improvement for this example (delta score) is 15 index points. NHDOE used a cohort **improvement criterion of 10 index score points** as the first cut to identify potential reward schools.

However, NHDOE wanted to ensure that reward high schools are also high achieving before designating the school as a reward candidate. Given that combined annual measureable objective (AMO) in index score points for 2011-2012 is just over 160, NH DOE required that reward school candidates must have a combined average index score for 2010-2011 and 2011-2012 school years of 160 points. Applying these two criteria to Title I high schools resulted in two high schools designated as reward schools for 2011-2012.

No school in New Hampshire will be considered for a reward if it is below the state average for its AMO’s or its 4-year regulatory cohort graduation rates.

Table 14

NH DstId	NH SchId	NCES District ID	NCES Sch ID	District	Elementary/Middle School	Quartile	2011-12 Index Combined	Early Ave	Late Ave	Delta	Ave Index	Status
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	4	192.3	174.25	191.55	17.3	187.2	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	4	192	180.45	191.65	11.2	188.7	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	4	187.6	176.75	187.25	10.5	187.225	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	194	170.55	189.35	18.8	185.05	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	191.1	168.8	186.5	17.7	181.15	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	189.2	174.6	188.8	14.2	184.7	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	188	171.1	185.25	14.15	184.4	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	183.6	169.4	182.8	13.4	179.225	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	185.8	173.6	186.95	13.35	182.75	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	187.8	173.2	186.4	13.2	180.775	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	184.3	172.9	184.8	11.9	180.675	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	188.4	175.8	187.2	11.4	183.85	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	187.6	176.35	187.6	11.25	184.7	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	183.3	171.45	182.6	11.15	177.75	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	183	174.4	185.25	10.85	180.425	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	185.1	173.8	184.65	10.85	183.2	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	180.5	170.35	180.9	10.55	178.75	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	190	174.8	185.25	10.45	186.775	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	3	182.8	170.8	181.1	10.3	178.15	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	191.3	148.85	188.3	39.45	171.3	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	184.8	159.65	183.6	23.95	174.625	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	179	155.85	177.3	21.45	171.475	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	178.4	161.95	178.85	16.9	175	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	171.6	160.2	176.65	16.45	171.65	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	187.1	168	184.15	16.15	179.475	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	175.3	158.1	174	15.9	168.275	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	183.8	165.9	181.7	15.8	174.75	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	181.5	162	176.55	14.55	173.425	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	176.6	166	177.8	11.8	178.425	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	171.7	163.8	175.1	11.3	172.6	Reward
Redacted	Redacted	Redacted	Redacted	Redacted	Redacted	2	180.4	168.2	178.9	10.7	175.875	Reward

2.C.ii Provide the SEA’s list of reward schools in Table 2 (**Attachment 9-Redacted List**).

New Hampshire is currently a fall testing state. Therefore, the list of reward schools will be developed based on this fall’s assessment data which will be released in April 2013. From that data the NHDOE will inform schools if they have been identified as a reward school in after waiver approval. Public recognition of those schools will be announced shortly thereafter.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The NHDOE will designate reward schools using the methodology described above. The following describes how the department has and will publicly recognize its high-performing and high-progress schools.

Blue Ribbon Schools

Nominees for the US ED Blue Ribbon Award qualify as either (1) high-performing top ten percent of schools in the state as measured by state tests in both reading and mathematics, or (2) dramatically improved 40 percent of the student body is from disadvantaged background and the school has dramatically improved student performance in reading and mathematics on state assessments. New Hampshire nominated two schools in the high performing category and 1 in the dramatically improved category. These schools are publicly recognized and the recipients of the Blue Ribbon School award are honored at a ceremony in Washington, D.C. each November.

Governor’s Initiative to Eliminate High School Drop Outs

The high schools with zero drop outs (as explained above) will be awarded a certificate of accomplishment during a State Board of Education meeting each year. A press release is issued celebrating the state’s success in reducing the drop-out rate and recognizing those schools which meet the challenge of a zero drop-out rate.

Title I Distinguished Schools

Each year, eight of the highest performing Title I participating schools will be recognized for the highest student achievement among Title I schools (see methodology above). In addition, a **Closing the Gap Award** will be presented to the school with the highest aggregate that has also significantly closed the gap between two identified subgroups of students. The Commissioner of Education makes the announcement at the school and ceremonially awards the monetary recognition as well as an engraved apple to the school leadership.

Commissioner’s Circle of Excellence

On May 1st, 2012, the formation of the **New Hampshire Commissioner’s Circle of Excellence Award** was announced. It was presented to 16 schools in the state that showed a willingness to be innovative and bold in their approach to teaching and learning. The Commissioner’s Circle of Excellence is a discretionary award given to schools that show extraordinary determination in meeting the diverse needs of learners in innovative and bold ways. The following schools are included in the circle:

- secondary schools that are members of the New England Secondary School Consortium’s *League of Innovative Schools*
- schools that have been nominated by the NHDOE to represent New Hampshire in the Blue Ribbon federal selection
- schools that have achieved federal recognition as a Blue Ribbon School.

A press conference for the Commissioner’s Circle of Excellence award was led by the Commissioner of Education; the Majority and Minority Chair of the Senate Education Committee; the Majority Leader of the Senate; the Governor of the State of New Hampshire; Jason Snyder, Deputy Assistant Secretary of Education at the US Department of Education; and the teachers, administrators, board members, and students from the honored schools attended. In addition, a publication is in process that will celebrate the accomplishments of these schools. It will be sent to each elected official in the state as well as to media outlets and school districts. It will serve as a model of promising and successful practices in New Hampshire public education.

Additional Rewards for New Hampshire Schools

New Hampshire Excellence in Education Award--- EDies

The awards for the outstanding elementary, middle, and secondary schools are determined by criteria developed by the New Hampshire Excellence in Education Awards Board of Directors and applied by selection committees composed of experienced New Hampshire educators and community leaders. The committees review school applications and assess schools through on-site visitations. Only one school at each of the three levels may be recognized each year, although no schools may be recognized if there are no applicants of sufficient merit. The selection committees determine if schools deserve recognition as schools of excellence, and the winners are announced at the annual New Hampshire Excellence in Education Awards Celebration. McDonald's Restaurants is the premier financial sponsor for the Excellence in Education Awards. The recipients of this award are listed on a plaque at the New Hampshire Department of Education and receive a certificate as well as being presented with an old-fashioned school bell that is readily recognized by New Hampshire educators.

The NHDOE recognition of *Reward Schools* includes press releases and a press conference to announce the information contained in the release. All recognition programs include certificates of recognition, graphic design materials including a decal to display at the school and permission to use these graphics in LEA communications. These also include congratulatory speeches from dignitaries, including the Commissioner of Education and the Governor.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as priority schools. If the SEA’s methodology is not based on the definition of priority schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 (**Attachment 9**) is consistent with the definition, per

the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

IDENTIFICATION METHODOLOGY FOR PRIORITY SCHOOLS

The NHDOE has identified Priority Schools by rank ordering the state’s schools in terms of overall mathematics and reading achievement and then finding the line that identifies the lowest five percent of Title I participating schools. In addition to these five percent of schools, the already identified School Improvement Grant (SIG) schools will be considered Priority Schools. This has been operationalized by adding the NECAP index scores for mathematics to the NECAP index scores for reading to produce a combined index score for each year. To identify the Priority Schools the NECAP combined index scores for 2010-2011, 2011-2012, and 2012-2013 were averaged and then rank ordered. The lowest five percent of Title I schools in addition to any previously identified SIG schools were then identified as Priority Schools.

As of October 1, 2012, there were 228 Title I schools in New Hampshire. Five percent of this total (rounded up) equals 12 schools. When the SIG schools that are not part of this five percent are included, the total of number of Priority Schools increases to 26 schools (see **Table 15** below).

Table 15 – Priority School List

#	schcode	SCHNAM	2010-11	2011-12	2012-13	Average
1	redacted	redacted	69.32	63.25	65.31	65.96
2	redacted	redacted	68.98	66.61	66.82	67.47
3	redacted	redacted	67.50	73.68	64.87	68.68
4	redacted	redacted	66.51	75.00	75.57	72.36
5	redacted	redacted	72.52	72.92	73.97	73.14
6	redacted	redacted	74.09	75.15	75.44	74.89
7	redacted	redacted	70.30	73.87	80.78	74.98
8	redacted	redacted	71.67	75.96	78.97	75.53
9	redacted	redacted	80.00	73.43	79.03	77.49
10	redacted	redacted	80.34	73.91	78.39	77.55
11	redacted	redacted	81.32	75.90	76.08	77.76
12	redacted	redacted	79.97	77.93	76.03	77.97
13	redacted	redacted	75.23	85.65	75.13	78.67
14	redacted	redacted	77.92	79.33	78.93	78.73
15	redacted	redacted	79.61	79.37	78.76	79.24
16	redacted	redacted	75.00	85.42	77.42	79.28
17	redacted	redacted	75.67	78.86	84.01	79.51
18	redacted	redacted	80.85	79.36	78.81	79.67
19	redacted	redacted	80.25	77.98	81.18	79.80
20	redacted	redacted	82.93	79.51	77.34	79.93
21	redacted	redacted	81.95	78.82	79.83	80.20
22	redacted	redacted	76.80	81.50	83.63	80.64
23	redacted	redacted	81.49	82.93	82.12	82.18
24	redacted	redacted	86.98	77.14	82.73	82.28
25	redacted	redacted	82.63	83.79	83.32	83.24
26	redacted	redacted	87.15	87.37	83.40	85.97

2.D.ii Provide the SEA’s list of priority schools in Table 2 (**Attachment 9-Redacted List**).

New Hampshire is currently a fall testing state. Therefore, the list of Priority Schools will be developed based on this fall’s assessment data which will be released in April 2013. From that data the NHDOE will inform schools if they have been identified as a Priority School after waiver approval, with public notification shortly thereafter.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority Schools will implement.

INTERVENTIONS AND SUPPORT FOR PRIORITY SCHOOLS

The NHDOE takes the academic success of its students very seriously. It also places great emphasis on ensuring that those schools that struggle the most receive the greatest amount of support from the department. This is evident by the time and effort focused in true partnership with the schools receiving School Improvement Grant (SIG) funds over the past three years.

The NHDOE School Improvement Team has worked with the 15 schools through the SIG program over the last few years. Each school was provided a liaison whose duties included budget review and approval of improvement plans, monthly on-site visits and progress monitoring. Additionally, the School Improvement Team provided Professional Learning Community (PLC) support in the form of quarterly meetings for Cohort I and Cohort II SIG schools with professional development and discussions around the topics outlined by the transformation model.

This work was focused around the four sections of transformational work as introduced in the US ED guidance for SIG models of school reform:

1. Teacher/Leader Effectiveness
2. Instructional Reform Strategies
3. Increased Learning Time and Community Engagement
4. Providing Operational Flexibility and Sustained Support

As an example, since Cohort I and II schools were required to have a complete system of teacher and leader evaluations in place for the fall of 2012, the School Improvement Team procured the Charlotte Danielson Group to provide technical assistance for this project. The NHDOE had conducted a survey earlier of its districts that revealed 67 percent of the New Hampshire school districts used some form of the Danielson model for teacher evaluation. Because of the great familiarity with this system and the fact the model is researched based, the NHDOE selected this format to use as the basic structure.

All current SIG schools will now be designated as Priority Schools. The identification methodology provided above will add additional schools that are not currently receiving SIG funds, however, the NHDOE will work with all Priority Schools with the same level of commitment that is described in this section. The School Improvement Team at the NHDOE, along with the department’s Title III and Special Education Bureau, will continue its focus on the state’s struggling schools to ensure they

have the support they need to improve. Each school determined to be in Priority status will work hand-in-hand with staff at the NHDOE to develop a high quality intervention plan that addresses the turnaround principles defined by the US ED. All Priority Schools will have a plan to begin implementing interventions aligned with the turnaround principles no later and 2014-15.

STEPS TO SUCCESS

Schools in improvement status under the current NCLB mandates in New Hampshire have been required to use the Indistar Online Tool from the Center on Innovation and Improvement (CII). This tool includes the *Steps to Success* program – a comprehensive improvement planning process built around a set of research-based indicators of effective educational practice. Schools have been required to conduct a comprehensive needs assessment and develop a plan targeting the areas where the evidence based practice will lead to improved student achievement. The components and products of the process are housed on an online website maintained by the Academic Development Institute (ADI), host of the national Center on Innovation and Improvement (centerii.org). *Steps to Success* is an approach to school improvement made available to all New Hampshire schools and districts; however, NHDOE will continue to require the use of this process with the newly designated Priority and Focus Schools.

The web-based tool enables the NHDOE with its limited staff and resources, to provide meaningful feedback on the schools team’s work, to identify common challenges among the users and to design interventions linked to the team’s identified needs. *Steps to Success* is premised on the firm belief that school improvement is best accomplished when directed by the people closest to the students. While the School Improvement Team will provide ongoing and deliberate guidance and support to Priority and Focus Schools, the tools also provide a framework for the process where each school team invests its own effort to identify areas of need and adopt best practices to achieve the results it desires for its students—students it knows and cares about.

NHDOE staff assigned to each Priority and Focus School will work with the schools’ leadership team to develop an intervention plan. This plan will be submitted through the Indistar tool and reviewed remotely by the School Improvement Team member in order to reserve valuable on-site time for further exploration of the transformation challenges and successes reported by the schools. Data-mining tools within the web-based system allow state agency staff to identify strategies showing evidence of success in local schools and plan dissemination. Similarly, the Indistar web-based tool enables school improvement staff to locate common challenges across schools and to direct available resources toward those issues through the Networked Strategy.

The transformation indicators in *Steps to Success* focus attention on classroom practices, organizational structures and policies and programs that are known to lead to the rapid turnaround needed for schools that struggle with raising student academic achievement. Using the *Wise Ways* research briefs found in the Indistar system, schools are able to learn how to critically examine current practices and establish a professional learning culture critical to implementing and sustaining dramatic change. This tool can help identify challenges and areas of need specific to certain populations. Structured protocols for assessing current strengths and gaps serve to reinforce the belief in distributed accountability – that all members of the school community are responsible for student achievement.

The *Steps to Success* process engages teams and extends the reach of change to everyone in the school, ensuring transparency and broad engagement to the evolving plan, its implementation, and its success. It also includes continuous planning, implementation, monitoring, and adjustment in the course that empowers decision makers to make informed decisions about changes in the practice to achieve desired results in student growth. NHDOE will monitor the year-end reporting progress on the implementation indicators and the leading and lagging indicators.

TURNAROUND PRINCIPLES

The state will require Priority Schools to at least implement the turnaround principles that are outlined below in **Table 16**. Priority Schools that have received SIG funding have already focused on the implementation of these principles and will be required to continue their successful work, as well as, revise their current plans that have not been shown to improve student achievement. In addition, the state will also support a school that determines it would prefer to implement one of the four turnaround models as defined by the US ED. The turnaround principles, with a description of the partnership the NHDOE will have with its Priority Schools are outlined below. The NHDOE will work closely with the schools to determine what external providers and assistance they need to fully implement their intervention plans. **Table 16** below provides initial alignment activities that the NHDOE will provide regarding the turnaround principles. Additional activities will be added throughout the 2013-14 school year.

Table 16 - Priority (will also pertain to Focus Schools) Interventions

Turnaround Principles	NHDOE Support
Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, <u>or</u> demonstrating to the NHDOE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	The School Improvement Team will provide technical assistance to the newly identified Priority and Focus Schools in the tenets of the turnaround principles. If the new Priority and Focus School chooses to keep the principal, the school must produce evidence that the principal possesses the skills identified in a “turnaround” principal according to the recent research.
Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.	(1-2) NHDOE will require signed assurance from the school’s district that the LEA will review the effectiveness level of all staff and ensure that ineffective teachers will not be transferred into or within the school or district. (3) The Priority and Focus Educator Effectiveness Networks will support the structure of the development of the leader and teacher evaluation systems that aligns to the state models. The NHDOE will continue to contract with external providers to provide

	<p>intensive technical assistance to foster a deep understanding of the standards of effective teaching and the development of an evidenced-based leader and teacher evaluation models.</p>
<p>Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>Priority school principals will participate in a summer leadership academy which will include a strand on redesigning and increasing instructional time, as well as, reviewing the effectiveness of their current instructional time. The expected outcome for this participation will be specific action steps to include in their improvement plan that will be implemented in the fall 2013. All principals will be assigned a mentor to assist them in this process throughout the school year.</p> <p>Also, the Innovation Extended Learning Time Network will provide face to face and virtual platforms to explore adding additional time.</p>
<p>Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the CCRS.</p>	<p>All Priority and Focus Schools will be required to participate in the RTI-Multi-Tiered System of Support Network to align curriculum to the NH CCRS in mathematics and ELA/literacy. This Network will provide a cohesive, integrated approach for implementing the NH CCRS for ALL students. Priority Schools and Focus Schools will develop a system that ensures the EL population, students with disabilities and economically disadvantaged students equitably access and support to demonstrate achievement in the NH CCRS. Implementation will be monitored monthly.</p>
<p>Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<p>The Multi-Tiered System of Support training will provide the professional development for educators to use data to inform classroom instruction. The Data Network will provide the systems approach for collection and analysis of data for continuous improvement. All Priority and Focus Schools will be expected to form data teams. The NHDOE will provide a data coach to facilitate discussions while LEAs build local capacity.</p>
<p>Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.</p>	<p>Priority and Focus Schools will conduct a culture and climate survey as part of their self-assessment. If the data collected identifies areas of need, then those topics will be addressed in the school’s improvement plan. The NHDOE Culture and Climate Network will provide support these schools.</p>

Provide ongoing mechanisms for family and community engagement.

The Indistar *Steps to Success* system includes a family and community engagement self-assessment. The indicators assessed are aligned with best practices. Identified weaknesses will be addressed in the school improvement plan for newly identified Priority and Focus Schools.

The state School Improvement Team will consist of the administrator of the NHDOE Bureau of Integrated Programs, the lead school improvement coach for each Priority School, the SIG coordinator, RTI consultant, Indistar coach, data coach, early childhood consultant, consultants for Title I, II-A and III, and consultants for special education and accountability (up to 12 people). (In New Hampshire, the term consultant is also used to describe a particular position at the NHDOE and not necessarily an outside expert.) Using a round table collaboration model, this team will review and approve the newly identified Priority School improvement plan for the Commissioner's final approval. During the 2013-14 school year, monthly meetings will be held to monitor implementation of the plans and to track progress toward improving student achievement. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE.

The newly identified Priority Schools will not have participated in the state's early turnaround experiences such as the intensive technical assistance to develop an evidence-based teacher evaluation model provided by the SIG funding. The NHDOE is committed to providing the same types of support to these newly identified schools and they will be expected to participate in the Networked Strategy which is aligned to the turnaround principles. The Networks support and advance knowledge of evidence and research-based practices that correlate to improved student performance and improved quality of instruction which underlie transformation. Technical Assistance Networks include: Educator Effectiveness, Principal Leadership, Data Collection and Use; NH CCRS, curriculum alignment in an RTI-Multi-tiered System of Support and Performance-based Assessments. The new Priority Schools will be supported by a lead coach from the NHDOE to develop an action plan based on the Indistar Indicators which align to the turnaround principles. The Priority School's coach will conduct monthly progress monitoring visits and report to the NHDOE.

The waiver will also allow the NHDOE Title I 1003(a) School Improvement funds to support the Networks, school improvement coaches and planned interventions identified through the self-assessment. Use of Title I-A regular funds will be aligned to and support the improvement plan. In addition, LEAs with Priority and Focus Schools will be required to reserve at least 10 percent of their Title I funds for school improvement interventions. The planned use of these funds will be submitted, approved and regularly monitored by the NHDOE. Reserved funds can be used for locally developed interventions and improvement strategies and/or to pay for technical assistance, professional development, and other support to improve teaching and learning. All Priority Schools will also be required to participate in the Technical Assistance Networks to specifically meet the needs of the school as identified in the self-assessment. The Network's participation will be included in the assurances (see assurances in **Supplemental Attachment K**).

For those select few schools that have received supports through either the SIG cohort or the newly designated Priority and Focus School requirements and still, after one year of intervention, do not

show improvement will be subject to more intensive monitoring, planning and on-site technical assistance, supported by the Bureau of Integrated Programs School Turnaround Office, led by the Bureau Administrator and designated Title I and SIG program staff.

The Indistar: *Steps to Success* planning process supplemented with an analysis of subgroup data will allow schools to set specific measurable goals to track subgroup academic achievement and interventions. The Priority Schools will form a school leadership team to develop and monitor these goals in partnership with the NHDOE. This team will include the following members: the principal, ELA and math teacher leaders, a consultant for English learners, a special educator, guidance counselor and a data coach. The appointed NHDOE lead coach will facilitate the planning process and the improvement plans – with measurable goals aligned to the turnaround principles – will be developed and presented to the Commissioner of Education for review and approval by Summer 2013. Further timeline activities are presented below in **Table 17**.

Table 17: Priority Schools Intervention Timeline

Timeline	Activity
May 2013	Priority Schools identified; NHDOE lead coach assigned to each school.
June 2013	Priority Schools form school leadership team.
June 2013	Commissioner’s meeting for all Priority School leadership teams to discuss expectations and requirements. Turnaround principles reviewed.
Summer 2013	New Priority Schools examine all school and subgroup data to develop a deep understanding of student achievement and complete the Indistar <i>Steps to Success</i> self-assessment. The self-assessment must produce a school improvement plan aligned to the turnaround principles and clearly articulate interventions for the identified subgroups. The plan should include ongoing measurements to track subgroup student achievement to include pre- and post-assessments, interim and formative assessments in addition to state assessment. The plan must be submitted to the NHDOE school improvement team and Commissioner for approval. The NHDOE Priority School lead coach will facilitate the process.
July 2013	Priority School leadership teams will attend the NH Statewide Educators Conference and participate in “best instructional practices” workshops.
Summer 2013-ongoing	Priority Schools begin to build the culture for change and introduce the plan to their community. Participation in the networks explained to staff and school leads appointed. School-based incentives and rewards identified in the improvement plan shared with staff.
Fall 2013-ongoing	Priority School Network leads share how staff are able to access the statewide system of support Knowledgebase Network.
Fall 2013-ongoing	As determined by their self-assessment, the Priority Schools will participate in the following statewide system of Technical Assistance Networks which are aligned to the transformational principles: Teacher Effectiveness, Principal Effectiveness, Data Collection and Use; RTI-Multi-tiered System of Support; NH CCRS and Performance Assessments.
May 2014	NHDOE team on-site evaluation to determine degree of implementation of planned interventions. Priority School exit status will be reviewed. Report to Commissioner to include commendations and recommendations. During this process the school improvement plan will be examined and modified if required. Requests for funding to support interventions must be embedded in the school

	improvement plan. This cycle will be repeated each year the school remains in Priority status.
Monthly Monitoring Visits	Monthly visits by NHDOE Priority School lead coach to monitor planning and implementation of the school improvement plan, network participation and to track subgroup academic achievement.

IMPROVING STUDENT ACHIEVEMENT AND GRADUATION RATES FOR ENGLISH LEARNERS, STUDENTS WITH DISABILITIES, AND THE LOWEST-ACHIEVING STUDENTS.

New Hampshire's proposed Priority School interventions will improve student achievement and graduation rates for all students – including students with disabilities, English learners and those students struggling the most academically – by providing a systematic review of data and using that data to drive necessary instructional modification to benefit student learning. Priority Schools will use the Indistar *Steps to Success* tool with a selected set of indicators of effective practice, including those that are core in the Focus Monitoring process (see Focus Schools), as well as other indicators aligned with the turnaround principles.

Through the inquiry process, teams will be challenged to review current instructional strategies and assess the effectiveness of their practices while researching alternative methods and strategies. Research indicates that when appropriate instructional strategies are utilized for students with disabilities, there are more opportunities to spend a majority of their time in general classroom settings. In both the Indistar *Steps to Success* process for struggling schools and the two-year Focus Monitoring process, school and district staff engage in professional learning communities (PLC) to foster commitment to positive outcomes for all students. The community engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms and participating in shared decision making. The benefits of a PLC to educators and students include reduced isolation of teachers, better informed and committed teachers and academic gains for students. In addition, both Indistar and the Focus Monitoring processes build leadership skills and improved teacher practices, classroom instruction and assessment to improve student achievement, thereby closing the achievement gap. (See **Supplemental Attachment L** for a four-year report on Indistar's *Step to Success* process in New Hampshire.)

Students that are English Learners and those that have been labeled lowest-achieving will benefit from their schools implementation of the integrated Indistar and/or Focused Monitoring process (see **Supplemental Attachment M**).

SUPPORTING URBAN LEA CHALLENGES

Manchester, by far New Hampshire's largest district and its largest refugee center, currently has five schools participating in the Title I School Improvement Grant (SIG) process. These schools will become Priority Schools within this new system. The NHDOE will provide a particular support for the district focused in two areas: early childhood education and for students who are English language learners.

An analysis of the state's larger urban centers shows that a significant population of parents and students struggle with many transitional experiences both before and as they enter school. Their schools' potential success lies in doing everything possible in terms of curriculum and instructional

practice to assist students to read at grade level and to calculate and learn foundational math skills. District-wide curricular support and coherence has been a particular struggle for Manchester, given the number of designated schools and immigrant and refugee populations. Providing this district and its Priority Schools with ongoing and deliberate support will make a tremendous difference as Manchester works to bring their students to grade level in reading, writing, and math. Similarly, because of its refugee status, Manchester, along with other New Hampshire urban centers, has worked hard to bring students who are English language learners to proficiency at grade level. Additional support in this area provided directly by the NHDOE and its partners will serve to focus efforts to address the needs of these students and assist the district and Priority Schools as they look to improve instructional practice. NHDOE consultants will work with teachers and district staff to build relationships with parents and the community to make greater use of resources to support students from inside and outside the school.

2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more priority schools implement meaningful interventions aligned with the turnaround principles in each priority school no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Each Priority school will be notified after waiver approval. This notification provides sufficient time for the new Priority Schools to create intervention plans based on data and research and develop partnerships with external providers to help with the implementation of the plan. The state will work hand-in-hand with all Priority Schools to ensure they have the resources to be successful.

NOTE: The SIG schools are required to continue working through their approved improvement plans. The new Priority Schools will be expected to begin the implementation of the intervention plan at the start of the 2013-2014 school year. However, the NHDOE expects that the designated schools will begin to participate in the Technical Assistance Networks this year.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits priority status and a justification for the criteria selected.

In order to exhibit significant gains in student outcomes, removal from the Priority School list requires that a school achieves a three-year average “equity index” one standards deviation greater than the lowest scoring 10 percent of Title I schools AND an average combined index score greater than the cut score for Priority Schools, AND, if a high school, the combined graduation point score must be greater than one or 75 percent. Thus, there will be three years, combined evidence of significant growth in the exit criteria.

Every school designed as Priority must remain in this designation for at least three years (beginning with the 2013-14 school year). The only exception to this would be those schools currently participating in the SIG program. These schools will be able to count their years in the SIG program as part of their three year requirement. However, they must also meet the exit criteria outlined above.

Every year, monthly meetings will be held to monitor implementation of the Priority School’s improvement plan and its progress toward improving student achievement. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE. Support may be intensified to include targeting 1003(a) funds and directing participation in specific networks. This process will continue every year that the school is in Priority School status. As noted previously, the staff of the NHDOE School Turnaround Office will conduct intensive on-site monitoring, plan review and development, and institute technical assistance strategies designated to address the multiple factors resulting in the long-term lack of success of these schools.

Since the NHDOE has no authority to take over schools in the state, even in the case of a Priority School not making improvements after three years, the SEA will instead continue to drill down and focus its efforts in a strategic way. If a Priority School does not improve after three years, the Commissioner will, based on pertinent student performance data, meet directly with the school’s superintendent and its school board to negotiate a co-developed improvement and restructuring plan, designed to re-direct the use of federal funds in a more clear, cohesive, and targeted approach based on research-based best practices that can result in dramatic student improvement.

In addition, the state will require the school, through this flexibility, to use its Title I and other federal funds as necessary, to pay for an on-site, full-time school turnaround facilitator and/or principal that will be selected in partnership with the state. This effort should not be perceived as a state takeover of the school, but rather another level of intensive support focused improving school climate, classroom instruction and most importantly, student achievement.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “focus schools.” If the SEA’s methodology is not based on the definition of focus schools in *ESEA Flexibility* (but instead, e.g., based on school grades or ratings that take into account a number of factors), the SEA should also demonstrate that the list provided in Table 2 (**Attachment 9**) is consistent with the definition, per the Department’s “Demonstrating that an SEA’s Lists of Schools meet ESEA Flexibility Definitions” guidance.

Identification Methodology for Focus Schools

The definition of Focus Schools in ESEA Flexibility is based on an equity principle, whereby schools with the largest achievement gap are expected to be identified as Focus Schools. NHDOE supports this equity principle, but based on the advice of its technical advisors, it is concerned that calculating achievement gaps using typical approaches is fraught with technical problems. The considerable number of small schools in New Hampshire would make any sort of achievement gap calculation quite unreliable. NHDOE, however, has an approach for both meeting this equity principle and using a technically defensible approach for identifying Focus Schools.

The major educationally disadvantaged student groups in New Hampshire are students with disabilities, English language learners, and economically disadvantaged students. To identify New Hampshire’s Focus Schools, the NECAP index scores for reading and math were averaged across all three of these student groups for each school. The “equity index” was produced by calculating the combined NECAP index scores, as discussed above, for each of the designated student groups in each school, as long as the student group met New Hampshire’s minimum group size of 11 students. The simple average across the three groups yielded the equity index for each school. The average was computed for any or all of the student groups that were present in the school. For example, if the school had only students with disabilities and economically disadvantaged students, the equity index was the average performance of only these two groups. The choice to use the average was made to reflect that all of the student groups would count equally in the index so that one group could not “swap” either of the other two student groups. This equity index was compared to the combined statewide index for all students to frame this equity principle in terms of an achievement gap between average New Hampshire whole school student performance and the educationally disadvantaged students in each school.

A three-year average “equity index” was then calculated and the lowest scoring 10 percent of Title I schools not already identified as Priority Schools were classified as Focus Schools. An example of how the combined index is calculated follows:

Table 18 – Focus School List

	schcode	SCHNAM	Equity Index	State Delta
1	redacted	redacted	64.53	-23.13
2	redacted	redacted	64.93	-22.73
3	redacted	redacted	65.56	-22.10
4	redacted	redacted	65.84	-21.82
5	redacted	redacted	67.52	-20.15
6	redacted	redacted	67.60	-20.07
7	redacted	redacted	67.96	-19.71
8	redacted	redacted	68.04	-19.63
9	redacted	redacted	68.04	-19.62
10	redacted	redacted	68.23	-19.44
11	redacted	redacted	68.74	-18.92
12	redacted	redacted	69.08	-18.59
13	redacted	redacted	69.39	-18.27
14	redacted	redacted	69.78	-17.88
15	redacted	redacted	69.85	-17.81
16	redacted	redacted	70.02	-17.64
17	redacted	redacted	70.11	-17.55
18	redacted	redacted	70.79	-16.87
19	redacted	redacted	70.94	-16.72
20	redacted	redacted	71.00	-16.67
21	redacted	redacted	71.05	-16.61
33	redacted	redacted	71.19	-16.48
23	redacted	redacted	71.21	-16.46

Ten percent of the state’s 228 Title I participating schools (as of October 1, 2012) equals 23 schools. Therefore, the total of number of Focus Schools that will be identified is 23.

NHDOE has created a categorization system designed to illuminate and identify student needs and prevent masking the performance of any subgroup. In this system, the emphasis is on identifying the needs of individual students. It has the added advantage of “unmasking” any student or sub-groups of students that would be missed in less aggressive systems of identification. It recognizes that students in multiple subgroups may have very different learning needs than students in a single subgroup. The system also allows it to be adopted for any additional special needs that may be determined for any student.

The decision to construct this system was based on empirical evidence suggesting that students identified in one subgroup frequently have educational needs unique to those in multiple subgroups. These categories assist educators in creating the best strategies to most effectively and appropriately improve student learning. With this system, students are counted once and subsequently, present a more accurate representation of students needs at a school, within a district or throughout the state. Identifying students in this manner gives educators at the local and state level, the information needed to develop the most effective educational environment while permitting detailed assessment and reporting.

A secondary benefit of this categorization system is as it identifies student learner needs in a systematized manner, school, district and state education resources can be effectively used to target and address subgroup needs. From a practical standpoint, there will be some schools who do not meet the reporting requirement of a ten student minimum. In those cases, student counts will be aggregated categorized with multiple subgroups.

Table 19

<i>Categories</i>	<i>Student Count</i>	<i>Aggregated Count</i> <i>(when schools have =<10)</i>
<i>EL</i>		
<i>SWD</i>		
<i>SES</i>		
<i>SWD & ED</i>		<i>Aggregated student count whenever student count is =<10 for any multiple categorized designation</i>
<i>EL & SWD</i>		
<i>EL & ED</i>		
<i>EL & SWD & ED</i>		
<i>All Others</i>		
<i>Whole School</i>	<i>Sum Count</i>	<i>Sum Count</i>

2.E.ii Provide the SEA’s list of Focus Schools in Table 2 (**Attachment 9-Redacted List**).

New Hampshire is currently a fall testing state. Therefore, the list of Focus Schools will be developed based on this fall’s assessment data which will be released in April 2013. From that data the NHDOE will inform schools if they have been identified as a focus school after waiver approval, with public notification shortly thereafter.

2.E.iii Describe the process and timeline the SEA will use to ensure that each LEA that has one or more focus schools will identify the specific needs of the LEA’s focus schools and their students. Provide examples of and justifications for the interventions focus schools will be required to implement to improve the performance of students who are the furthest behind.

Focus School interventions will be based upon a diagnosis grounded in the analysis of subgroup data. Specific measurable goals to track subgroup academic achievement and interventions must be included in a Focus School’s improvement plan. The “deep dive” into the data will be facilitated by NHDOE data and Indistar coaches. Focus Schools will form a leadership team to participate in the data analysis and self-assessment and the team must include the following members: principal, ELA and math teacher leaders, consultant for English language learners (if relevant), a special educator (if relevant), guidance counselor and a data coordinator. The NHDOE School Improvement Team will support the work of the Focus Schools in the same manner that will occur with Priority Schools. The state School Improvement Team will consist of the administrator of the NHDOE Bureau of Integrated Programs, the lead school improvement coach for each Focus School, RTI consultant, Indistar coach, data coach, early childhood consultant, consultants for Title I, II-A and III, and consultants for special education and accountability (up to 12 people). (In New Hampshire, the term consultant is also used to describe a particular position at the NHDOE and not necessarily an outside expert.) Using a round table collaboration model, this team will review and approve the Focus School improvement plan for the Commissioner’s final approval. Monthly meetings will be held to monitor implementation of the plan and progress toward improving student achievement. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports being provided by the NHDOE. Intensified support may include targeting 1003(a) funds to the school and will include aligning the use of Title I-A regular funds to support the schools improvement plan.

Based upon data and identified needs in the Indistar *Steps to Success* self-assessment, Focus Schools will be expected to participate in the networks which are aligned to the turnaround principles and focused on the schools specific needs based on its achievement gaps. The schools improvement plan will identify ongoing measurements to track subgroup student progress to include pre- and post-assessments, interim and formative assessments in addition to the annual state assessment. All Focus Schools will have a progress monitoring visit on monthly basis from their NHDOE lead coach. During this visit, assessment data will be reviewed and progress toward meeting the reduction of the identified gap recorded. Once a Focus School can demonstrate one year of test scores where the school is no longer in the lowest ten percent three-year average equity index above Priority Schools, and have shown at least a 50 percent reduction in the gaps – based upon reliable and valid state assessment scores – the school will be eligible to exit Focused designation.

Focus Schools will follow the timeline below:

Table 20: Focus Schools Intervention Timeline

Timeline	Activity
May 2013	Focus Schools identified; NHDOE lead coach assigned to each school.
June 2013	Focus Schools form school leadership teams.
June 2013	Commissioner’s meeting for all Focus School leadership teams to discuss expectations and requirements. Turnaround principals and gaps are reviewed.
Summer 2013	Focus Schools examine all school and subgroup data to develop a deep understanding of student achievement and complete the Indistar <i>Steps to Success</i> self-assessment. The self-assessment must produce a school improvement plan aligned to the transformation principles and clearly articulate interventions for the identified subgroups that will begin to be implemented by the fall of 2013. The plan should include ongoing measurements to track subgroup student achievement to include pre- and post-assessments, interim and formative assessments in addition to state assessment. The plan must be submitted to the NHDOE school improvement team and Commissioner for approval. The NHDOE Focus School lead coach will facilitate the process.
July 2013	Focus School leadership teams will attend the NH Statewide Educators Conference and participate in “best instructional practices” workshops.
Fall 2013-ongoing	Focus Schools begin to build the culture for change and introduce the plan to their school community. Participation in the networks explained to staff and school leads appointed. School-based incentives and rewards identified in the improvement plan shared with staff.
Fall 2013-ongoing	Focus School Network leads share to include how staff are able to access the statewide system of support Knowledgebase Network.
Fall 2013-ongoing	As determined by their self-assessment, the Focus Schools will participate in the following statewide system of Technical Assistance Networks which are aligned to the transformational principles: Teacher Effectiveness, Principal Effectiveness, Data Collection and Use; RTI-Multi-tiered System of Support; NH CCRS implementation and Performance Assessment.
May 2014	NHDOE team on-site evaluation to determine degree of implementation of planned interventions. Focus School exit status will be reviewed. Report to Commissioner to include commendations and recommendations. During this process the school improvement plan will be examined and modified if required. Requests for funding to support interventions must be embedded in the school improvement plan. This cycle will be repeated each year the school remains in Focus status.
Monthly Monitoring Visits	Monthly visits by NHDOE Focus School coach to monitor planning and implementation of the school improvement plan, network participation and to track subgroup academic achievement.

The NHDOE will provide its Focus Schools with the same level of support described in the Priority School section; however, the character of that support may be different. Because Focus Schools are identified by their achievement gap, the NHDOE wants to focus its efforts on helping those schools diagnose their gap problems and develop an intervention plan to address those realities.

The NHDOE will require all Focus Schools to use the Indistar *Steps to Success* tool (see the Priority School intervention section on page 72) and will encourage other options to participate in over the course of at least three years. The Focus School's lead coach will make at least monthly visits to the school to provide support on the implementation of their intervention plan. Each lead coach will also ensure that the Focus Schools participate in network opportunities that concretely address the achievement gaps of the school.

ADDITIONAL OPTIONS

Focused Monitoring

The NHDOE believes that the most promising strategy for sustained, substantive school improvement is by helping educators develop their capacity to function as professional learning communities. As such, the *Focused Monitoring* process (developed by several partners for New Hampshire schools) calls for school districts with significant student achievement gaps to work in collaborative teams to engage in collective inquiry on the essential question: “*What are the factors that contribute to the achievement gap between subpopulations, and how may the gap be narrowed?*”

The NHDOE worked as a partner with the Southeastern Regional Education Service Center (SERESC), the National Center for Special Education Accountability Monitoring (NCSEAM), the New Hampshire education field and parents in the development of a Special Education Focused Monitoring System in 2006-2007, with the help of three pilot sites. Focused Monitoring incorporates the most effective elements of the NHDOE Special Education Program Approval and Improvement Process with the key elements of the Program Approval Monitoring Process described by the US Office of Special Education Programs (OSEP). The goal of this model is to achieve improved outcomes for all children and especially children in the subpopulations, utilizing data to focus improvements, while ensuring compliance with state and federal special education rules and regulations.

The Focus School work team – including educators, Focused Monitoring providers and internal staff at the NHDOE – has determined that this process can and should be expanded beyond those schools struggling with achievement gaps between students with disabilities and other students. This process can be used for all schools experiencing an achievement gap problem.

Purpose of Focus Monitoring

The purpose of the Focused Monitoring process is to improve educational results and functional outcomes for all students by maximizing resources and emphasizing important variables in order to increase the probability of improved results. Its core concepts include:

- Focusing on one or more Key Performance Indicator(s) (KPI);
- Targeting resources for continuous improvement where most needed and discontinuing a cyclical model of review;
- Monitoring compliance of what is important and achievable for educational benefit rather than a review of “everything” (Only priority areas identified as achievement gaps will be monitored) and
- Focused Monitoring becomes the accountability and management system that supports measurable, continuous systemic improvement.

The process include five steps (dates are used as a guide)

- Step 1: Get Ready for Inquiry (July/September)
- Step 2: Organize and Analyze Data (October/November)
- Step 3: Investigate Factors Impacting Student Achievement (December/January)
- Step 4: Determine Effective Practices and Write a Plan (February/May)
- Step 5: Implement, Monitor and Evaluate (year 2)

Special and General Education Collaboration Leadership Institute: Working Together to Improve Results for Students with Disabilities

The NHDOE believes that there are often systemic struggles in districts that will have schools identified as “Focus.” Therefore, the state will offer each district that has a Focus School identified (primarily for gaps between students with disabilities and their typical peers) the opportunity to be engaged in a Collaboration Leadership Institute. This will not be required of LEAs but it will provide an additional process for the district to consider as it is working to improve student achievement across their district.

Institute Overview

The overall purpose for the institute is to engage district special education administrators and other district leaders in a data-based, improvement planning process designed to improve results for students with disabilities. An underlying assumption that will guide the structure and content of the institute is that in school districts where students with disabilities are doing well, the special education administrator is a part of the district’s leadership team and issues related to the education of children with disabilities are fully integrated into the district’s overall educational system, considered at the beginning of any improvement planning, curriculum, or restructuring initiative, and where the organizational lines between general and special education are essentially indiscernible.

Participating teams will analyze data from their own district related to the identification, educational setting/placement, and academic outcomes for students with disabilities in order to choose a focus area (i.e., a “primary concern”) for their improvement plan. Throughout the institute, teams will be provided with information on research-based practices related to their focus area in order to develop a comprehensive improvement plan for addressing their primary concern and improving outcomes for students with disabilities. Institute co-directors will support teams in the development and initial implementation of their improvement plans over the course of the year.

Special emphasis will be placed on integrating all aspects of this institute with opportunities for general and special education personnel to learn, work and plan in concert with each other. In addition, district teams will have the opportunity to share with one another and provide each other with constructive feedback on their improvement plans.

Goals of the Institute

1. To foster collaboration between special education and general administrators in selected districts and across districts.
2. To provide special education administrators with the opportunity to assess district needs and, in partnership with the district leadership team, develop a data-based improvement plan to increase outcomes for students with disabilities.
3. To develop district teams' knowledge and skills in the area of their primary concern and provide them with specialized resources and research-based best practices specific to the focus of their improvement plan.

Teams will leave the institute with an improvement plan for advancing the outcomes of students with disabilities. This improvement plan will include elements such as a designated lead person, start and end dates, and benchmark goals and dates. Institute directors will provide district teams with templates for all steps in the improvement planning process as well as for the final plan. To the maximum extent possible, these plans will be integrated with school reform initiatives already underway in the district. During the institute sessions, participants will have an opportunity to present progress on their improvement plans and intervention strategies, and to receive feedback from their peers and institute directors.

CONCLUSION: NETWORK STRATEGY FOR PRIORITY AND FOCUS SCHOOLS

A few summarizing points on the state's network strategy for Priority and Focus Schools include:

- Beyond the broad array of supports through the networked offerings, the supports for Priority and Focus Schools will go further to ensure that they leverage the supports needed per their customized turnaround plan.
- Working with a designated NHDOE lead coach the schools will develop a customized plan to help drive the improvement process, drawing from among numerous network options.
- NHDOE, through ongoing assessment (same diagnostic instrument, along with observations and regular check-ins), will ramp up additional supports, as needed.
- Turnaround principles are firmly integrated into the support strategy for Priority and Focus Schools.
- NHDOE's support strategy provides improved supports for all schools and districts in the state with a fully "networked" strategy.

In addition to networks, there will be targeted mini modules which will be short courses operating similar to a Technical Assistance Network. They will be competency-based pathways to diagnose issues, develop strategies and provide facilitated network to meet key objectives against each goal for Priority and Focus Schools only.

Further, recognizing the impact a principal has on the school culture and success, every Priority and Focus School principal will be required to participate in a Principal Leadership Academy. The NHDOE will look to external partner/providers to assist in the development and implementation of the Academy. This process will provide each principal with an opportunity for professional growth and the skills necessary to meet the needs of the students in a transformation school.

Participation in the leadership academy must be included in the school's improvement plan and Title I-1003(a) funds should be identified in the plan to award principals incentive pay to attend. College credit will also be available.

NHDOE will require LEAs with newly identified Priority and Focus Schools to set aside 10 percent of their regular Title I-A allocations for school improvement interventions. Requests for Title I-A 1003(a) funds must be embedded in the improvement plans of these designated schools. The plan must clearly articulate the identified needs and include measureable goals and interventions must be evidence-based. This will include participation in the Networked System. Once funds are received, the SEA will supportively monitor the schools as they implement their plan to ensure funds are being used as described in their intervention plan. This supportive monitoring allows the state to learn what interventions are being successful and which are challenging for LEAs. It also provides the state with an understanding of the LEAs ability to use Title funds to increase student achievement.

Finally, the NHDOE will also create a competitive monetary grant award process for Priority and Focus Schools to share evidence-based promising practices that have resulted in improved student achievement. These promising practice schools will become part of the Knowledgebase Network. This initiative will support development and dissemination of successful strategies, promote sustainability and further innovation.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits focus status and a justification for the criteria selected.

All Focus Schools will have a progress monitoring visit on monthly basis from their NHDOE lead coach. During this visit, assessment data will be reviewed and progress toward meeting the reduction of the identified gap recorded. Once a Focus School can demonstrate one year of test scores where the school is no longer in the lowest 10 percent three-year average equity index above Priority Schools, and have shown at least a 50 percent reduction in the gaps – based upon reliable and valid state assessment scores – they the school will be eligible to exit Focused designation.

Also, during each Focus School's monthly meeting, the NHDOE lead coach will monitor implementation of the schools improvement plans and progress toward improving student achievement. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE. Support may be intensified to include targeting 1003(a) funds and directing greater participation in Networks.

Additionally, non-improving Focus Schools will receive a review by the NHDOE School Turnaround Office, to include both district personnel and community organizations concerned with the performance of specific student sub-groups. A second year plan will be developed that will include community input.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

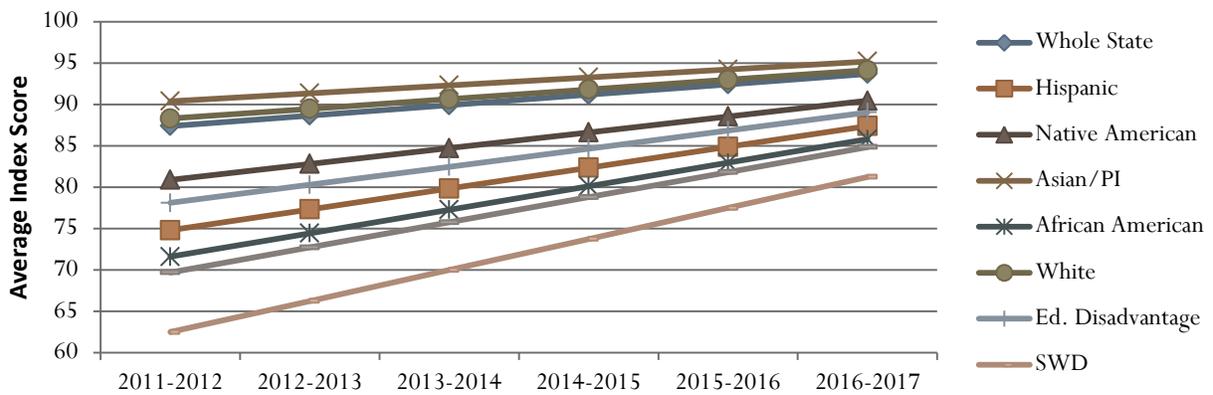
2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

NHDOE has chosen to implement Option A, which will allow the state to increase targets in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The state will initially define its AMOs based on the NECAP results now and for the next year. However, it is the state’s intention to smoothly transition to the SBAC in 2015 as well as the complex performance assessments in subsequent years as they come online.

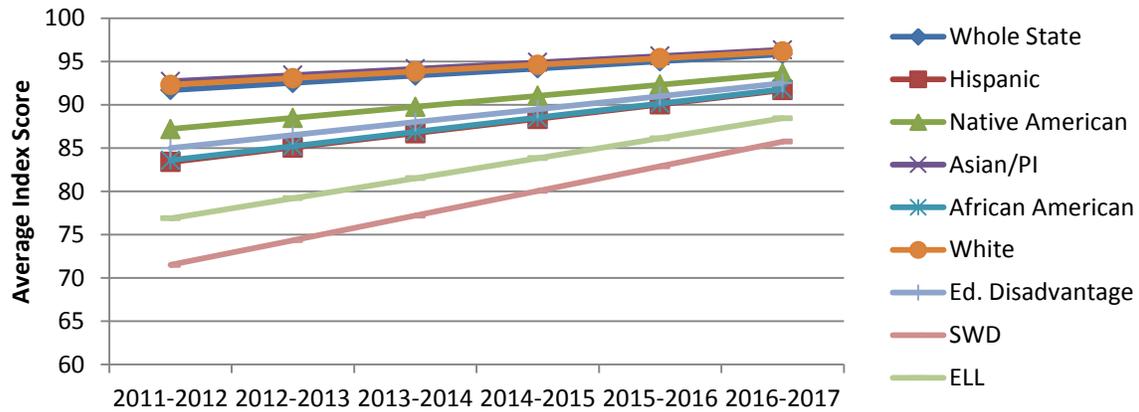
The two charts (**Chart 2 and 3**) below demonstrate by using Option A of the state’s current NECAP summative assessment performance in reading and mathematics. Subgroup progress can be measured across two dimensions; in quantitative change among years, and if improvement is in a positive, neutral or a negative direction. Both chart’s baseline data starts with 2011-12 school year, and ends six years later in 2016-17 and represent the AMOs for the whole state.

Charts 2 and 3

Principle 2, Option A: Elementary-Middle Schools AMO Calculations Based on NECAP Math Index Scores



**Principle 2, Option A: Elementary-Middle Schools AMO Calculations
Based on
NECAP Reading Index Scores**



In order to track the other Title I schools not designated as Priority and Focus Schools, New Hampshire has taken a deliberate and systemic approach to evaluating progress. In applying this methodology, the AMOs will be calculated for each New Hampshire school's subgroups by using the current (2011-2012) achievement score of student groups in each school. The AMOs is represented using New Hampshire's previously approved index system. The trend of each line, for each school, will be monitored to determine if a school is on target to meet its AMO. That is, did the school fall below the slope of the line (see **Chart 4** below) necessary to reach its ultimate AMO. Appropriate incentives and supports will be initiated if the slope of any line should fall below its original "on target trend." A similar yearly monitoring process will take place for schools not designated Priority or Focus Schools that miss their annual targets for graduation rate, including all previously identified sub-groups.

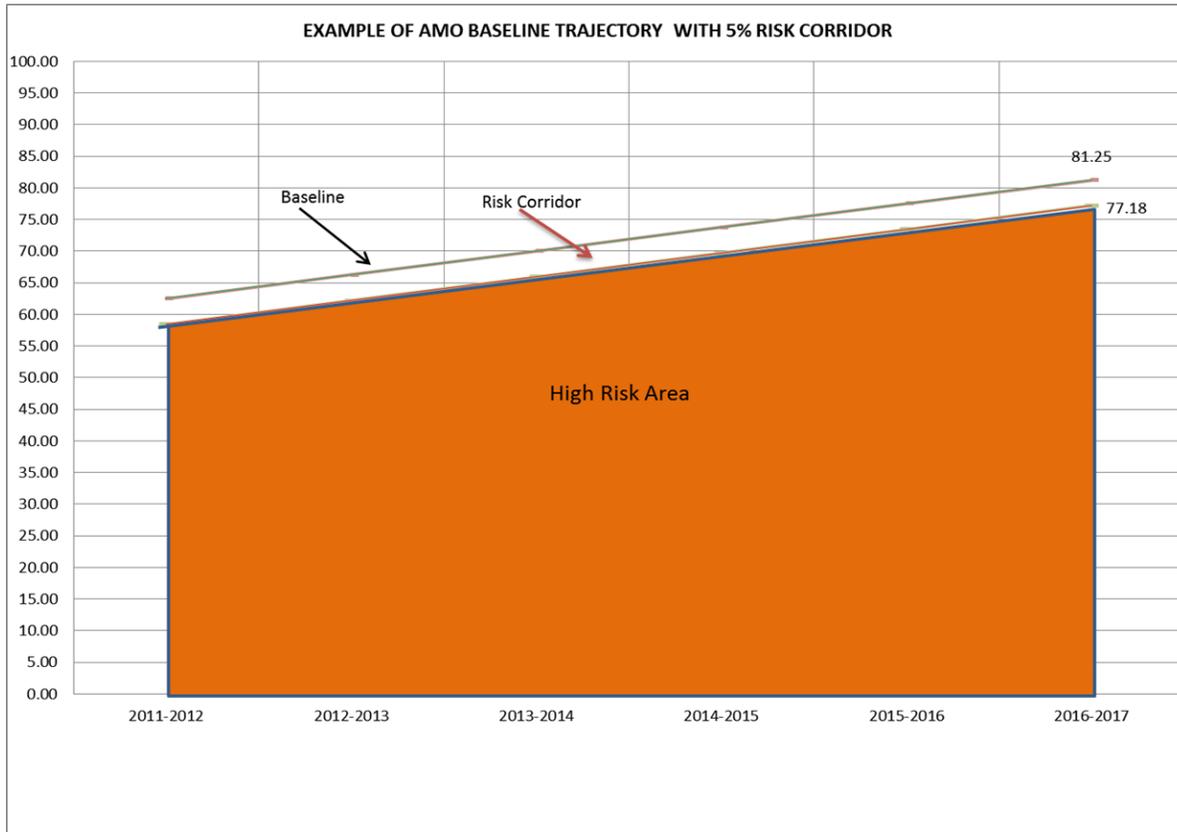
Specifically, if a school falls within the "Risk Corridor" (five percent below its baseline slope for mathematics, ELA/literacy or graduation rate), it will receive the following:

- **Year 1 (2013-14):** The NHDOE will provide notification the superintendent and principal that corrective action may be indicated. A data coach will provide the LEA and school with an analysis of the data and will provide technical assistance if requested. The principal will be provided with suggested Networks that the school's educators should be participating in.
- **Year 2 and beyond:** The NHDOE will again analyze the school's data and provide this information to the superintendent and principal of the school. The NHDOE will expect these LEAs to provide signed assurance that they will require deliberate interventions (including participating in the Networks) to improve student achievement based on the data results.

If a school falls below the "Risk Corridor" (more than five percent) into the "High Risk Area," the NHDOE will work with the school to develop an intervention action plan and provide available

resources. This methodology creates a system that identifies schools that have difficulties staying on track to achieving their AMO, so that interventions may be taken prior to having major issues arise. The chart below illustrates the concept.

Chart 4



As previously mentioned, due in part to recent legislation in New Hampshire that requires students to stay in school until the age of 18, New Hampshire has one of the highest graduation rates in the country. **To ensure that these high levels continued, all high schools, and sub-groups within the school, will be monitored using the method describe above.**

ADDITIONAL INCENTIVES AND SUPPORTS FOR IMPROVEMENT

All Title I schools (and in most cases, all non-Title I schools) are eligible for the rewards described in the Reward Schools section of this application. Also, the Networked Strategy is truly a statewide system that is available to all schools. The system will provide the opportunity for technical assistance, access to a world knowledge-base with social networking options and access to innovation networks based on readiness. New Hampshire's networks are developed and offered in response to statewide surveys to the identified needs and interests of the LEAs and schools. Networks will be added as demand dictates, such as networks for early childhood and English learners are in development.

ADDITIONAL MECHANISMS FOR ACCOUNTABILITY

As described above, the process of applying AMO methodology will allow the state to monitor every school's trends within each subgroup to determine if a school is on target to meet its AMO. If a school falls below the slope of the line necessary to reach its ultimate AMO, the Commissioner will engage in conversations with the district leadership to determine what appropriate incentives and supports can be provided through the state's Networked Strategy. This support will and should look different for every LEA in this situation.

In addition, the state will continue to require (and monitor) all Title I schools to submit a plan for how they will use their Title I funds for academic improvements. These improvements will support the state's four pillars starting in the 2013-14 school year and each year thereafter (e.g. using data to drive instruction; response to instruction, standards implementation; assessments and teacher and leader effectiveness).

The state's Networked Strategy is designed to ensure supports for all schools, with a special focus on Title I schools. NHD OE's new Theory of Action also focuses on providing support, especially those who struggle the most. In addition, the state supports federal policy which requires that significant time and effort be focused on subpopulations to ensure ALL students receive an adequate education. For examples, the Office of Civil Rights requires every district to provide English language acquisition classes by certified ESOL teachers for all qualified ELs so the students can meaningfully participate in the mainstream classroom. These services cannot be substituted or pre-empted by other instructional programs such as Title I, special education services, or a Response to Instruction model. Therefore, although the NHD OE believes that the interventions, supports and networks listed throughout Principle 2 will lead to increased student achievement, there are also other requirements that New Hampshire will continue to comply with because they are good for kids.

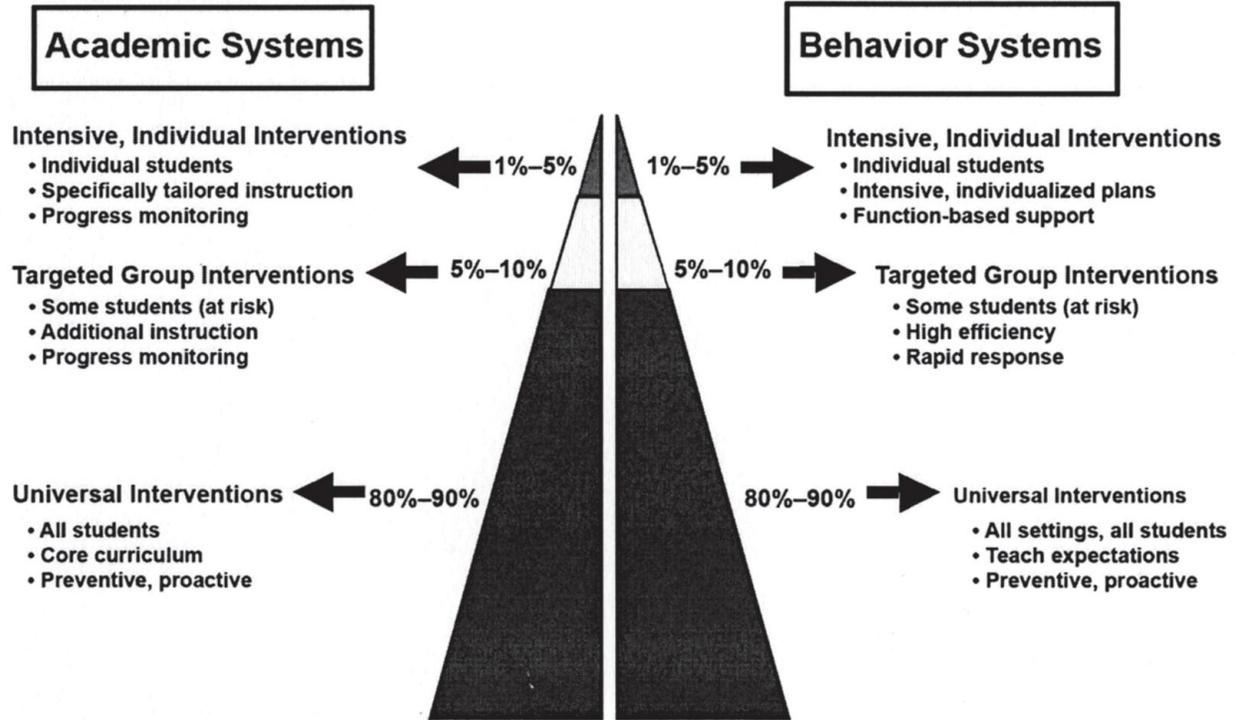
MULTI-TIERED SYSTEM OF SUPPORT – RESPONSE TO INSTRUCTION

In 2008, the NHD OE formed a New Hampshire Response to Instruction (NHRTI) Task Force with a clear vision to focus the NHD OE's support structure around research based strategies to help LEAs and their schools move student achievement to higher levels. The Task Force represented a diverse group of stakeholders from across the state. With the support of New England Comprehensive Center, the Task Force met once a month from April 2008 to May of 2010. All stakeholders researched information on RTI through subcommittee work, and received information through guest speakers, and articles on RTI effectiveness. The subcommittee also reviewed sample designs from other states. Stakeholders collaborated on identifying evidence-based practices to use in developing a guidance document for New Hampshire school districts.

In June of 2009, the NHRTI Task Force completed "*An Interactive Guide to RTI in New Hampshire*" (<http://www.education.nh.gov/innovations/rti/documents/guide.pdf>) which provides a common language for a conceptual model for Response to Intervention including a definition and description of an organizational framework. The NHD OE opted for a three-tiered model (see below) of the Response to Intervention initiative and is currently disseminating information about this model to all the districts through the "Interactive Guide." This guide was disseminated to teachers on-line and has been promoted at all statewide professional development events. The NHD OE also published

“A Family Guide to RTI” to inform parents about the RTI initiative in coordination with the state’s Parent Information Center.

The Three-Tier Model of Prevention and Intervention



From 2009 to 2011 the NHDOE, Bureau of Integrated Programs, sponsored statewide professional development in the Response to Intervention Model. Task Force members worked closely with the NHDOE to plan a series of trainings on RTI. Teams from schools were given the opportunity to attend two days of professional development in the summer of 2009 and 2010 provided by the Iowa Heartland Area Education Agency entitled, “Doing RTI- What Does It Really Mean?” Over 250 educators participated in the first and second cohort training. This professional development helped RTI Implementation Teams learn how to lead, collaborate and use data to implement RTI effectively at their schools. Teams continued to attend follow-up training sessions in the fall of 2010 and spring of 2011. In the summer of 2011, the NHDOE focused on building leadership capacity in implementing an RTI framework and offered a two-day “Advanced RTI Leadership Implementation Training” for principals.

In February of 2010, a part-time position of RTI School Improvement Coach was created under the Division of Instruction and the Division of Accountability to promote RTI throughout the state and provide support to schools. A referral system was established through the Division of Accountability through which schools could request technical support and coaching from the RTI coach. The RTI School Improvement Coach worked with the Task Force and the National Center on RTI to explore possibilities for developing a comprehensive approach to providing technical assistance to schools. The RTI Task Force Steering Committee and the RTI Coach had regular phone conferences with the National Center on RTI (NCRTI) and New England Comprehensive Center (NECC) to discuss and plan the next steps. The RTI Coach collected evaluation data from the participants at each statewide conference that year (March, April, July, November) to begin to

develop a database with information pertaining to where districts are at in the implementation process, what universal screening they are using, what progress monitoring data is included, and what reading and mathematics programs their district and school has implemented.

With the help of the National Center, a survey was developed in June 2010 to assess the level of implementation or readiness for the implementation of RTI throughout the state. This survey was distributed at the end of June of 2010 to all principals throughout the state. Data was tallied by the National Center and a report provided to the NHDOE. The RTI Coach has responded to requests for technical assistance, provided professional development to schools and met with the leadership team to discuss the components of RTI or to assess what stage the district was in regarding RTI implementation. Information on RTI and the technical assistance available has been disseminated at local conferences through brief presentations from March 2010 to the present. There was a noticeable increase in requests for technical assistance in September of 2010.

In order to lead the transformation of instruction in New Hampshire's school districts in accordance with the principles of RTI, the NHDOE recognized that a clear theory of action was required for this lofty task and that **the state's Networked Strategy was the perfect structure for implanting the process throughout the state.** The state adopted the Fixsen and Blasé (2009) logic model addressing the connection between interventions and their implementation and sought assistance from the New England Comprehensive Center and the National Center on RTI. A state leadership team comprised of decision-makers including the Commissioner of Education, division directors, and bureau administrators are actively supporting capacity expansion and RTI scale-up. Through this focus on improvement, the Task Force completed the NHRTI strategic plan (**see Supplemental Attachment N**) in May of 2010, which provides a map for the design and implementation of a systematic state and district framework.

In January of 2011, it was determined that the current referral system was not an effective strategy or design to build implementation capacity across the state for school improvement using a RTI framework. A formal application was submitted the NCRTI to request "Intensive Technical Assistance" to develop a comprehensive state wide RTI implementation guidance document. In May of 2012, the application was approved. New Hampshire was one of nine states to be selected to receive this level of technical assistance from NCRTI.

The Technical Assistance Plan and two-year agreement with NCRTI had two goals:

1. Build consensus and develop an operational infrastructure at the state level that includes capacity building effective communication, a comprehensive improvement plan, and a longitudinal student data system that will support implementation of RTI at the local levels.
2. Establish a network of demonstration sites in New Hampshire.

In June of 2011, six pilot sites were selected through a competitive RFP process. Professional development and training has been conducted for the NHRTI Task Force, NHDOE staff and the pilot sites throughout the year. With the help of the Task Force (now called the Multi-Tiered System of Support/RTI Professional Learning Community or just PLC) a draft of a comprehensive implementation manual was made available July 1, 2012. Four of the pilot sites will be ready to be designated demonstration sites by June 2013.

New Hampshire has also been identified as one of nine states to receive technical assistance on a RTI State Plan from American Institute of Research (AIR). This work was brought to the PLC and used as the foundation to inform a state plan and instructional framework as well as to build the Multi-Tiered System of Support.

Released as a draft for public comment June, 2012 the New Hampshire Department of Education in collaboration with AIR and the RTI PLC released: *The New Hampshire Response to Instruction Framework: A Multi-Tiered System of Support for Instruction and Behavior that Supports Implementation of the Common Core Standards*. This comprehensive document defines RTI, individualization, differentiation and personalization and explains the inter-relatedness of these instructional practices. The seven major components of the plan are: Curriculum and Instruction, Assessments, Collaborative Data Based Decision Making, Multi-Tiered System of Support, Parent and Family Engagement, Leadership and School Culture and Climate.

The plan uses a problem-solving process that can be used for academic and/or behavior challenges. The components of the process are: define the problem, analyze the cause, develop a plan, implement the plan and evaluate the plan. Progress monitoring is used once the plan is implemented to evaluate the response to intervention. Curriculum Based Measurement (evidence based assessments for monitoring student progress) help establish protocols for gathering objective data and informing on gap analysis and/or realistic growth expectations for student learning in academic interventions. This process is used in a Multi-Tiered System of Support so that students have a plausible way to engage in the high level cognitive demand of the NH CCRS while ensuring that each student has a commanding understanding of the content and skills that they are being asked to think critically about and apply to new situations.

In a Multi-Tiered System of Support all students are instructed in **Tier 1 – Primary** (core curriculum and instruction) – Approximately 85 percent of the students should be working in this tier. If this is not the case, that data should be used to inform the instructional practices of the core and to raise student achievement to those levels. Core instruction, implemented with fidelity, utilizes a curriculum that is viable, rigorous, relevant and standards-driven. Core instruction is intended to offer sufficient depth, breadth, and complexity to meet the demands of the NH CCRS and the needs of all students. Tier 1 should also include universal supports that are available to all students in academics and behavior and increases student skills.

Tier II - Secondary – This group generally meets the needs of 15 percent of the student body who are not succeeding at Tier 1 based on formal and informal assessment data. Tier II can include individualized or small group targeted supports for students with more significant academic or behavior needs. This may also include students who are identified as underachieving or as accelerated. Assessment is intense and focused and typically focuses on specific skills or concepts directly tied to grade level standards. Discussion about Tier II student progress takes place in the collaborative data based problem-solving team meetings.

Tier III – Intensive – These supports are intended for students with significant or chronic deficit-based challenges as well as for students with significant underachievement who require the most intensive services available in a school. Because of the urgency at this level, diagnostic assessments may be given to get a comprehensive look at the student’s strengths and areas of needs. Interventions need to be monitored more frequently.

The Multi-Tiered System of Support is designed to provide the most appropriate support for all students, based on their need. The flexibility of this structure allows schools to increase the intensity of support based on the intensity of a student need; and to decrease that support upon improved student achievement. Schools use data to determine the level of success of students in each intervention to move them in and out of the tiers, *always ensuring that all students have full access to high quality Tier 1.*

STATE PERSONNEL DEVELOPMENT GRANT – NH RESPONDS

In addition, the NHDOE was awarded a U.S. Department of Education, Office of Special Education Programs five year federally funded State Personnel Development Grant (SPDG). The SPDG grant is known in New Hampshire as NH RESPONDS. The RTI PLC provided the opportunity for NH RESPONDS to collaborate with the AIR pilot to develop a comprehensive system to advance a Multi-Tiered System of Support in the state to benefit all children.

The purpose of NH RESPONDS is to:

- Reform and improve pre-service and in-service personnel preparation systems by designing, delivering and evaluating scientifically-based practices in two areas:
 - Response to intervention (RTI) systems of positive behavioral interventions and supports (PBIS) and
 - Literacy instruction (LI).
- Secondary transition supports (STS) for students at risk for school failure. (in participating high schools).
- Improve the systems for recruiting, hiring, and retaining education and related service personnel who are highly qualified in these areas.
- Develop a statewide training and technical assistance network that a) aligns with federal regulations, state certification standards and the state performance plan (SPP) in special education and (b) builds the capacity of early childhood education programs and K-12 schools in the state to adopt, implement with fidelity, and sustain effective and efficient systems and practices in the above areas.

The primary strategies for accomplishing these goals include comprehensive training and support in demonstration sites (K-12 schools and early childhood programs) in five School Administrative Units, open audience workshops offered statewide, the creation and enhancement of course work at the undergraduate and graduate levels, and the revision of education certification requirements in certain specialty areas.

Specifically, the NH RESPONDS Institutes for Higher Education (IHE) Consortium includes NH RESPONDS leadership team members, administrators and professors representing the University of New Hampshire, Keene State College, Plymouth State University, and Rivier College, as well as members of the NHDOE Bureau of Licensure and Certification. IHE personnel have utilized NH RESPONDS matrices to compare the NH RESPONDS general RTI competencies against their selected teacher preparation programs and courses linked to literacy, behavior and secondary transition. All four IHEs identified the courses for which each competency is addressed and have worked to document the evidence they would collect to demonstrate competence.

This year, some faculty from two of the IHEs attended the National Council for Exceptional Children conference and/or the International Reading Association Conference to increase their knowledge of RTI and how to infuse it into pre-service teacher preparation programs. The faculty shared this information with their colleagues as they work to improve specific teacher preparation program courses and presented this information to the rest of the IHE consortium.

General RTI competencies in certification programs developed by NH RESPONDS include the ability to:

1. Describe, promote and sustain the features, logic, and application of a 3 tiered school improvement model (this includes: consensus building, infrastructures, and implementation);
2. Describe and apply data-based decision making and action planning to guide school improvement;
3. Describe and apply effective, efficient and collaborative team meeting processes and leadership to impact student outcomes;
4. Describe and apply the multiple purposes of assessments (including screening, diagnostic, progress monitoring);
5. Utilize research and evidence based curriculum, instruction and interventions and monitor for fidelity of implementation;
6. Provide high quality job embedded outcome-driven professional development aligned with school improvement; and
7. Facilitate effective communication between internal and external stakeholders including parents.

The work conducted by the state and its partners to focus school improvement efforts around a small number of research-based initiatives has allowed the NHDOE to focus on providing intensive support to LEAs and their schools where it is most valuable and where the state can see the best chance for improving student success.

2.G BUILD SEA, LEA, AND SCHOOL CAPACITY TO IMPROVE STUDENT LEARNING

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in priority and focus schools;
 - ii. ensuring sufficient support for implementation of interventions in priority schools, focus schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources); and
 - iii. holding LEAs accountable for improving school and student performance, particularly for turning around their priority schools.

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

As NHDOE moves towards a fully networked state, we're confident that our new structures will dramatically improve student learning in all schools. Our shift away from a system of compliance towards a structure of support orientation is based on our belief as well as experience—across our state deep and ongoing support has accomplished much more to move our districts and our high need schools towards success than has leading with compliance. An example of these achievements came last year in the deep network in which SIG schools participated. By the end of the year, these schools moved their work forward, as evidenced by the fact that all the SIG schools had completed the extensive work to craft the teacher and leader effectiveness evaluation system in early spring that they were required to implement the fall of the 2012-13 school year. Also, in many of the SIG schools the recent scores for the NECAP show growth in the areas of mathematics and literacy. There is also significant data that a healthier climate and collaborative culture is being developed within the SIG school communities.

The foundations for NHDOE's powerful Networked Strategy will be rigorous and ongoing to ensure all of our schools are provided access to the array of supports needed to improve student-learning outcomes. For our Priority and Focus Schools, these supports will be required and prioritized through direct interaction with a dedicated NHDOE facilitator. This facilitator will leverage diagnostic tools (such as Indistar) to help each school plan accordingly. Using the conditions and needs on the ground, the facilitator will help educators and school leaders develop a plan for accessing the right supports (Technical Assistance and Knowledge Networks). In addition to network participation, this process will determine additional on-site needs for each specific school, and how these needs can be best met through site-based, district-based, and state-based resources—all of which are aligned to a coherent plan for improvement. Additionally, based on need, mini blended modules will be offered for Priority and Focus Schools, aligned to the turnaround principles. Through ongoing assessment (same diagnostic instrument, along with observations and regular check-ins), each school's facilitator will ramp up additional supports as needed.

Beyond Focus and Priority Schools, all other schools in our state will have an orientation to a menu of robust professional learning opportunities ranging from Technical Assistance, Knowledge, and Innovation Networks. While this menu will be aligned with our state's four pillars (see page 19), by design it will remain dynamic based on needs and interests of practitioners throughout the state. To accomplish this work, NHDOE has reorganized resources and named regional liaisons to better enable the flow of information and supports based on demand. The regional liaisons are senior level managers attached to a geographic region, with the goal of managing relationships and being more responsive to district-based needs. In order to increase responsiveness, the liaisons will be part of monthly meetings of superintendents, principals, and directors of curriculum and instruction in their regions. The liaisons will also attend the Commissioner's extended cabinet meeting twice a month to calibrate between the system and the field, where they will have the opportunity to report out and get caught up on work at NHDOE. These mechanisms will help better align efforts and ensure a continual, intentional flow of information is the foundation for student success across all networks.

To support the integral role of liaisons within the networked approach, NHDOE is focused on providing supports that are both feasible and scalable. Therefore, there is an emphasis on leveraging technology and promoting better alignment through development of a common language, a structured flow of information, and managing districts as "customers." To do this, we

will make use of a customer relationship management (CRM) system to organize, automate, and synchronize business processes. This will allow all NHDOE staff, regional liaisons, and consultants and experts supporting schools statewide to document key interactions so as to better manage information and align efforts.

Underpinning the networked strategy is the New Hampshire *KnowledgeBase*, which will support problem-solving within schools and districts. The *KnowledgeBase* has a vast body of resources aligned with our improvement to innovation continuum. The *KnowledgeBase* includes a robust collection of information on how school models across the nation and world are effectively implementing progress towards student achievement, the technology tools each model is using, and a range of relevant research and information. Additionally, the *KnowledgeBase* provides the opportunity for blended delivery of professional learning activities, so the work is not limited to face-to-face network activity. And, finally, the platform enables social networking to better connect people to people, people to information, and people to the dedicated networks, thereby becoming a place for schools to do their work.

When taken in its entirety, NHDOE is developing a comprehensive approach to supporting the improvement of all schools, and innovation within schools that have demonstrated a readiness. While shifting the paradigm towards supports through networks, NHDOE is ensuring a structure that will better promote and manage the accountability of all schools by empowering them to solve problems and access a rich assortment of supports—in-person and virtually. Additionally, this strategy is unique in the fact that the answers can and should come from a variety of sources, including within schools and districts.

PREVIOUSLY REQUIRED SET-ASIDES

For all other Title I schools (not identified as Priority or Focus), the NHDOE will encourage schools to use the previously required 20 percent set-aside for SES and choice services to be used for those programs and services (allowable under Title I) that have a proven track record for success. These include, but are certainly not limited to:

- Hiring additional Title I staff to provide supplemental services to students who are struggling academically;
- Providing an afterschool and/or summer programming for students struggling academically;
- Purchasing supplemental instructional materials to improve learning; and
- Targeting additional funds to homeless students.

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> If the SEA has not already developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2012–2013 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2012–2013 school year (see Assurance 14). 	<p>Option B</p> <p><input type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.
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BACKGROUND: TEACHER AND LEADER EFFECTIVENESS

The NHDOE has been working on a comprehensive model of educator effectiveness for the last three years. This work has been in close partnership with two Commissioner’s Task Forces made up of key stakeholder groups and involving close to 150 regular members. The NHDOE has approached this work in an inclusive manner believing that transformative change is essential to support a different way of thinking for all educators and policymakers. This process led to the state’s Comprehensive System of Educator Effectiveness which is characterized by four pillars:

- ▶ Leader and Teacher Preparation
- ▶ Induction with Mentoring
- ▶ Professional Development
- ▶ Leader and Teacher Evaluation

In starting with the higher education preparation programs (see **Supplemental Attachment O**), the state is inculcating this change as teachers are first trained – as they are forming perspectives and understandings of the greater system. Additionally, as the system has been conceptualized and constructed, state and local leaders have been diligently working to develop and implement policies, assessment systems, external partnerships (in-state, regional, and national) and internal collaborative cultures within the state, districts and schools.

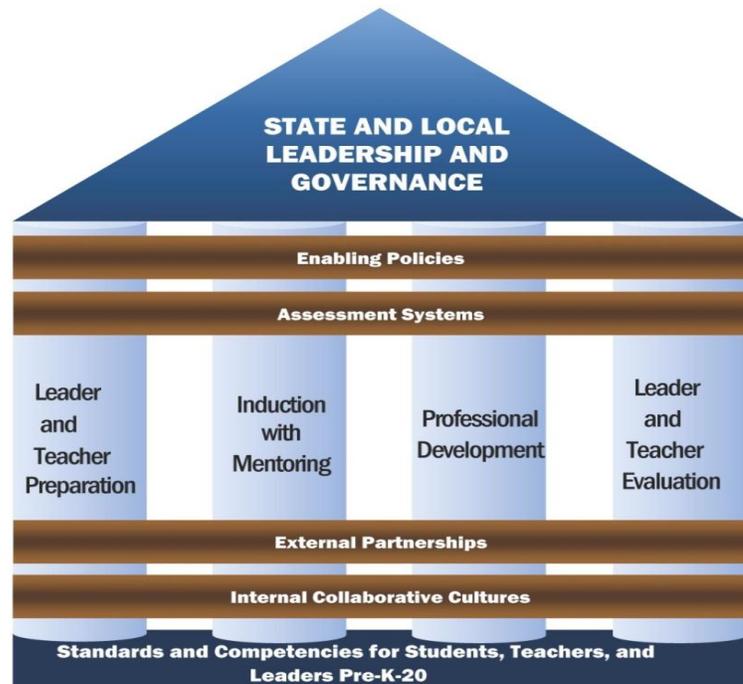
NHDOE and its partners believe that high quality teachers and leaders are critical for fostering student learning. Therefore, the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality. This deeper approach is necessary to truly accomplish the impact of educator evaluation systems: a system responsive to student learning.

New Hampshire’s political structure places considerable limitations on the executive branch; however, current law (NH SB196-0267) requires that every

LEA have a policy in place to implement teacher evaluations. In New Hampshire, a teacher is any professional employee of any school district whose position requires certification as a professional engaged in teaching. The term “teacher” also includes principals, assistant principals, librarians and guidance counselors. Although the statute is in place, it does not provide specific elements or components that must be included in the districts’ systems. Therefore, NHDOE has embarked on this journey to support the local development of high quality educator evaluation systems through the development of a teacher evaluation model and a leader evaluation framework – both of which provide considerable on-going professional learning opportunities and tools to support local implementation.

Assisting in this approach to support the continuous improvement of instruction, New Hampshire’s Administrative Rule Ed-512.02 and 512.03 (see **Supplemental Attachment P**) sets criteria for the development and approval of local professional development master plans which clearly state that each educator must demonstrate, by collecting and interpreting data, their growth in subject or field of specialization and growth in learning as they relate to school and district goals in order to increase student achievement. Although the state does not have the authority to mandate all schools adopt the state models for teacher and principal evaluation (details of each are explained below), these Rules promote the guidelines required in this flexibility waiver.

Because of the state’s Rules, **every educator** in the state must develop, in collaboration with a supervisor or the supervisor’s designee, an individual professional development plan that



includes how the educator will improve student learning and how the plan is connected to the district’s evaluation system. In addition, through this flexibility, **all Title I schools must include all five domains in their teacher evaluation system and all nine principles of the principal evaluation system** (see evaluation sections below). **Also, Title I schools will be required to base twenty percent of educator evaluation determinations on evidence from student growth. (The only exception is for those piloting the principal evaluation model. These schools may use a 12.5 percent weight during the 2013-2014 school year, but then all Title I schools must weight student growth on the principal evaluation as a 20 percent weight.)**

It is important to note that the percentages schools use to measure student growth – in Title I and non-Title I schools – will be continually reviewed – with respect to student performance against established annual measurable objectives -- by the NHDOE so that it can learn how percentages impact educator effectiveness. The NHDOE will provide ongoing technical assistance through its expert partners regarding the calculation of a percentage and will share what it learns with the US ED and other states. The NHDOE will also continue to work with its associations and educators to understand lessons learned and how the state can provide support to New Hampshire schools in this process (please see **Supplemental Attachment Q** to view a letter from our state NEA).

All districts will use multiple valid measures to determine student growth. Over the next year, the NHDOE will work with educators to investigate and assemble a list of measures that districts can choose to use for this purpose. Additional information regarding the use of student growth measures can be found under the Teacher Evaluation and Support System section below.

In addition to the connection between professional learning, student growth and evaluations in the state’s Rules (512.02 and 512.03), the same regulations require every LEA in New Hampshire to have a professional development committee involved with individual educator recertification. The recertification of an educator must consider his or her effective instructional practices related to school and district goals that increase student achievement as demonstrated by data (NH Rule Ed 512.02 (C)(2)(b)).

Therefore, New Hampshire’s focus on increasing educator effectiveness regarding student achievement must be thought of as two equal parts: the local master professional development plans plus the local educator evaluations. This information provides evidence that even if an LEA does not adopt the state’s models for teacher and principal evaluations, every LEA must use student achievement data as a determinant for professional development, evaluation results and recertification.

USING DATA SYSTEMS TO SUPPORT AND TRACK EDUCATOR EVALUATIONS SYSTEMS

New Hampshire recently received a State Longitudinal Data System (SLDS) grant to design a high quality data collection system that will support teacher and principal evaluation. Two primary components of this effort include 1) a statewide system that enables administrators to run student outcome reports, including student growth measures as well as student and parent surveys and other student learning objectives outcomes; and 2) an Educator Information System that enables administrators to track and manage the evaluation process—from tracking which educators are due for an evaluation to tracking the status of evaluation steps, including recording of classroom observations and other indicators of effectiveness (e.g. peer evaluation walk-through, student survey, etc.). New Hampshire is expanding its statewide data reporting package called PerformancePLUS and a statewide Educator Information System developed by Hupp Technologies.

Moreover, NHDOE will provide infrastructure support and training through Data Use Networks to ensure that a consistent model of data use is embraced across the state. These efforts build upon a foundation developed over the past several years and the data system development efforts are based upon the guidelines and direction determined by the Task Force on Effective Teaching. The use of these robust data systems will improve all levels of learning to create a collaborative culture of reform.

At the state level, to track the implementation of comprehensive evaluations at each LEA, the NHDOE will survey every district each year to determine if their evaluation systems are consistent with the principles (see each model below) proposed in its flexibility waiver and will report the results to US ED, as necessary. If it is determined that there are inconsistencies, NHDOE staff will work with the district to provide supports that will help the schools build a comprehensive system. NHDOE is developing monitoring tools that will assess progress of district development and implementation of evaluation systems through the Educator Effectiveness Network over the next two years. Our most recent field survey (Fall, 2012) showed that 89 percent of New Hampshire districts have developed teacher evaluation systems approaching consistency with the domains of the state model, and 51 percent were implementing their model consistently (see Figure 12 on page 123). This survey was completed before the state model was released and professional development had begun.

Outlined in the overview of the model systems below are the processes and steps that will be taken to assure that by the 2015-16 school year, NHDOE will have provided opportunities for each district to adopt the state models of teacher and/or principal evaluation or other comparable systems. The following two sections provide an overview of the work conducted to develop models of principal and teacher evaluation systems and future work to be completed.

PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

In 2010, Commissioner Barry asked the New Hampshire Association of School Principals to establish a Principal Effectiveness and Evaluation Task Force to make recommendations on how principals should be evaluated. The Task Force included twelve principals, four assistant principals, and a superintendent. Task Force Members also represented school districts that are geographically diverse and varied in size.

The goals of the Principal Effectiveness and Evaluation Task Force was to:

1. Provide a common definition of effective leadership at the principal level;
2. Identify frameworks that are research-based that might be used for a fair and equitable evaluation process for principals; and
3. Develop a set of recommendations that will lead to supporting a framework for preparing, evaluating and supporting principals.

The principal evaluation framework recommended by the Task Force clearly shows that it is the role of the principal to promote the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. The evaluation standards for principals include: Educational Leadership, School Culture and Instructional Programs, School Management, School and Community, Integrity and Ethics, Social and Cultural Contexts, Local Districts Goals and Student Growth.

DEFINITION OF EFFECTIVE PRINCIPAL LEADERSHIP

The Task Force defined effective principals as those who:

...promote 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. An effective principal 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. Principals are educational leaders who promote the success of all students by collaborating with all families and community members, responding to diverse community interests and needs, and mobilizing community resources.

RECOMMENDED PROCEDURES

The Principal Effectiveness and Evaluation Task Force recognizes and values the differences among New Hampshire's school districts. Therefore, the task force clearly articulated that any recommendations it provides are meant to allow for adjustments by districts to take into account their local contexts and priorities. The Interstate School Leaders Licensure Consortium (ISLLC) Standards were selected and adapted to serve as the foundation of New Hampshire's principal evaluation system. The standards identify the areas in which highly effective principals need to be competent and confident, including student growth (Standard 8).

A well-constructed assessment process serves to evaluate the performances and actions of a principal through a focus on specific behaviors that are associated with student growth. Principal supervisors must be able to evaluate a principal's leadership capabilities to improve teacher and student performance (Wallace Foundation, 2009). **Therefore the task force recommended that the evaluation of principals must be completed by an immediate supervisor who is knowledgeable of the frameworks.**

The Principal Effectiveness and Evaluation Task Force has recommended the following procedures for LEAs as they implement principal evaluations.

1. The evaluation of a principal should reference specific data gleaned from a variety of sources to validate performance in conjunction with the frameworks. Information collected during formal and informal interactions should be considered. **The Task Force recommends such data be considered during formative discussions and utilized in making a determination about the principal's performance.**
2. **Principals should collect artifacts (e.g., student performance reports, newsletters, schedules, reports, letters, etc.) that demonstrate their competencies in a portfolio.** The portfolio should be organized in such a way that artifacts, products, and information are aligned with the frameworks. Information from the portfolio should be shared and discussed with the supervisor on a regular basis. These artifacts can be used during both formative and summative evaluations. This information will be especially important in addressing the specific goals that are tied to the frameworks.
3. A set of principal evaluation rubrics (**see Supplemental Attachment R**), based on the ISLLC standards (see the framework below), has been developed by the Task Force. **It is recommended that supervisors use these rubrics when evaluating a principal and that any rubric used should be based on the frameworks and validated for use in this context.**
4. For all principals, frequent interaction with their supervisor(s) is necessary. Interactions should be both formative and summative. Formative interactions and assessments can be used to guide a principal's future actions. Summative interactions and assessments provide the principal with assessment about competence (Condon and Clifford, 2009). **It is recommended that principals have an opportunity to meet with their evaluator periodically for formative discussions prior to any summative assessment.** Accurate documentation should be maintained and this should be in the form of shared notes or minutes taken during meetings. Discussions should reference the frameworks and the goals that have been established in alignment with them.
 - **Evaluating Novice Principals:** Novice principals (those with three or fewer years as a principal) should maintain a close, reflective relationship with their supervisor. At a minimum, the evaluator/supervisor should meet quarterly with the principal to provide formative evaluations of performance.
 - **Evaluating Experienced Principals:** Experienced principals (those with four years or more as a principal) should meet at least three times per year with a supervisor. The initial and mid-year meetings should be reflective in nature. The final meeting should be summative in nature. Experienced principals should be evaluated at least once every three years.
5. **The Task Force recommends that supervisors meet with their principal to establish a priority order of the standards.** The principal and supervisor should try to adjust the evaluation period so that it coincides with the normal three year recertification cycle. **Further, the Task Force recommends the following timeline** for supervisors and principals to use when setting up their evaluation process:

- August/September: Goal setting consultation between principal and supervisor
 - Establish SMART goals (*Specific, Measurable, Attainable, Realistic, and Timely*)
 - Determine which standards are to be addressed
 - Set specific timelines
 - Determine responsibilities
 - Discuss resources and supports

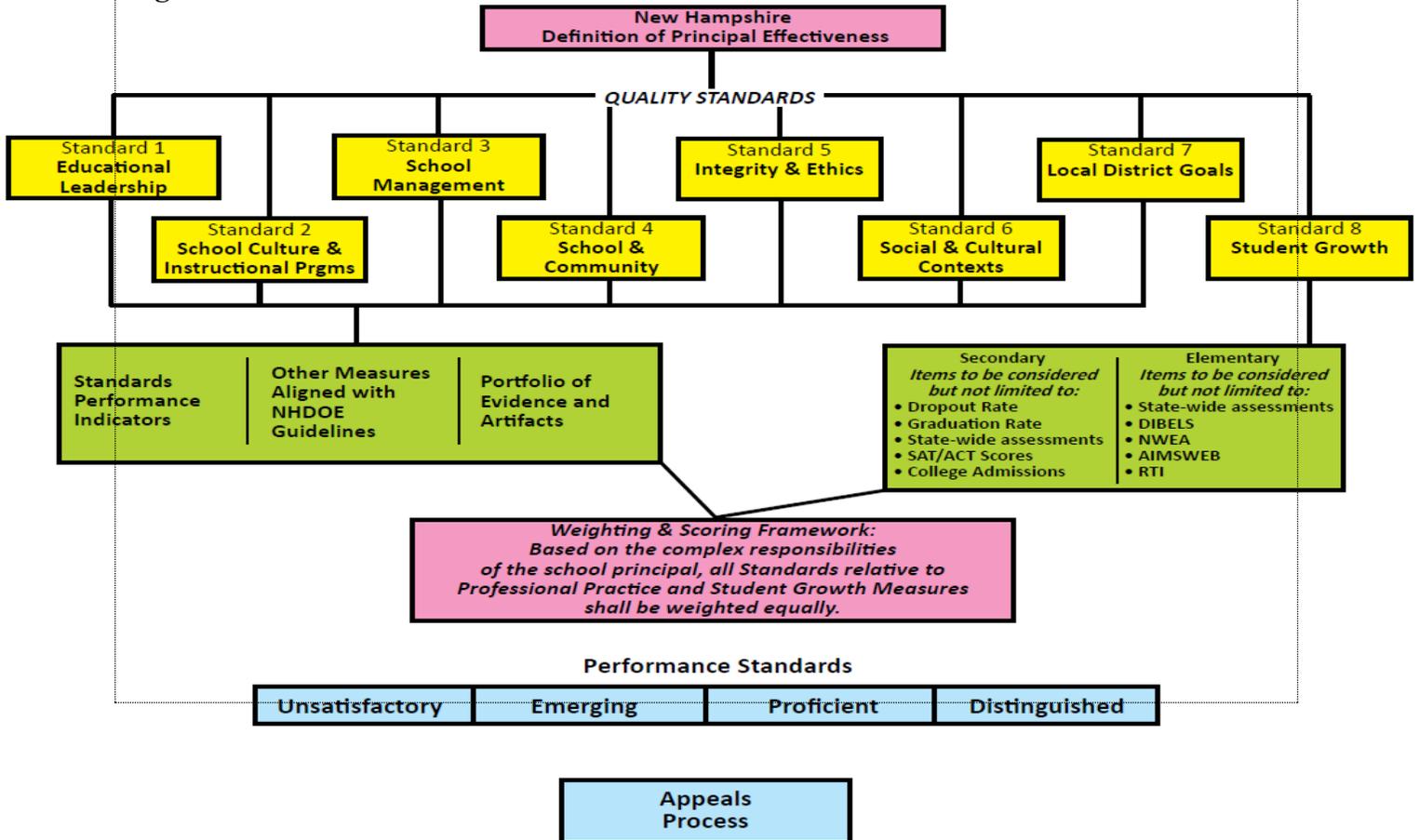
- January/February: Mid-year progress consultation/update
 - Review SMART goals
 - Modify goals as needed
 - Review performance status
 - Supervisor provides a brief written summary (within 15 days)

- May/June: Summative conference
 - Principal shares portfolio information/artifacts with supervisor
 - Principal reflects on goals
 - Supervisor provides a rubric-based assessment (with written response within 15 days)

RECOMMENDED FRAMEWORK

The Principal Effectiveness and Evaluation Task Force recommends the following framework for LEAs to use as they develop their local principal evaluations. This framework is based on the ISSLC Standards.

Figure 9



MONITORING OF PRINCIPAL EVALUATION ADOPTION AND IMPLEMENTATION

SIG and voluntary districts piloted the Principal Evaluation System in the 2012-2013 school year. Following the pilot, a revised model will be provided for all districts to utilize. SIG schools were designated for the pilot for several reasons:

- They were the schools identified as having the greatest need to improve student achievement;
- There were significant federal funds available to provide support, facilitation and leadership to these schools; and
- NHDOE had appropriate authority to direct the process for these schools.

At this point the SIG schools have developed a reservoir of expertise in the process of evaluation and support systems. They will be the natural lead in piloting the state's model and will subsequently provide support to other school districts as they pilot the new system.

In an effort to track principal evaluation adoption and implementation, an annual protocol will be sent to each district to respond demonstrating their level of development of an appropriate evaluation system based on the guidelines approved by the State Board of Education. While the NHDOE recognizes and values local decision making regarding the structure of principal (and teacher) evaluations, the NHDOE will encourage the State Board of Education to adopt “non-negotiables” that each district will be required to adopt (e.g., the inclusion of student growth).

STATEWIDE SUPPORT FOR PRINCIPAL DEVELOPMENT

The NHDOE and its partners will provide resources to assist LEAs in the evaluation model training through the Networked Strategy. Videos have been developed that will be on the NHDOE website highlighting a mock conference between a principal and superintendent to demonstrate the model in action.

The Professional Standards Board and the Council for Teacher Education will partner to determine the process by which educator administration programs prepare future school leaders to have the necessary skills, knowledge and dispositions to implement these standards. The principal and superintendent certification rules are currently in rulemaking and the institutions of higher education and their leadership programs were at the table as these rules were developed. Activities that have and will happen regarding the implementation of the principal evaluation model are outlined below.

TABLE 22: PRINCIPAL EVALUATION MODEL – IMPLEMENTATION TIMELINE

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence	Resources
Recruit, select and launch pilot for principal evaluation model, include SIG Schools	End of October 2012	Commissioner of Education in consultation with NH Association of School Principals and the NH School Administrators Association	Pilot sites selected and model piloted	NHDOE key staff, principal task force members, report and rubrics
Presentation to supt. of schools at monthly Commissioners mtg.	Commissioners Meeting September 28, 2012	Commissioner of Education	Notes from Commissioners meeting	Members of NH Leadership Task Force, NHASP, NHDOE lead for educator and leader effectiveness
Presentation to State Board of Education	State Board Meeting October 17, 2012	Commissioner of Education	Minutes from State Board m	Principal Evaluation Task Force report, information from webinar, video to demonstrate process
Communication of model and pilot sites	End of October 2012	Principal Evaluation Task Force leadership team under the direction of the Commissioner of Education	Video completed, webinar created and presented to all regions in the state	Members of the Leadership Task Force, NHSAA, NHASP, NHNEA, AFT-NH, webinar, video to demonstrate process
Support, professional development for pilot districts and schools	Quarterly meetings 2012-2013	NHDOE staff under the direction of the Commissioner of Education	Reflections, portfolios, meeting with supervisor, changes in practice, student data	New England Comprehensive Center (NECC), Regional Education Lab (REL), technical consultants, Learning Forward
On-going development of SLOs	2012-2013 Quarterly development meetings indistricts, schools meeting on a regular basis to be locally determined	NHDOE staff members under the direction of the Commissioner of Education	Template for development of SLO's development by NH educators of a minimum of 2 SLO's for each school	Technical consultant, nyengage.org

Training for evaluators	June, July, August 2013	Key NHDOE staff members, under the direction of the Commissioner of Education	Completion of training and implementation 2013-2014	Training in observation skills, through Charlotte Danielson
Administer protocol to evaluate and make revisions of piloted model as well as determine other models being implemented in NH schools and districts	July and August 2012	Key NHDOE staff members under the direction of the Commissioner of Education, all school districts in NH	Protocol and results of protocol used to make revisions to model	NECC, REL
Revisions of model completed	September 2013	Results of protocol, NHDOE staff, input pilot schools and districts	Revised model	NECC, REL technical consultant
Expansion of state model, recruit, select additional districts in each region to pilot model	2013-2014	Local NH school district, with support from the NHDOE through regional liaisons, technical consultant as needed under the direction of the Commissioner of Education	Use of revised model	NHDOE, all schools and district implementing the model, principals and supervisors
On-going support and professional development for implementing schools and districts	Quarterly 2013-2014 professional development support in school and district professional development support determined locally	Technical consultants as needed, NHDOE staff including liaisons under the direction of the Commissioner of Education	Reflections, portfolios, meetings with supervisors, changes in practice, using rubric to evaluate	NECC, REL, Learning Forward, technical consultants
Annual protocol administered to all districts	July 2014	Input from pilot schools and districts, NHDOE staff	Protocol results	REL, NECC, NHDOE staff
Revisions to model system completed	August 2014	Key NHDOE staff under the direction of the Commissioner of Education	Revised model system	REL, NECC, additional technical consultants, as needed

Full implementation of model system Full implementation of the evaluation systems are not required until the start of the 2015-2016 school year.	2014-2015	Local school districts with support from the NHDOE under the direction of the Commissioner of Education	Reflections, portfolios, meetings with supervisors, changes in practice	Supervisors of principals, principals, NHDOE staff, regional liaisons
On-going support and professional development for school districts	Quarterly 2014-2015 professional development support in school and district professional development support as determined locally	Technical consultation as needed, key NHDOE staff under the direction of the Commissioner of Education	Reflections, portfolios, student outcomes, meetings with supervisors, changes in practice as demonstrated using the rubric as evaluation tool	NECC, REL, regional liaisons

TEACHER EVALUATION AND SUPPORT SYSTEMS

Established in 2010 to build a foundation for the development of a system to support effective teaching in New Hampshire, the Task Force on Effective Teaching (Phase I) was comprised of sixty representatives from a wide range of stakeholder groups including special education teachers. The 2011 *Phase I Report* (<http://www.education.nh.gov/teaching/documents/phase1report.pdf>) contains details from this effort, including a common definition of effective teaching for all schools.

Effective teachers are those that focus relentlessly on the achievement of their learners. They are also deeply committed to the success of all learners. Research has shown that teacher's knowledge and skills are in key areas – the learner and learning, content knowledge, instructional practice, professional responsibilities and dispositions – contribute, in varying degrees to student growth and achievement.

The Phase I Task Force on Effective Teaching also:

1. Identified different teaching frameworks that are research-based and are critical components to a fair and equitable teaching evaluation process;
2. Developed a system of preparation, professional development, and continuous advancement of teachers to impact student learning; and
3. Developed a set of recommendations that will lead to a statewide system of teacher effectiveness.

The Phase II Task Force on Effective Teaching is charged with operationalizing the recommendations put forth in the *Phase I Report*. The Phase II Task Force is comprised of over 40 key education stakeholders, including teachers, principals, superintendents, higher education representatives, and key union and association representatives. The Task Force is supported by the NHDOE, the Center for Assessment, and the New England Comprehensive Center. There was a purposeful overlap between the Phase I and Phase II Task Force members to ensure continuity of effort.

The following sections provide a detailed overview of the results of the Task Force to date in developing a teacher evaluation model. Similar to the principal evaluations, the state has provided this model system for districts to use to evaluate its teachers or the district may use the model system as guide for developing its own evaluation system as long as all Title I schools implement the guidelines required in this flexibility waiver including a 20 percent weight on student growth.

GUIDING PRINCIPLES

The primary purpose of the state model system is to maximize student academic growth and its development was guided by the following design principles.

1. High quality teachers are critical for fostering student learning. Therefore, the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality.
2. Local instantiations of the state model system must be designed collaboratively among teachers, leaders, and other key stakeholders such as parents and students as appropriate. Individual educators will have input into the specific nature of their evaluation and considerable involvement into the establishment of their specific goals.
3. The state model system is based on the definition of effective teaching, including the domains that define effective teaching, as described in the August 2011 New Hampshire Task Force on Effective Teaching *Phase I Report*.
4. The state model system and all local systems must be comprehensive and, to the maximum extent possible, research-based and built on clearly defined standards of performance for both students and teachers.
5. In the interest of promoting clear communication about effective teaching, local school district systems should use the “performance level descriptors” to describe the four levels of educator performance used in the state model system.
6. The effectiveness rating of each educator must be based on multiple measures of teaching practice and student outcomes including using multiple years of data when available, especially for measures of student growth.
7. The state model system is designed to ensure that the framework, methods and tools lead to a coherent system that is also coherent with the developing New Hampshire Principal Evaluation Model.
8. The state model system differentiates for at least novice and experienced educators and perhaps for various classifications of educators as well (e.g., specialists).
9. The state model system must be applied by well-trained leaders and evaluation teams using the multiple sources of evidence along with professional judgment to arrive at an overall evaluation for each educator. Therefore, these systems need to be seen as providing information for

school principals and/or peer teams to ultimately make recommendations about each educator’s effectiveness determination.

10. Coherence is an important design goal for the state model in that the Task Force intends for the various components of the model to complement and be coherent with New Hampshire’s Performance-Based Adequacy School Accountability System and with the Principal Effectiveness Evaluation System.
11. The model system is committed to formative input, appropriate and timely feedback leading ultimately to the summative evaluation.
12. The model system is committed to professional development and support for educators as they seek to improve their effectiveness.

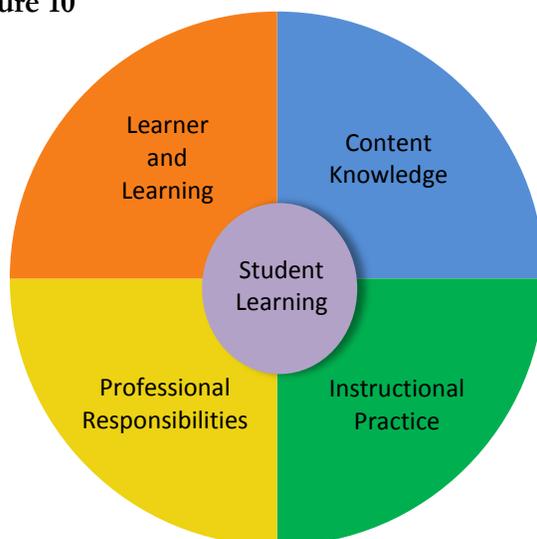
Coherence is an important design goal for the state model in that the Task Force intends for the various components of the model to work in complimentary fashion and for the state model system for teacher effectiveness to work coherently with New Hampshire’s Performance-Based Accountability System and with the Principal Effectiveness Evaluation Model.

DIMENSIONS/DOMAINS OF A MODEL SYSTEM

A key aspect of the state model system is that it contains five major components, four domains of professional practice and one domain of student learning. The Task Force does not want to preclude districts from using other reliable and valid frameworks, (e.g., Danielson, Marzano, Kim Marshall, and Safire), but recommends **that all local systems are based on the four domains of effective teaching described in the Phase I report and also includes the use of student growth data:**

- Learner and Learning
- Content Knowledge
- Instructional Practice
- Professional Responsibility

Figure 10



In addition, the Task Force intends for each domain to be equally valued in the overall evaluation. Further, the state model system is designed to promote coherence and integration among the five domains such that clearly delineating the effective weighting of each domain may lead to less coherent systems. Therefore, **the Task Force recommends weighting each component, especially student growth, as equally as possible in the overall evaluation of each teacher except where special circumstances dictate otherwise.** Further, there is a very important difference between nominal (intended) and effective (actual) weights and the Task Force recommends that as each district pilots its system, it analyzes the data to determine the actual weight of the various dimensions. This actual weighting will depend on the variability in the responses to the specific instruments used in each district. In the following sections, the major components of the model system are discussed in more detail.

Standards of Professional Practice

The state model system uses Danielson’s Framework for Effective Teaching as the measurement framework for evaluating teachers relative to the four dimensions of effective teaching from the Phase I report. Appendix A in the report contains the detailed crosswalk between the framework and definition of effective teaching from the Phase I report to illustrate the alignment between the two sets of standards of professional practice. This recommendation is based on the state developing familiarity with Danielson’s framework, the research base supporting this framework and the extensive materials available to support its use and professional development. Local districts may adopt other frameworks or approaches to add more specificity to the definition of effective teaching from the Phase I report as its standards for professional practice, but the Task Force recommends requiring that any framework used must document the research supporting its use and provide the specifications necessary to support reliable and valid measurement of teacher practices.

Performance Standards

All New Hampshire schools adopting the state model will classify all licensed personnel, as illustrated by the state model framework, as **highly effective, effective, needs improvement or ineffective** based on data from measures of the standards for professional practice and measures of student performance. Given that the system must derive an overall rating for each teacher, there must be an overall description of performance that characterizes the types of knowledge, skills, dispositions, and behaviors of an “effective” teacher (or whatever level is being described). Performance standards describe “how good is good enough” and the “performance level descriptor” is the narrative component of the performance standard that describes the key qualities that differentiate educators at each of the various levels.

The state model system provides performance level descriptors for each of the four overall levels of the system. These descriptors connect the standards for professional practice with the various data produced by the measurement instruments used in the system. This overall description is necessary, because an effective teacher is not necessarily an implicitly un-weighted sum of the various component parts. Further, defining an effective teacher as one who is effective on each component will set up a “conjunctive” system with the potential negative consequence of very few teachers classified as effective or highly effective. What follows is ***an example*** of a description of an effective teacher in New Hampshire:

Effective teachers in New Hampshire have the knowledge, skills, and commitments that ensure equitable learning opportunities for all students. Effective teachers facilitate mastery of content and skill development, and identify and employ appropriate strategies for students who are not achieving mastery. They also develop in students the skills, interests and abilities necessary to be lifelong learners, as well as for democratic and civic participation. Effective teachers communicate high expectations to students and their families and find ways to engage them in a mutually-supportive teaching and learning environment. Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students cannot happen in isolation, they engage in collaboration, continuous reflection, on-going learning and leadership within the profession.

GENERAL EVALUATION FRAMEWORK

The general measurement framework describes the overall approach for how local districts following the state model would approach the data collection involved in evaluating educators. The measurement framework follows from the key principles outlined at the beginning of this document. As depicted in the pie graphic above, there are four domains of educator practice along with evaluations based on student learning or improvements in student growth. The general measurement framework is tied to this overall depiction, but provides more structure for the model system and perhaps local instantiations of the state model system. Each educator evaluation modeled after the state model system must include:

- Yearly self-reflection and goal setting;
- A professional portfolio documenting key aspects of teacher practice;
- Observations of practice by educational leaders and potentially peers;
- Student Learning Objectives (SLO) to document educators influence on student growth;
- Student Growth Percentiles (SGP) for educators in “tested” grades; and
- Shared attribution of at least part of the SLO and/or SGP results depending upon local theories of action around school improvement.

Although the Task Force members understand the considerable risks of unintended negative consequences with including student and parent opinions in the evaluations of teachers; it also believes in the value of student voice and parent opinions and recommends including those types of measures in teacher evaluations as well. .

As part of the general measurement framework, the state model system is designed to:

- Use multiple measures of each domain when possible and when the use of the multiple measures improves the validity of the evaluation decision;
- Tailor the data collection methods to the specific evaluation questions to be investigated and for the specific nature of the educator’s teaching responsibility;
- Differentiate the evaluation system for novice (within the first three years of the teaching profession) and experienced educators; and
- Include peer teams, in addition to building-level administrators, to participate in the evaluation process.

SPECIFIC MEASUREMENT FRAMEWORK

The specific measurement framework adds the details to the general measurement framework to guide the data collection methods in order to successfully conduct educator evaluations. Such a detailed measurement framework would describe the type and frequency of data collection approaches for each of the major domains. The following briefly highlights aspects of the specific measurement framework, organized by major domain.

Domain 1: Learner and Learning

A professional portfolio should be required as evidence of educator performance related to Domain 1 for each educator. Given the scope of Domain 1, each educator along with her/his evaluator (principal), should identify the sub-components of Domain 1 that will be the focus of the evaluation for that particular year. The focus sub-domains for the given year will determine the specific data to be included in the portfolio. For example, if one of the foci was on planning instruction, the teacher and evaluator might agree that a series of lesson and unit plans with structured reflections would serve as useful entries in the professional portfolio.

Domains 2 (Content Knowledge) and Domain 3 (Instructional Practice)

These domains generally require direct observation to collect evidence of the educator's successful mastery of these domains. The Task Force recognizes that any schedule of observations that will be manageable when the system becomes operational will be necessarily "thin." Therefore, the Task Force recommends that evaluators should think carefully about the nature and frequency of the observations. For example, the Task Force recommends that novice and ineffective teachers be formally observed at least four times **each year** (perhaps more), while effective educators may be observed at least four times only **in the year** of their evaluation.

Domain 4: Professional Responsibility

Similar to Domains 2 and 3, professional responsibility cannot be evaluated with direct observation. Also, the Task Force separated Domain 4 from Domain 1 in this discussion because the state model will not require novice teachers in their first two years in the profession to be evaluated on this Domain. For experienced educators, defining the specific aspects of their professional responsibilities to be evaluated is a critical aspect of their goal setting. The specific focus of the professional responsibility will guide the required data collection and reflection.

Domain 5: Student Performance

The New Hampshire Model for Educator Support and Evaluation System uses an approach to incorporating student achievement and growth into the multiple factors considered when evaluating teachers. As mentioned previously, **all Title I schools will be required to base twenty percent of educator evaluation determinations on evidence from student growth.** If Title I schools do not use the exact decision matrix in the state model (see below), the district must document that it is incorporating evidence of student growth into teacher evaluations at a weight of at least twenty percent.

Student Learning Objectives (SLOs) form the foundation of New Hampshire's approach for documenting changes in student growth associated with a teacher or group of educators and, as such, all educators will have the results of SLOs incorporated into their evaluations. SLO's are

“growth” measures in the same way that value-added and student growth percentile models are “growth” measures, except they rely on a less fine-grained conditioning approach. **For educators in “tested” subjects and grades, those grades and subjects for which there is a state, standardized test as well as a state test in the same subject in the previous year, student growth will be evaluated using Student Growth Percentiles (SGP), and the results of SGP analyses, along with SLO results, will be used in the evaluations of educators in both tested and non-tested subjects and grades.**

Both SGP and SLO approaches can be used to attribute the academic achievement and growth of students to individual educators or to appropriate aggregations of educators such as grade or content-level teams or even the whole school. Distributing student growth results to multiple educators is referred to as “shared attribution.”

The state model system allows for either individual or shared attribution of the evidence of student growth, depending on the district’s defined theory of improvement. For example, if the school’s theory of improvement indicates that teachers collaborate and share students back and forth in grade level teams, then it makes sense to share attribution for student learning among all members of that team. On the other hand, if the school is more individually focused, then individual attribution might make more sense. **In order for shared attribution to be used, however, a school must demonstrate that multiple teachers share students around instruction – regardless of school size.** NHDOE recognizes that there might be many valid approaches for attributing the results of student growth, but it wants to ensure that whatever approach is used is coherent with the district’s approach for school and district improvement.

While the local school district’s theory of improvement is what drives the use of shared attribution and the examples of “by grade level for SGPs” or “more generally in small classrooms” are just that, examples. The NHDOE is committed to studying various aspects of the teacher and leader evaluation systems including the validity of both shared and individual attribution. NHDOE values shared attribution and will provide technical assistance and monitoring to ensure masking high or low performance of educators does not occur.

The state model system requires all educators to collect student growth data using at least two approved SLOs, one of which must be tied to each individual educator, while the second SLO may be shared among multiple educators or tied to an individual educator. The state model system uses a shared attribution model to incorporate the results of median SGP into educator evaluations. The results of the SGP analyses of reading and mathematics NECAP scores will be shared among educators at each of the grade levels for which SGP results are calculated. In other words, all of the fifth grade teachers in the school will have the results of the fifth grade reading and mathematics SGP analyses incorporated into their evaluations.

While the Task Force on Effective Teaching strongly supports the use of SGP results to be incorporated in educator evaluations, the members remain cautious about potential reliability concerns with the small numbers of students associated with many New Hampshire classrooms and argue that sharing the results across multiple classrooms can alleviate some of these reliability issues. More importantly, sharing results among teachers can promote collaboration within schools. Further, many schools engage in practices where students receive instruction from multiple teachers at a grade level or within a school in mathematics and reading and trying to disentangle the

contributions of individual educators to student growth is almost impossible and perhaps nonsensical.

To assure the fidelity of the SLOs, the NHDOE is providing on-going training on the development of SLOs through the Center for Assessment. All of the state’s SIG schools were trained last year and will provide support in this effort. The first two trainings this year were on March 26 and March 27. At that time the newly revised toolkit on SLO’s (see draft rubric in **Supplemental Attachment S**) was made available to the attendees. In addition, through the Networked System, the NHDOE and its partners will be developing a Learning Path to further support districts and educators in the development of SLO’s.

COMBINING MULTIPLE MEASURES

Bringing all of the data together to arrive at a final classification of teaching effectiveness is intricate, but if approached systematically, this process is exceptionally helpful for teachers and principals alike. The state teacher evaluation model employs a “panel” or “decision matrix” approach for combining the multiple measures in order to allow the goals of the system to be reflected explicitly. This method for combining the various sources of information avoids mechanistic approaches such as simple averaging and takes into account the nature of the different sources of information.

An example of a final decision matrix is found below (see **Figure 11**). The Task Force recognizes that a substantial amount of information needs to be aggregated before getting to this final matrix. For instance, the standards for professional practice represented on the vertical axis of this panel include information from the four domains of professional practice and multiple measures derived from artifacts or classroom observations within each domain. Similarly, the student growth results represented in the horizontal axis will include information from at least multiple SLOs (e.g., measures of high, average/typical, and low) and perhaps SGPs as well (required for tested subjects and grades). The major advantage of a profile or decision matrix approach is that once established, the educator **can never receive an unexpected** overall rating, whereas simple averaging approaches can produce some surprising and unintended outcomes. Also, this decision matrix assures that no teacher will be marked as “effective” with low overall student growth..

“Professional Practice” Rating	4	Automatic Review	Highly Effective	Highly Effective
	3	Needs Improvement	Effective	Effective
	2	Needs Improvement	Needs Improvement	Needs Improvement
	1	Ineffective	Ineffective	Automatic Review
		1 (Low)	2 (Average/Typical)	3 (High)
		“Student Growth” Rating		

Figure 11 State Model Panel for Combining Multiple Indicators of Educator Performance

SPECIFIC EVALUATION GUIDELINES INCORPORATED INTO THE STATE MODEL SYSTEM

1. All educators will establish yearly professional goals in consultation with their supervisor or designee and document the process and products associated with these goals through a professional portfolio that is reviewed each year. NHDOE will produce guidance outlining the requirements of a professional portfolio to be used as a starting point for local requirements. The professional portfolio should include, in addition to other goals, evidence related to the domains of effective teaching such as evidence of improved assessment practices, materials used to implement the NH CCRS, and/or improvements in the competency education strategies.
2. Teachers using SLO's as one of their multiple measures must document student academic performance each year in accordance with the SLO guidance.
3. All teachers in “tested” grades and subjects will receive a report each year from NHDOE documenting the individual student and aggregate Student Growth Percentiles (SGP) for their class(es). These results, based on NECAP and eventually SBAC tests, using the SGP model, should be incorporated into teachers’ evaluations either using a shared or individual attribution framework. *[The Commissioner intends to work with educators to address teacher evaluation in non-tested subjects, particularly teachers of special education and specialists.]*
4. In the years that a teacher is evaluated, teachers must be observed formally based on their effectiveness level of teaching. The determination of the observations must occur in consultation with the teacher. At least one of the observations, but preferably most of them, should be tied to aspects of the curriculum that are the focus of the SLOs.
5. Within the first three years of implementation, each teacher will undergo a full evaluation. To the extent possible, yearly evaluations should include multiple years of student performance results.
6. Title I schools will classify all teachers into four categories of performance (e.g. highly effective, effective, needs improvement and ineffective). Districts will be encouraged to enact a policy and set of procedures to differentiate evaluation results systems for its different levels of effectiveness.
7. All non-continuing contract (novice) educators will be evaluated each year, but districts may decide to focus specific aspects of the evaluation for novice educators by reducing the demands of the professional portfolio, for example.
8. All continuing contract teachers who have been rated effective must be evaluated at least every three years, but any continuing contract teacher rated below effective must be evaluated yearly.

CONSEQUENCES AND SUPPORTS

The state model system has been designed to ensure that teachers with low evaluation ratings receive support in order to improve their teaching performance. If the teaching performance, as reflected in the evaluation scores, was low for a second year, the level of support will be intensified for at least another year. If the teaching performance has not improved after two years of progressively more intensive support, districts are encouraged to consider the educator’s contract be non-renewed. In other words, the Task Force does not believe severe consequences should be applied unless multiple tiers of support have been provided.

To promote comparability and clear communication about effective teaching, the state model for teacher evaluations will use a four-level descriptor to classify all licensed personnel as highly effective, effective, needs improvement and ineffective. There are also four performance levels in the principal evaluation recommendations. These include: distinguished, proficient, emerging and unsatisfactory.

In each system, the Task Force members will be developing performance level descriptors for each of the four levels. These descriptors will characterize the rating for each educator and principal that is based on the types of knowledge, skills, dispositions and behaviors for the performance level being described. Teachers with exemplary performance as demonstrated by the evaluation ratings will be recognized in ways determined by the local district. This recognition may include monetary rewards, but more likely will include recognition and the ability to be involved in additional opportunities (e.g., mentoring, serving as evaluators) and perhaps additional flexibility from other requirements.

PLAN FOR STATE-LEVEL PILOT AND ADOPTION OF THE TEACHER EVALUATION GUIDELINES

Implementation of the teacher evaluation system began in the 2012-2013 academic year with volunteer districts and the School Improvement Grant (SIG) schools. The volunteer districts will be considered part of the first pilot phase. The second year of piloting will occur in 2013-2014 and will include the volunteer districts from 2012-2013 as well as new volunteer districts. All districts will be expected to implement the state model system or locally aligned system by the 2014-2015 school year.

The pilot will be used to further refine and strengthen the system as it is implemented in districts throughout the state. After the pilot process has concluded and revisions to the model have been made, the NHDOE will ask for the State Board of Education to adopt the teacher evaluation model. This adoption means that the guidelines incorporated in the state model would be adopted as a statewide expectation for all schools following the pilot years when effectiveness of the model has been demonstrated.

TABLE 23: TEACHER EVALUATION MODEL – IMPLEMENTATION TIMELINE

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence	Resources (e.g., staff time, additional funding)
Completion Phase II Report	September 2012	NHDOE lead, technical consultant to Task Force, Task Force members	Task Force report	REL, NECC, Task Force members Commissioner of Education, Deputy Commissioner
Presentation to superintendents at monthly Commissioner's meeting	September 2012	Commissioner of Education	Agenda	REL, NECC, Task Force members, technical consultant, key NHDOE staff
Presentation to State Board of Education	October 2012	Commissioner of Education	Task Force Report	NHDOE staff

Communication plan presentations to NHASP, NEANH, AFT-NH, Council for Teacher Education, IHE Network	<p>NEA NH Annual Convention October 5, 2012</p> <p>NHASP (New Hampshire Association of School Principals) monthly Executive Board Meeting October 12, 2012</p> <p>AFT-NH TBD October 2012</p> <p>Professional Standards Board October 3, 2012</p> <p>IHE Network Meeting September 27, 2012</p> <p>Council for Teacher Education September 20, 2012</p> <p>NH PTA Annual Meeting October 2012</p>	Commissioner of Education and or her designees	Task Force Report	Communication with professional associations, NHASP, NHSBA, NHSAA, NHSEA, NHNEA, NH-AFT, NHPTA
Recruit, select and launch schools and districts to pilot the state model	October 2012	SIG Schools, pilot schools and districts, NHDOE staff, liaisons	Formative gathering of actual evaluations; surveys of participants, observations by evaluators	Federal funds, facilitators for school districts, NHDOE Division of Instruction, State Longitudinal Grant
On-going professional development for SIG schools, district, and pilot schools, districts	Minimum quarterly meetings 2012-2013, On-going support monthly through NHDOE liaisons, under the direction of the Commissioner of Education	SIG school and pilot school educators, facilitators and liaisons	Reflections, student data, portfolios, changes in practice, and end of year evaluation, student data	Technical Consultant REL, NECC, NHDOE, Learning Forward, RTI group
Development of SLOs	Quarterly development meetings, in-district, school meetings on regular basis to be determined by	Center for Assessment and SIG and pilot school educators	Template for development of SLO's, SLO's developed by educators in NH	Staff, time and training funds Center for Assessment, NHDOE staff, RMC, Center for Collaborative Education/Quality Performance Assessments, Learning Forward

	districts and schools			
Evaluate and make revisions of piloted model, administration of protocol for all NH school districts	July and August 2013	Input from SIG and pilot schools, with cooperation of NHDOE staff	Input from SIG and pilot schools including student data, and recommendations for revisions	REL, NHDOE Staff, Center for Assessment, Learning Forward
Revisions of model completed	September 2013	Results of protocol, NHDOE staff, input pilot schools and districts	Revised model	NHDOE Staff, technical consultant, representatives from pilot schools and districts
Expansion of state model, addition of a minimum of 3 additional districts in each region. (each district will select schools within their districts to participate)	2013-2014	Local NH school districts, with support from the NHDOE through regional liaisons, technical consultants as needed, under the direction of the Commissioner of Education	Use of the protocol, data from pilot and revised model	NHDOE, SIG schools, local school district personnel , Learning Forward
On-going professional development for participating districts	Quarterly professional development	Local NH school districts, with support from the NHDOE through regional liaisons, technical consultants as needed	Reflections: student data, portfolios, changes in practice, student data	NHDOE, all participating schools and districts, technical consultants for on-going support and consultation
Continued development and refinement of SLO's with representation among ESOL and special education teachers	2013-2014	NHDOE staff, to include liaisons, local school and district staff	SLO's developed by schools and districts, use of at least 2 SLO's in system	Technical consultant, NHDOE staff
Communication of model system to stakeholders	September 2013 to July 2014	Key NHDOE staff under the direction of the Commissioner of Education in consultation with NHSAA, NHASP, NHSBA, NHPTA, NHNEA, AFT-	Meeting agendas and/or notes, correspondence from the NHDOE	Key NHDOE staff, executive boards of NHSAA, NHASP, NHNEA, NHSBA, NHSEA, AFT-NH NHPTA, NH Senate and House Education Committees, NHDOE website

		NH, NHSEA, state legislators NH State Senate and Education Committee Representatives		
Administer annual protocol	June 2014	Key NHDOE staff, under direction of Commissioner of Education each district implementing model system	Protocol results	NHDOE staff
Revisions to model system	August 2014	Key NHDOE staff with input from implementation districts	Revised model system	REL, NECC, additional technical consultants as needed
Full implementation of model system	2014-2015	Local school districts with support from NHDOE	Local plans and reports of teachers in various professional levels of performance, student data	Liaisons, Center for Assessment, NHDOE
On-going professional development	2014-2015 Monthly for new districts, quarterly for districts which have already implemented the model system	NHDOE liaisons under direction of Commissioner of Education, local school and district staff	Reflections, student data, portfolios, changes in practice, and end of year performance, student data, SLO's	REL, NECC, technical consultant, Learning Forward

3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

MONITORING OF TEACHER EVALUATION ADOPTION AND IMPLEMENTATION

The NHDOE strongly believes that building a supportive structure that provides information, resources and opportunities for growth will create a learning culture—statewide—that will lead to increased student achievement. It also believes that current statute, regulation and state models

for evaluations provide a framework for LEAs to implement comprehensive evaluations systems. Further, NHDOE’s theory of action is oriented toward supporting the development of knowledge and skills among local educators and providing models of high quality systems to ultimately lead to more sustainability compared to a top-down approach. NHDOE has already required its SIG schools to implement a system that aligns with the state model system and is prepared to request that all schools accepting Title I funds do the same. These two groups of schools together comprise approximately 65 percent of New Hampshire’s schools.

NHDOE proposes to engage in the following monitoring and evaluation activities during the educator evaluation pilot period:

- The NHDOE will generate data to calculate for all teachers in “tested” subjects and grades (in Title I Schools) assuming that the entire “student growth” component is derived from state tests and develop overall evaluation ratings. These results will be compared to the actual results obtained from the districts using the multiple measures approach. The results will be compared in terms of simple correlations to evaluate the consistency of teacher evaluation classifications between the state data and the local approaches.
- The NHDOE will then use the results of the school accountability system to audit the educator evaluation results at the school level. For example, if a school scores in the lowest performance category in the school accountability system, the NHDOE would expect teacher scores to correlate in terms of performance levels in the educator evaluation system. If discrepancies are discovered, it would lead to sharing of the data and technical assistance from the state.

NH DOE insists that for many reasons (outlined below) districts have the flexibility, if they choose, to incorporate both local and state measures in the evidence of student learning in all educator evaluations.

1. **Comparability** is an important principle of New Hampshire’s educator evaluation models. If teachers in “tested” and “non-tested” subjects and grades are evaluated using very different systems, it will be hard to achieve comparability.
2. **Validity and the use of multiple measures** are important aspects of the design of New Hampshire’s educator evaluation models. NHDOE has made clear to local educators the importance of multiple measures to help improve the validity and reliability of the evidence used for educator evaluations. These local measures can improve the validity of the information by allowing for the measurement of deeper learning than is possible with an on-demand state assessment.
3. **Fairness**, like comparability, can be achieved when all educators are held to a similar level of expectations and rules. This does mean that comparability cannot be achieved if one set of educators is evaluated using state tests only, while other educators are evaluated using local measures or SLOs, but it will be much more challenging to achieve fairness under these conditions.
4. **Evaluation:** NHDOE is committed to a continuous improvement model whereby the agency is able to learn from the pilot and build improvements into subsequent iterations. If all schools are required to use the exact same approach for “tested” subjects and grades, NHDOE can only learn whether the required approach works or does not work, but is not able to learn what might work better. Further, given the lack of a research

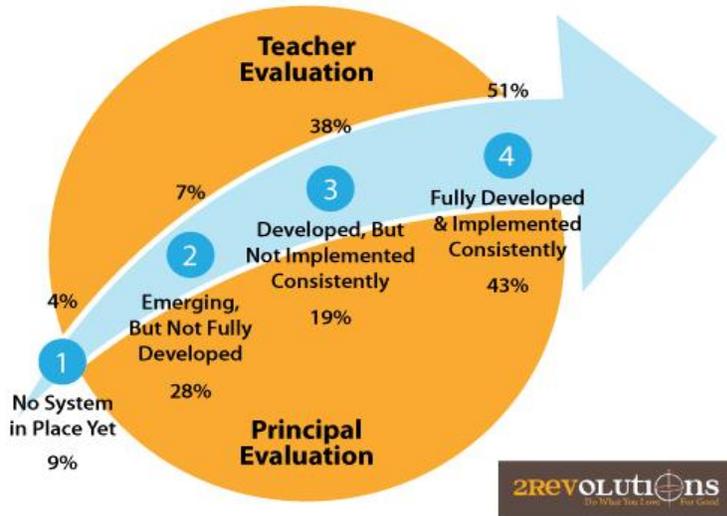
base, especially under operational conditions, NHDOE thinks it is unwise to close off what might be viable options.

- Transition:** New Hampshire, like most other states, will experience a major assessment transition in the 2014-2015 school year. Given the uncertainty associated with this transition, NHDOE does not believe it makes sense to base the student growth portions of educators’ evaluations solely on these consortium (SBAC for NH) when we do not have a clear sense of how they will work in NH. Incorporating local measures, largely through the use of SLOs, can help bridge this critical transition.

Further, all schools will be invited to participate in a peer review process. Our experience with similar processes in other states (e.g., WY, RI) leads to a convergence of system designs to those that appear most effective and efficient. By leading and incentivizing schools and districts in the development of high quality educator evaluation systems, through vehicles such as the Educator Effectiveness Network, instead of forcing them to adopt a single system, NHDOE contends that this approach will lead to a more meaningful and sustained statewide system of educator evaluation.

It is also the state’s belief, based on feedback from superintendents and principals, that LEAs will either use the state models to meet the expectations of the current law or have a system in place that continues to support professional learning, increases educator effectiveness and results for all students and determines how data will assist in making informed personnel decisions. There are districts that have been progressive in this area and are already using or will be using a high quality evaluation system that are comparable to the state model. The graphic below shows the percent of LEAs using or not using teacher and principal evaluations at particular phases.

Figure 12 – Evaluation Implementation



The state is committed to ensuring the quality of local educator evaluation systems through more learner-based rather than compliance oriented approaches. To this end, NHDOE will engage districts in a peer review approach to review local evaluation systems and provide support. This sort of peer review approach has been used successfully in several states (e.g., WY, RI, ME) for

reviewing and evaluating local assessment systems. These reviews provide a tremendous professional learning experience as well as high quality and rigorous reviews. Implementing a peer review of districts' educator evaluation systems will allow NHDOE to receive structured reviews of each district's system and will lead to a convergence of acceptable models and measures of student growth. NHDOE will begin this peer review process in the summer of 2013. In addition, the NHDOE may also make on-site visits, on an as-needed basis or as requested in order to provide additional support.

Further, just like the process used in the principal evaluation model, the NHDOE will request each district to respond to an annual protocol indicating their level of development of appropriate teacher and principal evaluation models based on the principles approved by the State Board of Education.

STATEWIDE SUPPORT FOR TEACHER DEVELOPMENT AND EDUCATOR PREPARATION

Currently the NHDOE and its partners are training evaluators in the SIG schools and will use this as a model for other districts who are piloting the state model. While the NHDOE recognizes the essential role of support and training, it will be necessary for individual districts to determine their needs. The state will respond to the needs that the districts identify whenever possible.

The IHEs have been involved in the development of the educator effectiveness system, especially in the area of teacher and leader preparation. In the Phase I report, recommendations were made to teacher preparation programs and were incorporated into program approvals. The IHEs have formed an IHE Network to ensure information is shared between K-12 and higher education so that the state's future educators have the knowledge, skills and dispositions they need as they begin or continue their profession.

Assessment of teacher candidates is the shared responsibility of both the IHE and the cooperating school personnel, as mandated by accreditation standards. Though the specific processes vary by teacher preparation program, this collaboration is preceded and supported by the observation and mentoring of pre-service teachers. Also, as part of New Hampshire's continuing efforts to prepare educators to have the beginning skills they need, the NHDOE has updated the Teacher and Leader Preparation Administrative Rules to ensure that there is the level of rigor it needs to support the changes required in teacher preparation.

The recent transformation of the New Hampshire Rules will continue to drive the educator preparation approval process from compliance to a continuous improvement model, steeped in 21st century best practices. The IHE Network has met on several occasions to identify authentic and reliable sources of data that will assist in driving the changes that need to be made in those programs. The NHDOE, through the Council for Teacher Education and the IHE Network have already begun working collaboratively on this effort and will be working even more closely as the new Rules are rolled out. It is hoped by all involved that the increased communication, both electronically and face-to-face, among all levels of educators in the state will better meet the needs of all New Hampshire learners.

ENGAGING STAKEHOLDERS IN THE DEVELOPMENT OF THE TEACHER AND PRINCIPAL EVALUATION MODELS

The Commissioner of Education has been very clear from the inception of this journey that key stakeholders have to be at the table so that the models developed for teacher and principal evaluation systems are truly representative of New Hampshire. Various associations and organizations were asked to submit member names to serve on the Task Forces. In addition, the Commissioner reached out to the New Hampshire State Legislature and other policymakers to ensure they had the opportunity to participate in the process. For those who did not participate on a Task Force, the work of each group was posted on the NHDOE website.

As a next step in this endeavor and to ensure that the special educators and ESOL teachers input in deliberately sought throughout the pilot and full implementation phases, Commissioner Barry has formed a representative subcommittee to work through specific implementation issues for schools and districts (specifically for these groups of teachers). This subcommittee is being chaired by one of the state's regional liaisons who has a strong special education background. Another committee is also being formed to help schools and districts determine valid and reliable measures for specialists and teachers in non-testes subjects and grades.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

The NHDOE assures the US ED that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. The Department has started this effort already in the following four ways:

1. In the spring of 2012, the NHDOE provided the New Hampshire legislature with an extensive report that identified the many state and federal plans, reports, and data sets required by the NHDOE as part of doing business on a day to day basis. Further analysis of this report (**see Supplemental Attachment T**) shows that approximately 50 percent of the submissions required are due to ESEA requirements. The state is hopeful that by receiving this waiver, some of those requirements will be reduced.
2. With the new design for comprehensive school support and innovation through the regional and state networked system, the NHDOE anticipates that it will learn the best way to consolidate or even eliminate paperwork that is requested of the LEAs but not used at the NHDOE. The state's plan at this time is to require current level reporting (school improvement action plans, regular update reports, and final reports) from the Priority and Focus Schools. Regional networks will have on-line reporting for all other Title I Schools.
3. The NHDOE will approach the New Hampshire legislature to promote the full alignment of state statutory reporting requirements regarding accountability to this waiver application. At this time, the New Hampshire Legislature is strongly encouraging the NHDOE to reduce paperwork burden on schools and districts in any way possible.
4. Finally, the NHDOE is currently looking for ways to better support the state's schools and districts by structuring the department and its resources in a more efficient way. The liaison approach is one initial action to accomplish this goal. The NHDOE's hope is that this process will allow for a much tighter and more intensive relationship with the field, with more of an emphasis on targeted need based on student performance.

ⁱ Professional Capital: Transforming Teaching in Every School Hargreaves and Fullan, 2012.

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