

(A)(1) Articulating State’s education reform agenda and LEAs’ participation in it (65 points)

The extent to which—

- (i) The State has set forth a comprehensive and coherent reform agenda that clearly articulates its goals for implementing reforms in the four education areas described in the ARRA and improving student outcomes statewide, establishes a clear and credible path to achieving these goals, and is consistent with the specific reform plans that the State has proposed throughout its application; *(5 points)*
- (ii) The participating LEAs (as defined in this notice) are strongly committed to the State’s plans and to effective implementation of reform in the four education areas, as evidenced by Memoranda of Understanding (MOUs) (as set forth in Appendix D)¹ or other binding agreements between the State and its participating LEAs (as defined in this notice) that include— *(45 points)*
 - (a) Terms and conditions that reflect strong commitment by the participating LEAs (as defined in this notice) to the State’s plans;
 - (b) Scope-of-work descriptions that require participating LEAs (as defined in this notice) to implement all or significant portions of the State’s Race to the Top plans; and
 - (c) Signatures from as many as possible of the LEA superintendent (or equivalent), the president of the local school board (or equivalent, if applicable), and the local teachers’ union leader (if applicable) (one signature of which must be from an authorized LEA representative) demonstrating the extent of leadership support within participating LEAs (as defined in this notice); and
- (iii) The LEAs that are participating in the State’s Race to the Top plans (including considerations of the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty) will translate into broad statewide impact, allowing the State to reach its ambitious yet achievable goals, overall and by student subgroup, for—*(15 points)*
 - (a) Increasing student achievement in (at a minimum) reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;

¹ See Appendix D for more on participating LEA MOUs and for a model MOU.

- (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the NAEP and the assessments required under the ESEA;
- (c) Increasing high school graduation rates (as defined in this notice); and
- (d) Increasing college enrollment (as defined in this notice) and increasing the number of students who complete at least a year's worth of college credit that is applicable to a degree within two years of enrollment in an institution of higher education.

In the text box below, the State shall describe its current status in meeting the criterion, as well as projected goals as described in (A)(1)(iii). The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(1)(ii):

- An example of the State's standard Participating LEA MOU, and description of variations used, if any.
- The completed summary table indicating which specific portions of the State's plan each LEA is committed to implementing, and relevant summary statistics (see Summary Table for (A)(1)(ii)(b), below).
- The completed summary table indicating which LEA leadership signatures have been obtained (see Summary Table for (A)(1)(ii)(c), below).

Evidence for (A)(1)(iii):

- The completed summary table indicating the numbers and percentages of participating LEAs, schools, K-12 students, and students in poverty (see Summary Table for (A)(1)(iii), below).
- Tables and graphs that show the State's goals, overall and by subgroup, requested in the criterion, together with the supporting narrative. In addition, describe what the goals would look like were the State not to receive an award under this program.

Evidence for (A)(1)(ii) and (A)(1)(iii):

- The completed detailed table, by LEA, that includes the information requested in the criterion (see Detailed Table for (A)(1), below).

Recommended maximum response length: Ten pages (excluding tables)

A(1)(i) **Background.** The New Hampshire Department of Education (NHDOE) has a long history of collaborating with districts, state associations, institutions of higher education and non-profit organizations to build political will, to bring new practices into the State, and to extend the Department's capacity to lead successful reform initiatives. Its size, collaborative nature, focus on support rather than compliance, and frequent interactions with the field through regular meetings, networks, and systems of support provide it with the advantage of more quickly identifying promising practices and using the existing infrastructure to expand local efforts statewide.

For example, a group of three linked professional organizations, the NH School Administrators Association, the NH Curriculum, Instruction and Assessment Network, and the High School Principals Network have worked together in regional groups of superintendents, curriculum supervisors brought together high school principals as a professional community poised to explore common issues and take action in their schools to address dropout prevention, increase the graduation rate and use strategies to ensure rigorous, personalized learning for all students. Through their work they shared and implemented various strategies and interventions such as: competency-based assessments, New England Common Assessment Program (NECAP) motivation strategies, school climate, alternative learning plans, homework policies, standards-based teaching and grading and job-embedded professional development. The results of their work have led to improvement in teacher performance and student achievement as evidenced by results on course competency assessments, NECAP results, examples of teacher and student work, classroom observations and student portfolios, and a reduction in the dropout rate.

Since June 2009, when the current Commissioner was appointed, she and SEA staff have held numerous conversations with all education stakeholders about the opportunity to engage in the states' Race to the Top initiative (RttT). The discussions have engendered statewide engagement and generated ideas that have created the framework for New Hampshire's RttT initiative by identifying:

- What is working well and can be expanded;

- What new strategies are needed to ensure that all students have a quality education, graduate from high school prepared to persist in college and/or pursue a financially sustaining career; and
- What are the best evidence-based sources of research and practice information to inform the development of the NH approach.

NH is a local control state with an expectation on the part of its communities for autonomy in educational decision-making that is informed by research and best practice. NH's Race to the Top application will continue to foster local choice but also ensure change funded through RttT by putting in place a non-negotiable requirement to focus on implementation of practices with the strongest evidence base and to put in place a continuous improvement approach of evaluation initiatives, sharing results with the field and working on an agenda that increases support for effective practices and ceases to support practices and programs that do not demonstrate improvement in student success. The components of the state approach, such as the NH Innovation Networks, will help enact this requirement to increase academic progress and narrow achievement gaps. Each project funded through RttT will be part of the evaluation and feedback loop. The proposed work introduces new initiatives, but also builds on efforts that are already changing outcomes for students in the state, e.g., use of Performance Plus data analysis tools by teachers and leaders to make instructional and programmatic decisions, enhanced implementation of the New England Common Assessment Program (NECAP) that maintains high standards for student achievement, increased math and science requirements for graduation, dropout prevention initiatives, extended learning opportunities, and a focus on high school transformation.

Goals, Theory of Action and Model for Educational Transformation. Students are at the core of NH's vision for enacting reform through Race to the Top. The goals of the State's transformation agenda are focused on student success, and are both targeted and systemic. The NH mission is to support the ongoing development of a comprehensive and coherent statewide education system focused on personalized learning, instructional rigor and high levels of cognitive demand for all students. Through a continuous cycle of action, reflection, research and refinement, the schools and LEAs of the State will develop the educational personnel and

systems needed for sustained improvement of our schools through implementation of research-based policies and practices.

NH's RttT initiative is designed around the four American Reform and Recovery Assurances (ARRA) for education reform:

1. *Standards and assessment;*
2. *Data systems to support instruction;*
3. *Great teachers and leaders; and*
4. *Turning around the lowest-achieving schools.*

The State's vision has twin goals. The first is that all NH students will graduate from high school prepared to persist in college and/or pursue a financially sustaining career. The second is to build an educational system that supports the development of civic and personal responsibility for all students and creates human and social capital to grow and strengthen NH's global economic position in the 21st century. To achieve these goals students must increase their learning and achievement, and schools and the State must work to narrow the achievement gap for identified subgroups of students, including those who are traditionally underserved. The RttT initiative will draw upon leading thinkers and reformers who have credibility nationally, within the state, and regionally for their work in the four education reform areas.

With full support from the Governor's office, local education agencies, professional organizations, human service agencies, higher education institutions, and community groups, the State has developed a set of expected outcomes and a theory of action (see Figure 1) that guide its Race to the Top strategy. These outcomes are to:

- Increase the percentage of students who annually meet state standards and growth targets;
- Decrease the achievement gap for all groups especially English language learners and students with disabilities;
- Increase the graduation rate, while decreasing the dropout rate;
- Increase the percentage of students enrolling and completing postsecondary degrees or credentials;
- Improve teacher and leader preparation programs;

- Ensure equitable distribution of highly effective teachers and leaders; and
- Expand the use of proven practices, using evidence to determine what approaches are working and bring them to scale.

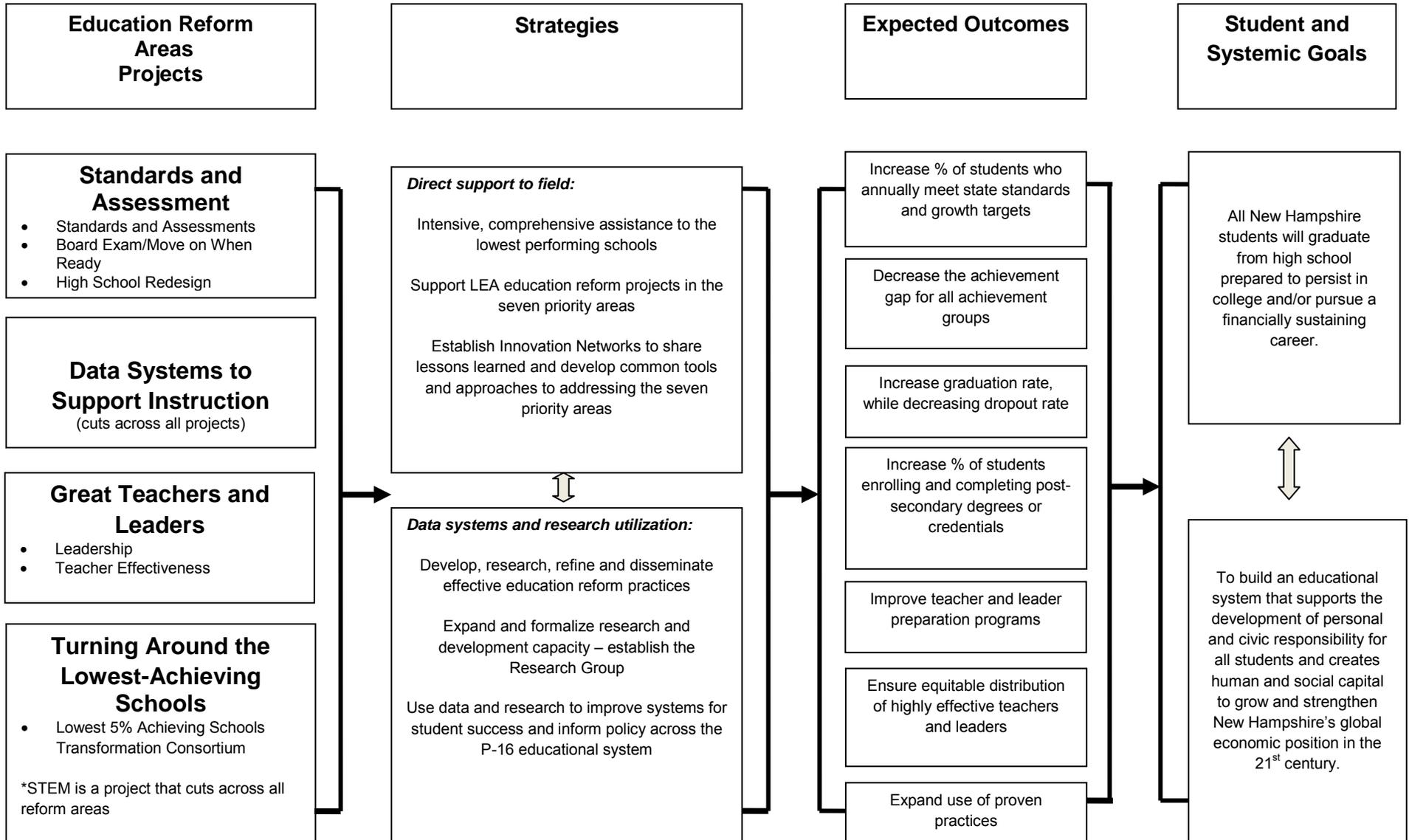
More specific targets are proposed for each of these outcomes in the relevant sections of this proposal.

In its theory of action NH has identified seven strategic levers, which align with the four reform areas, by which to achieve its expected outcomes and overall goals:

- Turning around the lowest-achieving schools;
- Standards and assessment;
- Board Exam/Move on When Ready;
- High school transformation;
- Leadership;
- Great teachers and leaders; and
- Science, technology, engineering and mathematics (STEM).

In establishing the seven program levers and the theory of action, the Department Directors consulted research from IES, including The What Works Clearinghouse and Doing What Works (dww.org). Specific topics of investigation included support for improvement and leadership, change and school turnaround (Fullan, 2008, 2007, 2003; Institute of Education Sciences, 2008; Dailey, et.al, 2005; Waters, J., Marzano, R., 2006, 2005; Marzano, R., Waters, T., McNulty, B., 2005). NHDOE staff and stakeholders consulted with the Regional Education Laboratory-NEI, The New England Comprehensive Center and the National Content Comprehensive Centers for evidence to support particular strategies and approaches. For example, resources on equitable distribution of teachers and evaluation of teacher effectiveness (Goe, et.al, 2008) came from the National Comprehensive Center for Teacher Quality. The overall approach to implementation of planned changes is informed by Fixsen's research on implementation (Fixsen, et. al, 2005).

Figure 1. New Hampshire’s Theory of Action for Educational Transformation



Each of these seven levers represents an RttT project and, while tied to one to the reform areas, each project in actuality cuts across several of them. NH has a long track record of major reform efforts and regional collaborations in subset of these reform areas and seeks to increase the rigor and comprehensive approach to them through its RttT initiative (see Figure 2).

In support of these priority areas, NH will implement these key strategies:

- Provide intensive, comprehensive assistance to the lowest-achieving schools;
- Support LEA education reform projects in the four priority areas;
- Establish seven Innovation Networks to share lessons learned and develop common tools and approaches to addressing the priority areas;
- Develop, research, disseminate and refine effective education practices;
- Expand and formalize research and development capacity in the Research Group; and
- Use data and research to improve systems for student success and inform policy across the State's P-16 educational system.

The collaborative work with districts, schools, professional associations, and other groups will increase the tools, approaches and resources available—as well as the development of the capacity to sustain the high level of performance after the funding for the Race to the Top is completed.

From experience and research, improvement is most likely to occur in settings where certain conditions exist, fueling the likelihood of longer term success. Among these conditions are increased instructional rigor and cognitive demands on students, appropriate student support systems, climate and culture, personalized learning, student engagement, rigorous professional learning, and public will.

Figure 2: New Hampshire’s Current and Proposed Work in the Education Reform Areas

Education Reform Area	Existing	Moving Toward
Standards and Assessment	<ul style="list-style-type: none"> • New England Common Assessment Program • NECAP standards • Enhanced assessments for students with disabilities • Arts literacy standards • Performance-based assessments with the New England Secondary Schools Consortium 	<ul style="list-style-type: none"> • Common core standards • Common assessments (member of Balanced Assessment Consortium and Achieve’s Consortium) • Board Exam/Move On When Ready Network • Tier 2 districts’ projects to inform common work • High School Transformation Network • Standards and Assessment Network
Data Systems to Support Instruction	<ul style="list-style-type: none"> • Statewide data warehouse • Performance Pathways tools and training • Educator Information System (EIS) 	<ul style="list-style-type: none"> • Interoperability of statewide databases, e.g., Department of Health and Human Services (early childhood), postsecondary, and EIS • Expand use of data to determine effectiveness of programs and practices and to inform policy
Great Teachers and Leaders	<ul style="list-style-type: none"> • Professional development plans for educators and master plans for districts • State educator certification standards • Alternative certification • Updated program approval standards • Individual LEA and professional organization initiatives in leadership, mentoring/coaching, and math and science partnerships 	<ul style="list-style-type: none"> • Effective teacher and leader standards • Implementation of standards in K-16 • Statewide evaluation model for teachers and leaders with a significant factor being student growth • More cohesive, coherent model for mentoring/coaching and induction of teachers and leaders • Link student achievement to professional development plans • Tier 2 districts’ projects to inform common work • Teacher Effectiveness Network • Leadership Academy and Network • STEM Network
Turning Around the Lowest-Achieving Schools	<ul style="list-style-type: none"> • Differentiated statewide system of support for schools in need of improvement • Specific strategies, e.g., data roundtables with schools in need of improvement, Focused Monitoring, Response to Intervention, Root Cause Analysis 	<ul style="list-style-type: none"> • Intensive support for subset of schools, with specific required activities • External partners • Transformation Consortium (of 10 LEAs)
<p>Data gathering, analysis and use Research to determine effective practices and programs Dissemination of effective practices and programs</p>		

The effectiveness and impact of these proposed innovations to increase student learning and achievement leading to graduation for all students will be continually monitored and assessed by

the collection, analysis and use of data to inform classroom practice, district-wide and statewide initiatives and policy. Through its RttT initiative, four new full-time staff positions will be added to the NH Department of Education.

Promising practices, vetted by NH's Research Group will be disseminated to schools and districts, used to repurpose future state funding and guide actions of the statewide Innovation Networks and the School Transformation Consortium. The lead researcher will be contracted with an outside vendor. Data will be provided to policymakers and other stakeholders at all levels to build public will to continue to enhance the environment for educational transformation over time. Other key functions to ensure effective oversight and implementation of NH's RttT strategies, a director of Teacher and Leader Effectiveness, a director of STEM, and administrative support for these functions, will be contracted with outside vendors.

(A)(1)(ii)(a) Each of NH's 35 participating LEAs have signed a Memorandum of Understanding in which they agreed to participate in implementing all or a significant portion of the State's reform plan (see Appendix A-1). The subset of LEAs with the persistently lowest-achieving schools have selected their school's turnaround model and signed a second Memorandum of Understanding pertaining to the model (see Appendix A-2). Of the 35 districts, 10 will implement all elements of the plan and 25, those developing projects specific to one or two education reform areas, will address between 75 and 100 percent of the plan.

If the State determines that any of these LEAs is not meeting its goals, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the State will take appropriate enforcement action. This could include putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

A(1)(ii)(b) The 35 Participating LEAs and the rest of the LEAs which are or may become involved LEAs, as well as other stakeholder groups and associations, are strongly committed to involvement in the State's plans. The following section describes how the State will involve the participating LEAs and others in meaningful ways structured to learn from what is known about implementation (Fixsen, 2005) and successful engagements in the State's past initiatives.

Tiers of Engagement. To achieve the overarching goals for both student success and the transformation of the educational system, the State of NH will provide or broker services for districts and schools in three tiers of engagement (Figure 3):

- ***Tier 1:*** Intensive and comprehensive services for the 10 persistently lowest-achieving LEAs under MOU's with the Department;
- ***Tier 2:*** Targeted levels of intensity for participating districts that are involved in LEA efforts and Innovation Networks based on areas of identified need and/or project requirements.

These projects are in the following areas:

- Provide intensive, comprehensive assistance to the lowest performing schools;
- Support LEA education reform projects in the four priority areas;
- Establish seven Innovation Networks to share lessons learned and develop common tools and approaches to addressing the priority areas;
- Develop, research, disseminate and refine effective education practices;

Figure 3: Alignment of New Hampshire Strategies with Education Reform

Strategies with Field	Participating Tiers	Description
<p><u>Strategy 1:</u> Provide intensive, comprehensive assistance to the persistently lowest-achieving schools (cuts across all four reform areas)</p>	<p><u>Tier 1:</u> Intensive, comprehensive support to 10 lowest achieving LEAs which address the transformation agenda</p>	<p><u>Each LEA will:</u></p> <ul style="list-style-type: none"> ▪ Work with an external partner and engage in a four-year, transformational model ▪ Replace the building principal(s) ▪ Engage in targeted professional development supports: <ul style="list-style-type: none"> ➢ 18-month leadership academy ➢ Four-year mentoring and induction program ➢ Using data workshop/institute series ▪ Collaborate in the development of a state teacher and leader evaluation system and participate in the pilot model ▪ Pilot the expansion of the statewide longitudinal data system ▪ Participate in the Transformation Consortium ▪ Participate in one or more of the Innovation Networks
<p><u>Strategy 2:</u> Support LEA education reform projects</p>	<p><u>Tier 2:</u> Focused support to participating LEAs with proposed district initiatives in one or more of the reform areas</p>	<p><u>LEA will participate in:</u></p> <ul style="list-style-type: none"> ▪ One of the proposed initiatives: <ul style="list-style-type: none"> ➢ High school reform projects ➢ Board Exam/Move on When Ready ➢ Teacher effectiveness projects ➢ Leadership effectiveness projects ➢ Standards and assessment projects ➢ STEM projects ▪ One or more of the Innovation Networks
<p><u>Strategy 3:</u> Establish Innovation Networks to share lessons learned and develop common tools and approaches (cuts across all four reform areas)</p>	<p><u>Tier 2: Year1:</u> Focused participation of participating LEAs</p> <p><u>Tier 3: Years 2 – 4:</u> General participation of all LEAs in NH</p>	<p><u>LEAs will have opportunities to participate in:</u></p> <ul style="list-style-type: none"> ▪ **Network specific activities, i.e., in-person and on-line communities, workshops, institutes, and online courses ▪ **Cross-cutting network activities <p><i>** See Figure XX on page XX Professional Development Matrix for New Hampshire Innovation Networks for description of content specific to each network.</i></p>
<p><u>Strategy 4:</u> Provide all district support (cuts across all four reform areas)</p>	<p><u>Tier 2: Years 3 - 4:</u> General participation in initiatives previously not involved in</p> <p><u>Tier 3: Years 3 - 4</u> General participation by all LEAs in activities</p>	<p><u>LEAs will have opportunities to participate in:</u></p> <ul style="list-style-type: none"> ▪ Teacher and leader evaluation systems ▪ Mentoring and induction model ▪ Board Exam ▪ Leadership academy ▪ Innovation Networks

Continuous Support and Feedback Loop:

Using data and research to refine and improve systems

- **Areas** Expand and formalize research and development capacity in the Research Group; and
- Use data and research to improve systems for student success and inform policy across NH's P-16 educational system.
- **Tier 3:** Support for all schools and districts in the state that will be focused on major state initiatives that are key to the overall reform strategy, such as common core standards, enhanced assessments and tools and other practices that are identified for scale up.

In essence, all LEAs and stakeholders, whether official participants at the beginning of Race to the Top or not will ultimately benefit from the efforts of the endeavor. A description of the process employed in determining the persistently lowest-achieving schools is in Section E.

Tier 1 Engagement. Key stakeholders in each district (superintendent, the school board chair, and presidents of the teachers' unions) have signed a Memorandum of Understanding stipulating the district's involvement (see Appendix A-1). Each school and district will be matched with a vetted external partner who will guide, coordinate and manage the school's transformation with support from the Department and other specialized resources, as needed. Districts and particular schools will only participate at this level if they agree to make bold changes in all education reform areas as specified, and are looking for a rapid turnaround in the learning and achievement of their students.

Each LEA and school has agreed to: 1) be assigned an external partner, whose focus will be on instruction, student engagement and coordination of reform efforts in the school; 2) replace principals, who have led the school for two or more years; 3) participate as a team (principal, district leader, and/or lead teacher) in an 18-month leadership academy, focused on instructional leadership; 4) engage agreed-upon teachers in a four-year induction and mentoring program; 5) participate in professional learning experiences focused on understanding and using Performance Plus data tools for decision making in classrooms and schools; 6) involvement in the development and piloting of the state teacher and leader evaluation models in year 3; and 7) pilot the expansion of the statewide longitudinal data system, including an early warning system for dropout prevention that is supported by funding from the National Governors Association.

Schools and districts will be required to set annual goals and targets focused on improving student achievement. The NHDOE, along with the external partner, will review quarterly progress reports with school and district staff and conduct an annual evaluation. Funding decisions in subsequent years for the school and district will be based on progress toward their identified outcomes (see Appendix A-2 for a list of Tier 1 LEAs and schools).

In the 10 districts with persistently lowest-achieving schools, work will be initiated in a maximum of two schools per district. Preference for intensive services will be extended to a participating district's persistently lowest-achieving schools first, then to other Title 1 schools in that district, and finally to schools in other Title 1 districts in the state. The purpose of this plan is to concentrate resources and efforts in a particular locale, develop a critical mass of effective practitioners in these schools, turn them around, and engender what Malcolm Gladwell calls "social epidemics" that will build momentum toward a tipping point in the LEAs in the Transformation Consortium.

The *second tier of engagement* will be with participating LEAs, consortia of LEAs, institutions of higher education and/or professional organizations that submitted proposals for specific innovative work aligned with one or more of the education reform areas (see Appendix A-3 for a list of Tier 2 LEAs and organizations and the focus of their proposed projects).

Currently there are 25 LEAs proposing initiatives at the Tier 2 level. They will pilot approaches that will be evaluated for their impact and effectiveness on student achievement by the Research Group, led by a contracted, independent lead researcher and involving contracted services from outside research and evaluation groups as part of a coherent a research agenda. The research agenda will be developed in conjunction with the NHDOE and advisors consisting of representatives from LEAs, higher education, professional organizations and research organizations. This Research Group with the NHDOE will be given the responsibility for a research agenda and the ability conduct studies and contract out evaluation and research on Race to the Top's initiatives. Findings from these studies will continually inform ongoing and future work in each education reform area at the State and local level. If a district, consortia or organization is involved in a project that aligns with an initiative at the state level, those projects

will participate in the initiative's network facilitated by Department staff or a designated provider. This approach will be one component of the feedback system that is intended to bring forward evidence, garnered along a continuum from the field-initiated pilots to the Innovation Networks and the Transformation Consortium. This feedback system will continuously inform all state and local practitioners as to what is working and what is not, so that specific components of the State's approach can be continuously improved. This feedback will ensure that learning and data from those innovations will inform the state work and practitioners as well as support the State's reform agenda.

The *third tier of engagement* represents services and tools provided by the Department and external providers to all schools and LEAs. At this tier, schools, LEAs, institutions of higher education and professional organizations can participate in the Innovation Networks and will be engaged in professional development work in the common core, data use, assessment and teacher and leaders initiatives that are part of the overall state plan. As results emerge from the work being done at the intensive Tiers 1 and 2 with participating districts, it will be shared with all schools and districts in Tier 3 through involvement strategies including webinars and forums, research briefs and continuation of the strategies in the previous tiers. It is anticipated that work done to adopt the Common Core, the dissemination of new assessment systems, including the NH Growth Model, the planned roll out of the results of the work to implement a state model for teacher/principal training, induction, mentoring and evaluation and the findings from the pilot work done with Board Examinations and high school redesign will be made available to all in Years 3 and 4, through involved district funds under RttT.

Across the tiers seven key strategies will be utilized. Each strategy is described below and discussed in more detail in subsequent sections of this application.

Strategy 1: Intensive, Comprehensive Assistance to the Lowest-Achieving LEAs. Each of the 10 lowest-achieving LEAs and their schools will be matched with an external partner who will guide, coordinate and manage the school's transformation with support from the Department and other specialized resources, as needed. These schools will be making bold changes in all four education reform areas, and will participate in the research agenda.

Strategy 2: *Support LEA Education Reform Projects.* NH will use Race to the Top funds to support and research the progress and effectiveness of innovative pilot projects developed by consortia of districts that have been proposed through proposals and MOUs with NH DOE. These initiatives were selected based on their match with the State Transformation Plan and the ability for the initiative to meet criteria including: Projects must be research-based and aligned with the conditions for school transformation or one of the four education reform areas, and on criteria of rigor and innovation. Project implementation will be supported in a variety of way through contracted service providers in each of the seven project areas. Projects will be subjects of evaluation and research and will continue or be improved as evidence from the Research Group becomes available.

Strategy 3: *Establish Innovation Networks.* Innovation Networks of schools, LEA's, colleges, universities and professional organizations will be continued or established to share lessons learned and provide vehicles for researching and implementing with models, assessing their effectiveness, sharing findings, and promoting proven practices statewide. Networks will be supported in the budget and will involved in the Research Group's evaluation and research agenda.

Strategy 4: *Develop, Research, Refine and Disseminate Effective Education Reform Practices.* NH will continue to build on its successful practices, based on current information about connection of practices to student success, e.g., literacy and numeracy plans; expansion of science, technology, and mathematics; extended learning opportunities (ELOs) and high school transformation; expanded time to learn; and enhanced assessment technology projects. The research group along with others will review from research and evaluation and work to codify and scale effective in manner so others can implement them in their own setting. Through the RttT initiative, NH will implement a rigorous and innovative reform agenda by engaging stakeholders in adopting the common core standards; creating a performance-based educator evaluation system linked to student achievement including career ladder standards; implementing transformation models in the lowest-achieving LEAs and schools; providing a leadership academy for principals of the lowest-achieving schools; instituting a three-year

induction/mentoring program for teachers; building the capacity of teachers and leaders to analyze and use formative and summative data to make informed decisions regarding curriculum and instruction; improving preparation programs with particular emphasis on increasing prospective elementary teachers' content knowledge in math, science and technology; and enhancing its longitudinal data system to link teacher performance and student achievement.

Strategy 5: *Expand and Formalize Research and Development Capacity.* With the increased capabilities afforded by a more robust longitudinal data system and the statewide Research Group, the state has the capability to study the effectiveness of the instructional and leadership practices being piloted and implemented by districts and consortia. The State, through the Research Group's vetted research agenda, will issue RFP's to conduct rigorous research of the key strategies, field initiatives and work being conducted in each of the four reform areas. Findings will be shared broadly and be accessible for others to use in influencing policy and practice at the state and local level. STEM will be targeted by this group to provide information to the lead school district on research-based practices. This Research Group unit would also develop feedback loops and assess the State's annual progress toward its expected outcomes. Departmental reorganization will create a sustainable model. Support from the REL-NEI will be sought as an external, independent source of support for the research agenda.

Strategy 6: *Use Data and Research to Improve Instruction and Inform Policy Across the P-16 Educational System.* Pending receipt of funding for enhancing its longitudinal data system, New Hampshire has forged agreements to link student data with the Department of Health and Human Services (preschool data), the University System of New Hampshire, the Community College System of New Hampshire, and the state's private colleges. It is linking its newly implemented Educator Information System (EIS) to student performance data for the purpose of informing evaluation, promotion, tenure and compensation practices, and has requested funds to back fill data on teachers in the EIS. A major focus of this strategy is to enhance the capacity of education personnel and, in some cases, students in LEAs and schools to use data from common formative and benchmark assessments to inform rapid action, such as changes to instructional practices and school policies that do not work, and to intervene quickly when students do not reach learning targets.

(A)(1)(ii)(c) As displayed in Table A-1, 100 percent of the superintendents in the 35 participating LEAs have signed the Memorandum of Understanding. Of the 35 districts, 97 percent of the school board presidents and 49 percent of the presidents of the teachers' unions in the districts have agreed to the terms of the MOU. One union, which represents the majority of districts in the state, has been supportive and involved in the development of the plan, but the second has concerns about the development and implementation of a statewide evaluation plan (see Appendix A- __ for a letter of support from all involved including the teachers' union president in Nashua).

(A)(1)(iii) The 35 LEAs in New Hampshire that are participating in Race to the Top represent 21 percent of the districts in the state, and their 163 schools make up 36 percent of the schools statewide. The student population in these districts (78,506) equals 41 percent of the state's K-12 students, and 53 percent of students in poverty statewide. In this small and rural state, many of the participating LEAs are indeed rural and small, and the population overall is also small. But the record of student success to date is positive, and continuing to proceed in a positive direction, (A-3), and the needs for the supports (in each of the key reform areas) to ensure the next round of success are high. The Department's long history of collaboration with districts and key stakeholders and the initiative's design will lead to increased implementation of promising practices identified by research.

As part of its Race to the Top initiative, the State is setting the following ambitious yet achievable goals, overall and by subgroup, for increasing student achievement in reading and language arts, as reported by NAEP and the assessment required under ESEA (New England Common Assessment Program):

Figure 5: NAEP, Reading/Language Arts, Grade 4

Assessment	At or Above Proficiency, 2008	Goal for At or Above Proficiency, 2014
All NH Students	41	42.2
Asian		
Hispanic		
Black		
White		
English Language Learners		
Socio-Economically Disadvantaged		
Students with Disabilities		

NAEP, Mathematics, Grade 4

Assessment	At or Above Proficiency, 2009	Goal for At or Above Proficiency, 2014
All NH Students		
Asian		
Hispanic		
Black		
White		
English Language Learners		
Socio-Economically Disadvantaged		
Students with Disabilities		

NAEP, Reading/Language Arts, Grade 8

Assessment	At or Above Proficiency, 2008	Goal for At or Above Proficiency, 2014
All NH Students		
Asian		
Hispanic		
Black		
White		
English Language Learners		
Socio-Economically Disadvantaged		
Students with Disabilities		

NAEP, Mathematics, Grade 8

Assessment	At or Above Proficiency, 2009	Goal for At or Above Proficiency, 2014
All NH Students		
Asian		
Hispanic		
Black		
White		
English Language Learners		
Socio-Economically Disadvantaged		
Students with Disabilities		

New England Common Assessment Program, Reading

Student Groups	Grades 3-8		Grade 11	
	Index Targets 2009-10	Index Targets 2013-14	Index Targets 2009-10	Index Targets 2013-14
All NH Students	91	100	89	100
Asian	91	100	89	100
Hispanic	91	100	89	100
Black	91	100	89	100
White	91	100	89	100
English Language Learners	91	100	89	100
Socio-Economically Disadvantaged	91	100	89	100
Students with Disabilities	91	100	89	100

New England Common Assessment Program, Mathematics

Student Groups	Grades 3-8		Grade 11	
	Index Targets 2009-10	Index Targets 2013-14	Index Targets 2009-10	Index Targets 2013-14
All NH Students	88	100	72	100
Asian	88	100	72	100
Hispanic	88	100	72	100
Black	88	100	72	100
White	88	100	72	100
English Language Learners	88	100	72	100
Socio-Economically Disadvantaged	88	100	72	100
Students with Disabilities	88	100	72	100

NHDOE is setting the following targets for projected graduation and dropout rates:

Projected Graduation Rates, 2013-2014

Groups of Students	At or Above Proficiency, 2003	Goal for At or Above Proficiency, 2014
All NH Students	87.9%	90.8%
Asian	94.0%	98.6%
Hispanic	75.9%	84.4%
Black	78.9%	82.2%
White	88.2%	93.2%
English Language Learners	n/a	n/a
Socio-Economically Disadvantaged	n/a	n/a
Students with Disabilities	n/a	n/a

Projected Dropout Rates, 2013-2014

	2003-04	Goal for 2012-14
All NH Students	3.8%	1.5%

Summary Table for (A)(1)(ii)(b)

Elements of State Reform Plans	Number of LEAs Participating (#)	Percentage of Total Participating LEAs (%)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	35	100%
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems	35	100%
(ii) Professional development on use of data	35	100%
(iii) Availability and accessibility of data to researchers	35	100%
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth	35	100%
(ii) Design and implement evaluation systems	35	100%
(iii) Conduct annual evaluations	35	100%
(iv)(a) Use evaluations to inform professional development	35	100%
(iv)(b) Use evaluations to inform compensation, promotion and retention	14	40%
(iv)(c) Use evaluations to inform tenure and/or full certification	18	51%
(iv)(d) Use evaluations to inform removal	35	100%
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools	17	49%
(ii) Hard-to-staff subjects and specialty areas	19	54%
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development	35	100%
(ii) Measure effectiveness of professional development	35	100%
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools	10	100%

In (E)(2), the number of participating LEAs represents the participating districts with the identified persistently lowest-performing schools.

Summary Table for (A)(1)(ii)(c)

Signatures acquired from participating LEAs:			
Number of Participating LEAs with all applicable signatures			
	Number of Signatures Obtained (#)	Number of Signatures Applicable (#)	Percentage (%) (Obtained / Applicable)
LEA Superintendent (or equivalent)	35	35	100%
President of Local School Board (or equivalent, if applicable)	35	34	97%
Local Teachers' Union Leader (if applicable)	17	35	49%

One local union has submitted a letter of support, which is contained in Appendix A-2.

Summary Table for (A)(1)(iii)

	Participating LEAs (#)	Statewide (#)	Percentage of Total Statewide (%) (Participating LEAs / Statewide)
LEAs	35	163	21%
Schools	169	476	36%
K-12 Students	78,506	192,811	41%
Students in poverty	20,156	37,913	53%

New Hampshire defines students in poverty by the number of students who are free and reduced lunch eligible. The statewide figure presented above does not include children in kindergarten or charter schools.

Section A - State Success Factor

Detailed Table for (A)(1)

This table provides detailed information on the participation of each participating LEA (as defined in this notice). States should use this table to complete the Summary Tables above. (Note: If the State has a large number of participating LEAs (as defined in this notice), it may move this table to an appendix. States should provide in their narrative a clear reference to the appendix that contains the table.)

Participating LEAs	LEA Demographics			Signatures on MOUs			MOU Terms Uses Standard Terms & Conditions? President of Local Teachers Union (if applicable)	Preliminary Scope of Work – Participation in each applicable Plan Criterion																
	# of Schools	# of K-12 Students	# of K-12 Students in Poverty	LEA Supt. (or equivalent)	President of local school board (if applicable)	President of Local Teachers Union (if applicable)		(B)(3)	(C)(3)(i)	(C)(3)(ii)	(C)(3)(iii)	(D)(2)(i)	(D)(2)(ii)	(D)(2)(iii)	(D)(2)(iv)(a)	(D)(2)(iv)(b)	(D)(2)(iv)(c)	(D)(2)(iv)(d)	(D)(3)(i)	(D)(3)(ii)	(D)(5)(i)	(D)(5)(ii)	(E)(2)	
Name of LEA here				Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Yes/ No	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	Y/ N/ NA	
Alton School District	1	586	109	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	N	N	N	N	N	Y	Y	NA	NA	
Amherst School District	3	1,547	50	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA	NA
Andover School District	1	228	32	Y	N	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Barrington School District	2	924	127	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	Y	Y	Y	Y	NA
Bedford School District	6	4,122	115	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	NA
Brookline School District	2	641	27	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	Y	NA
Concord School District	10	5,119	1,194	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Epping School District	3	973	160	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Farmington School District	3	1,454	538	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Franklin School District	5	1,400	628	Y	Y	N	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Governor Wentworth	8	2,605	697	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	N	Y	Y	NA	NA

Section A - State Success Factor

Regional District																							
Hinsdale School District	3	654	192	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Hollis School District	2	733	14	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Hollis Brookline Cooperative	2	1,366	50	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Kearsarge Regional School District	7	1,966	234	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Laconia School District	5	2,251	887	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Littleton School District	3	843	295	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Manchester School District	22	15,992	5,900	Y	Y	Y	No	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Marlboro School District	1	167	44	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	N	Y	Y	Y	NA
Mascenic School District	5	1,203	278	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	Y	Y	Y	Y	NA
Merrimack Valley School District	7	2,737	520	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	NA
Milton School District	3	651	225	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mont Vernon School District	1	257	11	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Nashua School District	20	12,346	3,604	Y	Y	N	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Pembroke School District	4	1,720	325	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Pittsfield School District	3	613	205	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Portsmouth School District	6	2,600	504	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Raymond School District	3	1,490	359	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Rochester School District	11	4,631	1,608	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	NA
Somersworth School District	4	1,777	562	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Souhegan School District	1	943	27	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Tamworth School District	1	206	70	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA

Section A - State Success Factor

Winchester School District	1	439	188	Y	Y	Y	Yes*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Windham School District	5	1,696	58	Y	Y	N	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y	N	N	Y	Y	NA
Winnisquam School District	5	1,606	319	Y	Y	Y	Yes	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y	Y	Y	Y	Y	NA

(A)(2) Building strong statewide capacity to implement, scale up and sustain proposed plans (30 points)

The extent to which the State has a high-quality overall plan to—

(i) Ensure that it has the capacity required to implement its proposed plans by— (20 points)

- (a) Providing strong leadership and dedicated teams to implement the statewide education reform plans the State has proposed;
- (b) Supporting participating LEAs (as defined in this notice) in successfully implementing the education reform plans the State has proposed, through such activities as identifying promising practices, evaluating these practices' effectiveness, ceasing ineffective practices, widely disseminating and replicating the effective practices statewide, holding participating LEAs (as defined in this notice) accountable for progress and performance, and intervening where necessary;
- (c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring, performance measure tracking and reporting, and fund disbursement;
- (d) Using the funds for this grant, as described in the State's budget and accompanying budget narrative, to accomplish the State's plans and meet its targets, including where feasible, by coordinating, reallocating, or repurposing education funds from other Federal, State, and local sources so that they align with the State's Race to the Top goals; and
- (e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success; and

(ii) Use support from a broad group of stakeholders to better implement its plans, as evidenced by the strength of the statements or actions of support from— (10 points)

- (a) The State's teachers and principals, which include the State's teachers' unions or statewide teacher associations; and
- (b) Other critical stakeholders, such as the State's legislative leadership; charter school authorizers and State charter

school membership associations (if applicable); other State and local leaders (e.g., business, community, civil rights, and education association leaders); Tribal schools; parent, student, and community organizations (e.g., parent-teacher associations, nonprofit organizations, local education foundations, and community-based organizations); and institutions of higher education.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. The State's response to (A)(2)(i)(d) will be addressed in the budget section (Section VIII of the application). Attachments, such as letters of support or commitment, should be summarized in the text box below and organized with a summary table in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(2)(i)(d):

- The State's budget, as completed in Section VIII of the application. The narrative that accompanies and explains the budget and how it connects to the State's plan, as completed in Section VIII of the application.

Evidence for (A)(2)(ii):

- A summary in the narrative of the statements or actions and inclusion of key statements or actions in the Appendix.

Recommended maximum response length: Five pages (excluding budget and budget narrative)

A(2)(i) *Provide Strong Leadership*. Since beginning her tenure as Commissioner of Education in June 2009, Virginia M. Barry, Ph.D., along with the entire New Hampshire Department of Education team, has made the creation of a comprehensive system for school reform the Department's number one priority. In July 2009, the Commissioner formed four working cross-departmental committees aligned with the four assurances: High Quality Standards and Assessments, Great Teachers and Leaders, Longitudinal Data Systems, and Turning Around Persistently Low-Achieving Schools. Members of the Commissioner's immediate cabinet who are also directors of major departmental divisions took the lead for each group. Working with the New England Comprehensive Center in the fall of 2009, the Department began a full scale strategic planning process, which will be completed in the spring of 2010, examining and redirecting the Department's mission, vision, goals, and values in order to substantially transform the Department into an organization focused primarily on providing leadership, support, and technical assistance in overall educational reform, organized according to the four areas of education reform.

In the spring of 2009, a statewide advisory was convened for the purpose of ensuring stakeholder input on all ARRA education grants, including Race to the Top. The make up of the committee includes leadership from NEA, AFT and the NH School Administrators Association, among other groups and they are committed to strong participation in leading this grant. The Governor and members of the Legislature, in particular the leaders of education committees in both chambers have supplied strong leadership for the goals of RttT, with the Governor leading the charge on reducing the drop out rate and supporting interagency coordination along with strong involvement of community-based organizations and business (Governor's Summits, 2008 and 2009).

It is anticipated that upon award of the Race to the Top funding, the Department will immediately establish four positions to oversee the leadership and operation of the grant. The Race to the Top grant administrator position will provide grant management and oversight, function as a member of the Commissioner's extended cabinet, and report ultimately to the Commissioner and the Governor's Education Staff Liaison. A program auditor, a STEM coordinator and an administrative assistant will support this position. In addition, support from external partners will be used to co-coordinate the external efforts with research, development, dissemination and the assistance to LEAs in the four education reform areas.

New Hampshire has demonstrated its ability over time to develop successful statewide and regional initiatives. These efforts have ranged from the institution of Performance Plus and its data tools and reports, which have spread in use across the state in the last two years and are now used by almost every

school district; passage of legislation in collaboration with the Governor and Legislature; and the institution of “roundtables” or collaborative analysis of outcome data and development of action plans with districts in corrective action or restructuring.

The current work of teams in each of the four areas of education reform from the NH Department of Education, as enriched by resources from many groups and stakeholders, is listed in Appendix ____ . The Department will integrate their efforts into its operating structure to ensure success continuing beyond the grant.

(A)(2)(i)(b) *Supporting Participating LEAs.* After a vetting period to select external partners and consultants, the Race to the Top Director will convene internal staff from the Department, external partners, and key consultants to create a coordinated plan for providing services across the tiers of engagement including all participating districts and eventually expanded in years 2-4 to include other involved LEAs. The plan will incorporate a series of benchmarks for participating districts, which coupled with the MOU will define the plan each LEA will undertake, including progress indicators. NHDOE and external partners will provide several kinds of support to LEAs in the implementation of the State’s reform plan, including: a) identifying the most promising practices through evaluation and research; b) sharing and disseminating these practices, through the Innovation Networks, webinars, and professional development offerings through the Regional Centers; c) ceasing ineffective practices and shifting to more effective ones; and d) holding the participating LEAs accountable and intervening where necessary to increase progress toward the goals.

Seminars and ongoing planning meetings—with discussions based on analysis of student achievement data and other indicators, current research and professional literature and successes and challenges—will be held monthly at the state level. Regular conference calls between the RttT Director and the external partners as well as quarterly reports will ensure that external partners, key consultants and districts are accountable for progress and performance. Within each of the 10 LEAs participating in the Tier 1 Transformation Consortium, the LEAs external partner and the district’s liaison from the Department will convene similar meetings with district and school staff, consultants, and parents or community members to ensure that the group maintains a common focus on learning and achievement, uses data to make decisions and plans for scale-up to additional qualifying schools in subsequent years.

In each education reform area, a lead district or key consultant along with Department staff will coordinate the work across a specific network and participating districts’ projects and link them with

statewide efforts, e.g., the development of effective teacher standards, when appropriate. For example, the consultant leading the mentoring/induction effort will convene the leads from the four participating districts that are implementing projects related to teacher development. The goals of these groups is to share data on what strategies are having an impact on student achievement, to develop a product that would be beneficial for other districts, and to participate in research and evaluation efforts.

Support to districts will be differentiated according to their needs. The 10 LEAs in Tier 1 Transformation will have the most support. They will be matched with an external partner and required to participate in ongoing activities, e.g., leadership academy, mentoring training, hands-on use of Performance Plus and its tools. In addition, the district may choose to continue to use Focused Monitoring, Response to Intervention, or another program that has been proven effective in the school or district as evidenced by an upward movement in student achievement scores and other indicators. Other Tier 2 participating districts will be supported in carrying out their own district improvement initiatives as designed in their proposal and MOU, and will be linked to appropriate networks, e.g., the High School Transformation Network, if they are implementing competency-based assessments in their high school. Membership in these Innovation Networks is open to other LEAs in the state and the Race to the Top director and leadership will work to match the interested LEA with the most appropriate network, depending on their needs and particular focus.

Districts will have access to effective practices identified by the What Works Clearinghouse, and use of the Doing What Work tools and website. The opportunity to look at evaluation data of particular practices and initiatives will be overseen by the state's Research Group and various resources will be tapped including requested studies from the regional educational laboratory (REL-NEI) through its rapid response program and the New England Comprehensive Center and from collaborations among the NECAP states. New Hampshire's statewide, educational culture is one of collaboration. Promising practices are currently shared through the Commissioner's monthly meetings with superintendents, the regional superintendents Curriculum, Instruction, and Assessment Groups, and professional conferences and meetings. RttT will enable a more concerted effort to vet practices, share practice information and support implementation at various levels more broadly through meetings with lowest-achieving schools, district meetings convened by the external partner and the Department liaison, and various networks at the state level.

(A)(2)(i)(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant in such areas as grant administration and oversight, budget reporting and monitoring,

performance measure tracking and reporting, and fund disbursement. Under the leadership of the Commissioner of Education, the Race to the Top director will oversee the implementation of the grant, involving the ARRA Committee and the four working cross-departmental committees aligned with the four assurances: High Quality Standards and Assessments, Great Teachers and Leaders, Longitudinal Data Systems, and Turning Around Persistently Low-Achieving Schools.

The Race to the Top director, supported by the current NHDOE staff in each of the four reform areas, will regularly monitor major contractors and district awards through a regular cycle of site visits, monthly program administrator meetings and quarterly in-depth progress reports. The design and reach of progress reports will extend beyond basic ARRA requirements to provide in-depth analysis of project development, implementation and impact on student performance and teacher/leader effectiveness.

The second educational administrator position will provide leadership to the Department's longitudinal data warehouse team and will oversee the expansion of the State Individual Student Identifier System to early learning programs, colleges and universities, and systems of care, e.g., Juvenile Justice, the Division of Child and Family Services, and the state mental health system.

The third position will be a Grants Auditor, working with the Race to the Top director and Department's Business Administrator. will provide the ongoing oversight of grants and awards to school districts under Race to the Top, which will be directly connected to major title support (Title I and IIC and D) to schools identified in need of improvement, to assure that coordination between Title I, the School Improvement Grant, and Race to the Top is fully comprehensive in scope. This position will be responsible for budget reporting and monitoring, overseeing major contracts funded by Race to the Top. When ARRA was passed and monies awarded to states in the spring of 2009, the Department implemented a new, on-line grants management system to more directly and immediately award grants to school districts. In conformance with ARRA guidance and principles, these awards are made entirely transparent and accessible through approval by the state's Governor and Council on a monthly basis, as well as immediate posting on the New Hampshire Department of Education and New Hampshire ARRA Office websites.

The fourth position, and FTE Administrative Assistant, will provide support to the Director, and the other positions listed above on all administrative tasks. In addition to the internal NHDOE staffing, the Department will contract several key roles including the Research Group Leader, and the specific other expertise needed for each reform area.

(A)(2)(i)(d) *Using Funds for This Grant to Accomplish the State's Reform Plan and Targets.* The budget detailing the use of funds from this grant is included in Budget, Part 1 and is further detailed in the budget narrative (Appendix H). The recent grant guidance provided by the USED has offered NH the support and platform to push reform across the State. In a State that has a high level of local control, the national attention of the turnaround challenge has broadened NH's perspective and provided a national, collegial relationship around school reform. The NHDOE has approached the development of the NH State transformation plan as a comprehensive plan that aligns other Federal, State and local resources and strategies. The previous school and district turnaround work has always been conducted within the NH Statewide System of Support (SSOS), which involves differentiated levels of support based on student data and school strengths and weaknesses; however, the demands of the schools are now forcing the need for reorganizing NH's efforts in order to maximize the impact on student achievement. The Federal alignment of the State Fiscal Stabilization Fund, Title I School Improvement Grants (SIG) and Race to the Top purpose and guidance has allowed the NHDOE to begin this reorganization effort and increase the intensity of school and district improvement.

The NHDOE is in the process of writing the NH SIG, in which the NHDOE will complement the efforts outlined in the Race to the Top grant. Initiatives such as current leadership professional development, creation of an aspiring principals' academy and the development of a statewide leader and teacher evaluation system will be supported by the goals and objectives of the Race to the Top, School Improvement and other grants. The NHDOE will continue to leverage all other Federal Title grants to best support schools in need of targeted support and resources. NH districts and schools have also agreed to align the use of local funds to support the goals of school turnaround outlined in the NH State plan.

The NHDOE has already begun the process of assessing the current allocation of funds and resources, and is developing a plan to redeploy efforts and resources to best support the NH State plan, promoting dramatic, fast-paced reform efforts.

NHDOE has held discussions with numerous stakeholders across the State, including the Parent Information Resource Center (PIRC) and higher education institutions, and is in the process of incorporating wraparound services/supports to provide comprehensive to school communities on a full range of education and related needs, e.g., health and nutrition. The alignment of such resources will not only guarantee collaborative approaches to reform, but also assist in the development of a sustainability plan for the work required in continuing to improve the quality of education for NH students.

(A)(2)(i)(e) Using the fiscal, political, and human capital resources of the State to continue, after the period of funding has ended, those reforms funded under the grant for which there is evidence of success.

The State of New Hampshire is very well positioned to sustain the major educational reform efforts and initiatives outlined under the RttT grant:

- Education funding ~ In Fiscal Year 2009, the NH Legislature passed a budget fully funding NH's adequate education formula, and, despite the significant downturn in the economy, maintained this funding for the biennium 2010-2011. In the same year, the state completed a three step process, where the state was under order to complete its adequacy system, by defining adequacy, costing-out adequacy, and setting the accountability system to assure its maintenance.
- State Goals - Over the last two years, the NH P-16 Council had been developing goals and objectives with the New England Secondary School Consortium (NESSC). The Council has adopted the overarching goal of ensuring that every high school student graduates prepared for success in college, careers and community life, through the achievement of core objectives for Graduation and Dropout Rates, College Enrollment, College Preparation, and College Success, as depicted in the NESSC Graphic in Appendix A-6.

New Hampshire, as one of the founding states of the NESSC, adopted the overall goals and objectives in 2008, and is engaged in an implementation process to achieve these goals, as a full member of the Consortium. To date, the Consortium has been funded with multiple foundation support (Nellie Mae Education Foundation, Gates Foundation), and it is anticipated that the effort will grow to support "Hot House Schools" demonstrating systemic and substantial redesign in the coming years. Just recently, Connecticut was added to the Consortium, and all five Governors and Legislatures have endorsed membership and maintain active leadership on the governing Council for the NESSC. NH Council members include Christen Lavers, Education Advisor to Governor John Lynch, Representative Emma Rous, Chairwoman for the House Education Committee, and Senator Molly Kelly, Chairwoman of the NH Senate Education Committee.

In addition, Governor John Lynch has taken a national leadership position in setting an aspiration of eliminating all high school dropouts in New Hampshire by 2012. He has done this by championing the passage of legislation, which raises the compulsory age of education from 16 to 18 years, and added dedicated state funding to the NHDOE's budget to support dropout prevention activities. This ambitious goal has sharpened the actions and focus on this key

indicator. For the school year 2007-2008, one year after the passage of the compulsory age legislation, NH reduced its four-year cohort rate below ten percent (9.7%) and results published just this week show a reduction of the dropout rate to 6.7% for school year 2008-2009. The funds needed to support dropout prevention programs are now in place for the current biennium and are contained in ongoing budget line items.

- **High Quality Standards and Assessments:** Over the last five years, New Hampshire has been a founding member of the New England Common Assessment Program (NECAP), made up of four states: NH, Vermont, Rhode Island, and Maine. Through this groundbreaking effort, the NECAP states have been able to demonstrate how to construct and maintain a multi-state consortium, reduce and/or maintain costs for state assessment implementation, and demonstrate improvement in student performance (see **Appendices A-5-A** for NAEP score improvements). New Hampshire is now applying this know how to membership in four new consortia: the NGA/CCSSO led Common Core Standards Consortium (36 states), the CCSSO-led Balanced Assessment Consortium, the National Center for Education and the Economy (NCEE) led Board Examination/Move On When Ready Consortium (13 states), and the ACHIEVE Consortium (25 states). Inclusion in these several national enterprises will support NH's planned activities which are further detailed in Section B.

Once constructed, NH's model for assessment will be maintained and supported by the NHDOE's Accountability and Assessment Group, with state dedicated funds approved for assessment implementation. NH's Growth Model is now featured as a central part of the NH State Accountability System, and will also be maintained through state funding, once developed via Nellie Mae Education Foundation support. If the Board Examination System in pilot sites through Years 2 and 3 of the RttT grant proves to be a system worthy of going to scale, it will be the intention of the NHDOE to seek state legislative support to gradually move NH schools into a board examination model for federal and state accountability purposes.

- The plan for building out NH's Teacher and Leader Preparation, Support, and Improvement Model is further described in Section D. The key features for sustainability or leveraging outside funds and producing systemic change include:
 - The development of the evaluation model will be based on multiple measures of professional performance, however there will be a substantial connection between teacher and leader performance to student performance to be supported by the development and

implementation of the NH student growth model, now under construction, to be based on NECAP results and patterned after the Colorado model. Funding for this effort is being provided by the Nellie Mae Education Foundation and the Center for Assessment staff in Dover, NH is leading the effort.

- This effort will also include adjusting NH's alternative credentialing system through state rulemaking;
- In order to ensure full access to effective and highly effective teachers and leaders for students who historically have underperformed and have been underserved, NH will create a software system that will allow us to track educator delivery at the classroom level and link that delivery to student performance, by bridging NH's Performance Plus Student Data System to the new Educator Information System. NH is now piloting course-level monitoring, grades K-12 in five school districts, and shortly this will be brought to scale, as system definitions and linkages to local systems are clarified. Once in place, this system will bolster NH's current critical shortage system, now based on LEA batch reports to the state. State funding will be used to support this effort in part, but the RttT funds are critical to more robust implementation.
- Currently, NH's teacher effectiveness and credentialing system is supported by educator credentialing fees to the State. It is anticipated that once the overall system is developed, this source of funds will continue to support the system.
- Federal title monies, along with state school improvement and adequacy payments will also support ongoing teacher preparation and professional development efforts.

Transforming NH's Persistently Lowest Achieving Schools: The overall approach is to work with a subset of LEAs under Memoranda of Understanding with the districts that currently contain the five percent lowest-achieving schools to engage an external partner to work with the LEA to provide comprehensive supports to fully implement the transformational model of school turnaround with at least one school in each district. As this effort progresses, it will be rigorously reviewed for effectiveness under the research agenda of the Research Group. This work over the course of the four-year grant will provide the staging for legislation moving forward to further provide state level support in turnaround activities. The current State System of Support will evolve to include more robust supports to other schools that demonstrate persistently low performance. This legislative effort will be bolstered by several other of the initiatives proposed under Section E, including a formal review of the conditions of education reform in NH, This staging process including the internal research, the legislative initiative, and further utilization of national and international research results available during the grant period will allow the state to align

policies and systems needed to support turnaround, demonstrate success in key schools in participating districts, and develop political will and organizational capacity to go to scale across the state. NH currently provides a line item for school improvement. As the evidence base solidifies, the NHDOE will look to expand these resources through State, foundation and local funding.

New Hampshire policy makers and much of the public are supportive of the Governor's deep commitment to education. The State is moving beyond a stage of discussion of innovative practices to the development and implementation of school choice programs, including charter schools, virtual learning in high schools and middle schools and high school redesign. The social capital to promote effective school reform is deeply focused on financial decisions being tied to policy decisions with student outcomes as the goal. The collaborative approach developed by NHDOE in the development of the Race to the Top application established a much needed forum of open communication among all stakeholders. Frequently asked questions involving sustainability and the fully debated concept of the "cliff" in accepting federal dollars is part of all conversations focused on identifying successes in our schools and spending our money and resources on what supports student growth. The combination of political will and school and statewide successes has created an atmosphere of purpose and common sense. The movement to establish a process whereby decisions related to finance are connected to educational policy and the implementation of effective programs will allow for sustainability of the most effective features of the Race to the Top work through state funding, including creating incentives to focus on student success.

Finally, and perhaps one of the most critical elements of sustainability in the State, is the reorganization of the NHDOE. The Department is moving from primarily a compliance organization to one that will seek to offer support to schools in a powerful modeling of continued focus on student learning and success. The ability of the Department to move toward a transformational model is essential in creating a complete reform effort in the state. The four education reform areas have proven to be an effective framework to engage all stakeholders in a meaningful model of transformation.

(A)(2)(ii)(a) *Support from Broad Group Stakeholders to Better Implement Its Plans.* In the spring of 2009, a statewide advisory was convened for the purpose of ensuring stakeholder input on all ARRA education grants including Race to the Top. The makeup of the committee includes representation from the NEA, AFT, and the Association of School Principals. Meetings continued throughout the fall and early winter. Invitations were extended from the teacher unions to discuss specific assurances. While this advisory was ongoing, a Teacher Incentive Fund made up of stakeholders met to craft the Teacher

Incentive Fund proposal. The Race to Top Steering Committee met with the teachers' unions and the Association of School Principals to address specific areas of the grant.

(A)(2)(ii)(b) In addition to the state teacher unions/associations, the local superintendents met on a regular basis to give input into the grant proposals. The Commissioner's Meetings and Regional Superintendents' Groups were organized to ensure superintendents were given time to engage in discussions around a specific assurance. There were formal presentations and interactive sessions that provided opportunities for input from the legislative leadership and the Governor's office. Information sessions were held with the House and Senate Education Committees, as well as the House Finance Committee. Letters of support from a wide range of these stakeholders are in **Appendix A-**.

The New Hampshire State Board of Education through the approval process provides oversight to the charter schools. The Charter School Advisory Committee and member association were provided updates via the department's liaison to charter schools.

The Steering Committee met with various business and community groups such as local school boards, economic development councils, the University System provosts and Board of Trustees for the Community Colleges. The NH State Board of Education spearheaded an educational council that represented a variety of stakeholders from early childhood to higher education as well as parent teacher organizations; this group had input into the development of the grant proposal. Several advisory boards, such as the Professional Standards Board and the Council for Teacher Education, have had monthly updates on the ARRA grants including Race to the Top.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps (30 points)

The extent to which the State has demonstrated its ability to—

- (i) Make progress over the past several years in each of the four education reform areas, and used its ARRA and other Federal and State funding to pursue such reforms; (5 points)
- (ii) Improve student outcomes overall and by student subgroup since at least 2003, and explain the connections between the data and the actions that have contributed to — (25 points)
- (a) Increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA;
 - (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA; and
 - (c) Increasing high school graduation rates.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (A)(3)(ii):

- NAEP and ESEA results since at least 2003. Include in the Appendix all the data requested in the criterion as a resource for peer reviewers for each year in which a test was given or data was collected. Note that this data will be used for reference only and can be in raw format. In the narrative, provide the analysis of this data and any tables or graphs that best support the narrative.

Recommended maximum response length: Six pages

A(3)(i) Progress in Education Reform Areas.

Standards and Assessment. Over the past several years, the State has made progress in the four education reform areas. Supported by funding from each state, New Hampshire, Rhode Island, and Vermont (with the recent addition of Maine) have developed and began implementing the New England Common Assessment Program based on agreed-upon standards in 2005-06. This collaboration has led to several additional activities—all of which in conjunction with other initiatives have impacted positively on students' learning, teachers' instructional practices, and data-based decisions by leaders and teachers. This led to other collaborative or NH efforts that resulted in the development and implementation of alternative assessments for students with disabilities—Nimble tools (U.S. Department of Education, Office of Special Education); a teacher training institute for arts assessment literacy created and implemented by NH and Vermont (began in 2005, supported by State, local and federal funds); establishment of competency-based rules in 2007; creation of performance-based assessments with the New England Secondary School Consortium and the development of a growth model with the Center for Assessment (supported by State, Nellie Mae Foundation, and local funds); and the investigation of and creation of stakeholder support for a pilot of the Board Exam System (Gates Foundation through the National Center for Education and the Economy). In addition to its membership in NECAP, New Hampshire has been a member of the World Class Instruction, Design, and Assessment consortium at the University of Wisconsin.

Data Systems to Support Instruction. In 2004, New Hampshire inaugurated its longitudinal data system, which was partially driven by the need for data in the Department's Follow the Child initiative and the State's high school transformation efforts. Since that time, the State has established a SASID (2005), created a student data warehouse in 2005-06, provided Performance Plus tools to teachers and administrators since 2007-08, and trained preservice teachers in use of Performance Plus tools in 2007. The Department now has data to answer policy questions and has infused data into its work with districts, e.g., the roundtable discussions with districts in need of improvement. At the local level, most districts have a data manager and use Performance Plus tools to make instructional and programmatic decisions. The monthly regional superintendents' meetings—Curriculum, Instruction, and Assessment Groups—begin their discussions with data. Some districts provide parent portals; and one gave log-ins to parents this year, which allowed

them to access the Performance Plus data reports and tools at the state level. Legislation is pending to expand the data warehouse to include pre-K and college-level data. These initiatives have been supported with federal, state, and local funds.

Great Teachers and Leaders. With support from credentialing fees, the Department updated its certification rules in core content areas, increasing rigor in math and science requirements to align with NECAP; established minimum standards for school program approval that allow for personalization, competency attainment, credit attainment, and receiving credit beyond seat time (support to extended learning opportunities); refined its Professional Development Plan; and drafted an updated program approval process that is standards driven, based on students' learning, and continuous improvement. With state, in-kind local funds and federal funds, regional professional development centers with a primary focus on integrating technology in classrooms were established. ARRA and Title IID funds were used to award competitive grants to districts with a focus on obtaining the newest technology and how to address learning in the digital age. Federal funds, NCLB Title II-D, supported competitive grants for professional development focused on standards-based integration of technology and the institution of 21st century classrooms.

Turning Around the Lowest Achieving Schools. In the spring of 2009, a new law (based on NH Senate Bill 180) created the State's accountability system, which requires a school to demonstrate by the end of the school year that it provides an opportunity for an adequate education by either input- or performance-based measures. As mentioned earlier, the State is currently adding a growth model to this system. A new law, (NH RSA 193.1), which was implemented on July 1, 2009, raised the compulsory age for education from 16 to 18.

The State's System of Support provides differentiated support to districts based on their needs. With information from the data warehouse it has been possible to track the effectiveness of different programs. Among the initiatives that have been implemented by the Department with documented success are focused monitoring – tracking the progress of students with disabilities (IDEA, Title I, SIG, Title II), Response to Intervention (IDEA), leadership training (state, SIG, and Title I), and the Department's institution of collaborative roundtables with districts in need

of improvement which start with discussions of student outcome data, supported by State funds. The results of work in these areas is evident in the next section—the overall growth seen in NECAP scores for NH students and for subgroups.

During the past year, the State used some of its ARRA funds to save three Title I and one other position at the Department of Education.

A(3)(ii) *Improvement of Student Outcomes Overall and by Subgroup.* Since 2002-03, New Hampshire has made steady progress toward increasing student achievement statewide and across subgroups. On the NAEP, statewide scale scores for fourth grade in mathematics increased from 243 in 2003 to 251 in 2009; for eighth grade, statewide scale scores in mathematics increased from 286 in 2003 to 292 in 2009. When disaggregated for race and ethnicity and by special populations (English language learners, socio-economically disadvantaged students, and students with disabilities), the percentage of students who moved from the below basic level to “at or above basic” or “at or above proficient” for all subgroups ranged from four to nine percent in math (see Appendix 5).

Student Groups	Mathematics			
	Grade 4		Grade 8	
	Percentage At or Above Proficiency, 2009	Goal for Percentage At or Above Proficiency, 2014	Percentage At or Above Proficiency, 2009	Goal for Percentage At or Above Proficiency, 2014
All NH Students	56	75	33	44
Asian	61	81	53	71
Hispanic	21	28	17	23
Black	15	20	12	16
White	50	67	50	67
English Language Learners	12	16	5	7
Socio-Economically Disadvantaged	22	29	17	23
Students with Disabilities	19	25	9	11

NAEP scale scores for all NH fourth graders in reading/language arts were 228 in 2003 to 229 in 2007, while the scale scores for eighth grade decreased from 271 in 2003 to 270 in 2007 (Institute of Education Sciences, 2009). Although movement statewide in reading/language arts results for all students from 2003 to 2007 on NAEP was flat, all subgroups experienced increases

in the percentages of students that achieved a higher level in fourth grade, though these increases for subgroups remained static in eighth grade (see Appendix 5). Therefore, there is progress in narrowing the achievement gap for all subgroups, in the earlier grades.

Student Groups	Reading/Language Arts			
	Grade 4		Grade 8	
	Percentage At or Above Proficiency, 2009	Goal for Percentage At or Above Proficiency, 2014	Percentage At or Above Proficiency, 2009	Goal for Percentage At or Above Proficiency, 2014
All NH Students	41	59	37	49
Asian	45	60	40	53
Hispanic	17	23	14	19
Black	14	19	12	16
White	32	43	38	51
English Language Learners	7	9	4	5
Socio-Economically Disadvantaged	17	23	15	20
Students with Disabilities	13	17	7	9

NECAP results paint a similar picture. All subgroups show a decrease in the percentage of students scoring at Levels 1 and 2 (substantially below proficient and partially proficient) in both reading and math and an increase in students moving into Levels 3 and 4 (proficient and proficient with distinction). In almost all cases, the positive decreases or increases in the percentages for subgroups are greater than those for all New Hampshire students (see Appendix 5).

Student Groups	Reading/Language Arts			
	Grade 3-8		Grade 11	
	Index Targets, 2009-10	Index Targets 2013-14	Index Targets, 2009-10	Index Targets 2013-14
All NH Students	91	100	89	100
Asian	91	100	89	100
Hispanic	91	100	89	100
Black	91	100	89	100
White	91	100	89	100
English Language Learners	91	100	89	100
Socio-Economically Disadvantaged	91	100	89	100
Students with Disabilities	91	100	89	100

Student Groups	Mathematics			
	Grade 3-8		Grade 11	
	Index Targets 2009-10	Index Targets 2014	Index Targets 2009	Index Targets, 2014
All NH Students	88	100	72	100
Asian	88	100	72	100
Hispanic	88	100	72	100
Black	88	100	72	100
White	88	100	72	100
English Language Learners	88	100	72	100
Socio-Economically Disadvantaged	88	100	72	100
Students with Disabilities	88	100	72	100

Since 2002-03, increases in the graduation rates and decreases in the dropout rate have been observed statewide and in subgroups. This year, New Hampshire is moving to a cohort graduation rate, so next fall disaggregated data will also be available for special populations.

Figure 4. NH Graduation Rates Disaggregated by Race and Ethnicity from 2002-03 to 2007-08

Group	2002-03	2007-08	Difference
Total	84.8%	87.9%	+3.1
Asian or Pacific Islander	88.8%	94.0%	+7.2
Hispanic	65.7%	75.9%	+10.2
Black, Non-Hispanic	74.8%	78.9%	+4.1
White, Non-Hispanic	84.5%	88.2%	+5.7
Male	82.8%	86.2%	+3.4
Female	87.3%	89.6%	+2.3

From 2002-03 to 2008-09, the annual early exit percentage statewide dropped from 3.8 to 2.3; and the four-year cumulative dropout percentage fell from 14.4 to 8.9. The change is due to many factors, among them extended learning opportunities

Figure 5. Annual Early Exit Percentage and Four-Year Cumulative Dropout Percentage from 2002-03 to 2008-09

School Year	Annual Early Exit Percentage Rate	4-Year Cumulative Rate	Number of Students That Dropped Out
2003-04	3.8%	14.4%	2,500
2004-05	3.4%	12.9%	2,306
2005-06	3.1%	11.8%	2,129
2006-07	3.2%	12.2%	2,185
2007-08	3.0%	11.3%	1,986
2008-09	2.3%	8.9%	1,505

Running Start, the state's dual enrollment program, has seen a 61 percent jump in the number of enrollments in college course taking by high school students since 2004-05 (up from 2,922 to 4,703 in 2008-09).

These gains can be attributed to leverage points in the education reform areas.

- *Standards and Assessment:* Co-development of common NECAP standards and assessment processes; efforts of teachers to understand and implement the common standards, aligning their curriculum and instructional practices to them; and competency-based assessment as an innovative way to individualize learning to reach the highest content standards and achieve 21st century skills.
- *Data Systems to Support Instruction:* Data available to schools and districts in the state's longitudinal data system; and Performance Plus tools and training that assist teachers and leaders to use this information along with data they gather in their classrooms and schools to make informed instructional and programmatic decisions.
- *Great Teachers and Leaders:* Collaborative development and implementation of Statewide Literacy (2007) and Numeracy Plans (2010); and an updated program approval process that is standards driven, based on students' learning, and focuses on continuous improvement.
- *Turning Around Persistently Lowest-Achieving Schools:* New Hampshire's accountability system that employs collaborative roundtable discussions and planning with districts in need of improvement, with data as the foundation; focused monitoring, which has been instituted in districts where there is a gap in achievement between students with disabilities and those without; Response to Intervention; and use of out-of-school resources and extended time to support students' learning.
- *High School Transformation:* A variety of initiatives aimed at keeping students in school, e.g., extended learning opportunities (ELOs), charter schools that serve disengaged students, efforts to restructure high schools; implementation of Career Pathways Plan of study which outlines a "roadmap" of courses from grades 9 through 20, thus giving options and reducing the need for remediation; and a statewide focus on program and careers in science, technology, engineering and mathematics.

State Reform Conditions Criteria

(B)(1) Developing and adopting common standards (40 points)

The extent to which the State has demonstrated its commitment to adopting a common set of high-quality standards, evidenced by (as set forth in Appendix B)—

(i) The State's participation in a consortium of States that— (20 points)

- (a) Is working toward jointly developing and adopting a common set of K-12 standards (as defined in this notice) that are supported by evidence that they are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and
- (b) Includes a significant number of States; and

(ii) — (20 points)

- (a) For Phase 1 applications, the State's high-quality plan demonstrating its commitment to and progress toward adopting a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State, and to implementing the standards thereafter in a well-planned way; or
- (b) For Phase 2 applications, the State's adoption of a common set of K-12 standards (as defined in this notice) by August 2, 2010, or, at a minimum, by a later date in 2010 specified by the State in a high-quality plan toward which the State has made significant progress, and its commitment to implementing the standards thereafter in a well-planned way.¹

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

¹ Phase 2 applicants addressing selection criterion (B)(1)(ii) may amend their June 1, 2010 application submission through August 2, 2010 by submitting evidence of adopting common standards after June 1, 2010.

Evidence for (B)(1)(i):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a standards consortium.
- A copy of the final standards or, if the standards are not yet final, a copy of the draft standards and anticipated date for completing the standards.
- Documentation that the standards are or will be internationally benchmarked and that, when well-implemented, will help to ensure that students are prepared for college and careers.
- The number of States participating in the standards consortium and the list of these States.

Evidence for (B)(1)(ii):

For Phase 1 applicants:

- A description of the legal process in the State for adopting standards, and the State's plan, current progress, and timeframe for adoption.

For Phase 2 applicants:

- Evidence that the State has adopted the standards. Or, if the State has not yet adopted the standards, a description of the legal process in the State for adopting standards and the State's plan, current progress, and timeframe for adoption.

Recommended maximum response length: Two pages

(B)(1)(i) *Participation in a Consortium of States.* In 2002, New Hampshire, Rhode Island and Vermont agreed to work together to develop common standards (Appendix B-1), which led to the New England Common Assessment Program (NECAP). These assessments have been developed from one common set of K-12 standards, which are internationally benchmarked. Two studies completed by Achieve, Inc. for the Rhode Island Department of Education details their alignment to world-class college and career readiness standards (Appendix B-2).

Since 2005, NECAP assessments have been administered to all students in the three states in reading and mathematics (grades 3-8) and in writing (grades 5 and 8). Since 2007, NECAP assessments in reading, mathematics, and writing have been administered to all students in grade 11. The lag in implementation was due to the need for more time to ensure that the curriculum standards upon which the high school assessment was based addressed the New England region's high expectations for college and career readiness. Since its inception, the three states have also reached consensus on science assessment targets in grades 4, 8, and 11 (Appendix B-3), covering essential scientific domains including life, earth-space, and physical science and the science process skills including inquiry. In 2009, Maine joined the New England common assessment consortium at grades 3-8 for reading, writing, and mathematics and we are in discussions with Connecticut and Massachusetts about expanding this consortium.

The NECAP states have formalized this arrangement in each state's contract with the assessment vendor. A copy of the contract and the scope of services, as evidence of this collaboration, are in Appendix B-4. Whenever decisions need to be made around setting tri-state common performance standards, the NECAP Commissioners come together and reach consensus. To this date they have never lowered NECAP's standards even when faced with less than desirable results. Their goal has always been to improve instruction in order to increase student learning and enable students to reach world-class standards.

The New Hampshire Department of Education, along with 50 other states and territories, is also participating in a joint effort by the National Governors Association and the Council of Chief State School Officers (CCSSO) in partnership with Achieve, ACT, and the College Board to develop a common core of state standards in English language arts and mathematics for grades

K-12 (see draft standards in Appendix B-5). These standards, when final, are designed to be college- and career-ready, and internationally benchmarked (see Appendix B-6). They will also be aligned with college and work expectations, and include rigorous content and skills. New Hampshire Department of Education staff reviewed the first draft of the College- and Career-Ready Core Standards released in September 2009 and submitted comments on the draft Common Core Standards K-12 and learning progressions for English language arts and mathematics released in mid-November 2009.

B(1)(ii) *Commitment to and Progress Toward Adopting a Common Set of K-12 Standards*. RSA 193-C:3 gives the Commissioner of Education the authority to “develop and implement” an improvement and assessment program. The Commissioner is instructed to do so in conjunction with the State Board of Education and the legislative oversight committee, and to seek the input of stakeholders. Once the final version of the Common Core Standards K-12 is published, the Commissioner will begin the process of review and implementation, pursuant to the requirements of RSA 193-C. Administrative rulemaking and legislative action are not required to adopt the Common Core.

At least three months will be needed to disseminate the standards and receive input from stakeholders. The process will begin with a thorough review of the Common Core Standards by the four-state NECAP consortium. NH’s review process will also include posting a link to the Common Core on the New Hampshire Department of Education Web site, presenting the new standards at meetings of professional organizations and obtaining feedback, presenting them to the House and Senate Education Committees, and holding focus groups for specific audiences.

The final steps will be a presentation of the NECAP consortium recommendations and input from stakeholders to the State Board of Education and the Improvement and Assessment Legislative Oversight Committee (RSA 193-C:7). While NH is hopeful that the process can be completed before August 2, 2010, it is committed to completing the process within six months of the publication of the final version of the Common Core Standards for K-12.

Building on the process used and experienced gained during the 2003 NECAP rollout, NH will replicate this strategy to implement the Common Core. Prior to the release of the Common Core, NECAP states will broadly disseminate information to build knowledge and awareness by planning regional stakeholder meetings to introduce the Common Core; broadcasting email directly to district superintendents; addressing the Common Core in all speaking opportunities; and solicit comments from educators and content specialists within the state through common core website. Upon release of the Common Core standards, NECAP states will complete a gap analysis between Common Core and NECAP standards and share grade-level standards with the State Board, all stakeholders, and the public at large via website, broadcast and electronic news service, and in-person public forums for comment and input.

Timeline for Implementing the Common Core

Activity	Date
New Hampshire Dept. of Education (NHDOE) staff will map core standards with other NECAP states against existing standards, highlighting differences and making sure they are equal to or more rigorous than current state standards.	January – March 30, 2010
NHDOE staff will plan regional stakeholder meetings to introduce the Common Core and receive input.	March – May 2010
NHDOE staff will make recommendation to the State Board of Education on adoption of standards.	June or July 2010
The State Board of Education will post proposed standards and accept public comments for 60 days. Key constituencies, i.e., educators, unions, community groups, business, parents will be invited to comment in public forums and online.	June or July 2010
The State Board of Education will meet and consider adoption of final draft of standards incorporating public feedback, publish standards to public record and distribute to LEAs, teacher training programs, and the public.	August or September 2010
NHDOE will develop crosswalks for LEAs and the public that clearly show old and new standards and differences.	Summer 2010
NHDOE will conduct regional information sessions to instruct key constituencies on new standards and to answer questions.	Fall 2010
NHDOE will support LEA efforts to align standards to curriculum and pedagogy.	School Year 2010-11

(B)(2) Developing and implementing common, high-quality assessments (10 points)

The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and
- (ii) Includes a significant number of States.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (B)(2):

- A copy of the Memorandum of Agreement, executed by the State, showing that it is part of a consortium that intends to develop high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards; or documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice); or other evidence of the State's plan to develop and adopt common, high-quality assessments (as defined in this notice).
- The number of States participating in the assessment consortium and the list of these States.

Recommended maximum response length: One page

(B)(2)(i) *Jointly Developing and Implementing Common, High-Quality Assessments*. In 2002 the New England states of New Hampshire, Rhode Island and Vermont agreed to work together to develop common standards leading to the development of a New England common assessment. Thus was born the New England Common Assessment Program (NECAP). The NECAP states issued a common request for proposals for a testing contractor, which was developed with the technical assistance and support of the National Center for the Improvement of Educational Assessment (The Center for Assessment). Since the beginning of this consortium, the states agreed to use The Center for Assessment as an ongoing technical advisor. Center staff facilitates management meetings and guides every technical decision related to developing the assessment program.

NECAP's assessment designs are recognized for high standards enforced by rigorous cut scores, and challenging tests that include a substantial extended constructed response format that represents more than 50 percent of the total possible score. Extensive use of constructed response as opposed to multiple choice has been proven to provide educators with a more substantial and relevant evaluation of a student's knowledge and skills. Constructed response engages students in applying learning to new situations, explaining his or her thinking, and demonstrating a thorough understanding of the material—asking students to respond with a greater depth of knowledge as indicated by Norman Webb's Depth of Knowledge model (Webb, N, 2005). The NECAP standards and assessment framework has received praise for rigor and quality. For a variety of reasons, including results, NECAP has been cited as “the best example of an assessment/accountability consortium to date” (see Appendix B-7 for *State Assessment Collaborative: Lessons from the New England Common Assessment Program*, National Association of State Boards of Education, 2009).

In 2008, three NECAP states (Rhode Island, New Hampshire and Vermont) were three of only four states nationally to show significant gains in math achievement in both the fourth and eighth grade National Assessment of Educational Progress (NAEP). Clearly, the performance of teachers and administrators in aligning curriculum and pedagogy to teach the standards, using NECAP assessments as a critical data element, is the major element in this success.

Maine became the fourth NECAP state in 2009. States participating in NECAP extended their collaboration as The New England Compact which received research funding from USED to look at “students in the gap,” multiple groups of students whose abilities and skills are not fairly or accurately reflected on large-scale, statewide assessments. This research project entitled, Reaching Students in the Gaps and the Enhanced Assessment Project showed promise for the use of technology in adaptive assessment, while also drawing attention to the impact of quality classroom instruction on proficiency.

Building on this robust, productive collaboration, NECAP is seeking to broaden its reach by partnering with Massachusetts and Connecticut. Once finalized, this expanded consortium will apply for funding from the USED for its assessment development and implementation plan, with a focus on summative assessments that utilize constructive response and writing prompts and will seek to develop and pilot high-quality common interim assessments to track progress toward learning goals throughout the school year.

(B)(2)(ii) *Joining with a Significant Number of States.* In addition, NH along with 29 other states has agreed to participate in the Balanced Assessment Consortium. This group will focus on assessments that are grounded in a standards-based curriculum and managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development. The purpose of this agreement is to establish a framework of collaboration for states in supporting assessment of the common core standards. The work will include multiple measures of learning and performance, new technologies, teacher involvement in development and scoring of assessments, and a common reference exam which includes selected-response, constructed-response, and performance components aimed at higher order thinking skills linked to the common core (see Appendix B-8 for the Memorandum of Understanding and B-9 for list of member states). NH elected to join this group in order to enhance its current NECAP assessment program and build on and share the experiences gained through collaboration among four New England states (see Appendix B-10 for *The New England Common Assessment Program: Notes on the Collaboration Among Four New England States*).

NH has also joined a Consortium on Board Examination Systems with 12 other states. Its work is directed at greatly raising the proportion of high school students who leave high school ready to do college work by adopting a system based on international best practice aligns. NH will be piloting it in at least eight high schools across the state (see Appendix B-10 for MOU).

Reform Plan Criteria

(B)(3) Supporting the transition to enhanced standards and high-quality assessments (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for supporting a statewide transition to and implementation of internationally benchmarked K-12 standards that build toward college and career readiness by the time of high school graduation, and high-quality assessments (as defined in this notice) tied to these standards. State or LEA activities might, for example, include: developing a rollout plan for the standards together with all of their supporting components; in cooperation with the State’s institutions of higher education, aligning high school exit criteria and college entrance requirements with the new standards and assessments; developing or acquiring, disseminating, and implementing high-quality instructional materials and assessments (including, for example, formative and interim assessments (both as defined in this notice)); developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and engaging in other strategies that translate the standards and information from assessments into classroom practice for all students, including high-need students (as defined in this notice).

The State shall provide its plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Eight pages

<p>Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	<p>Actual Data: Baseline (Current school year or most recent)</p>	<p>End of SY 2010-2011</p>	<p>End of SY 2011-2012</p>	<p>End of SY 2012-2013</p>	<p>End of SY 2013-2014</p>
<p>(Enter measures here, if any.)</p>					

NH has already begun analyzing the NGA/CCSSO developed Common Core Standards for English Language Arts and Mathematics. The State agency divisions listed on the plan above have been working with the NECAP group to assess the Learning Progressions (as much as has been available) and the College and Career Ready Standards with respect to NECAP Standards. They are setting up matrices noting the differences and will use these materials as stakeholders from the field are brought into the process. Meanwhile, the NH P-16 Council is undergoing its own review, as is the NH Curriculum, Instruction, and Assessment Supervisors, connected to the NH School Administrators Association (NHSAA). It is projected that this work will come together in the spring, when, in tandem with the NH State Board of Education, the adoption process will begin in earnest. Over the last six months, the NHDOE has been engaged in meetings, conversations, and negotiations that have led to agreement to join three national assessment consortia, beyond the NECAP four state group. Conversations continue as to whether the gains and findings made under NECAP can be applied within a larger Consortium. NH has formally joined the Balanced Assessment Consortium, the ACHIEVE led Comparing Student Performance on Common College- and Career-Ready Standards Consortium, and the Board Examination/Move On When Ready Consortium, and will assess appropriateness, over time, based on our experience with NECAP, as well as evidence of student gains.

In addition, the state's alternative assessment system is undergoing revision and these plans were recently reviewed by the USED for feasibility. NH's Alternative Assessment system has been going through an alignment process based on newly developed learning progressions that link to grade-level standards in reading, writing, mathematics and science.

Eight school districts have signed on to the Board Examination Pilot. A general presentation of the Consortium has been made on several occasions in the last two years by Marc Tucker and other representatives of the National Center for Education and the Economy (NCEE). On January 12, 2010, representatives from Cambridge University, Pearson EDEXCEL, ACT/Quality Core, Internationale Baccalaureate, and the College Board presented to over 100 superintendents, principals, and college representatives. Individual LEAs are now evaluating the various systems and making an initial selection for piloting purposes based on a match with the characteristics of their district and the qualities of the given board exam system. Districts will be asked to declare

in the spring as to which system they wish to pilot, so that plans for substantial professional development can be made for the summer and coming school year. Southern New Hampshire University in Manchester NH has hosted these meetings and is committed to becoming a collaborative external partner for one or more of the board exam systems. The NHDOE has chosen not to make a forced choice among these various programs, looking to see the evidence brought on by piloted implementation. NH will be looking to the USED for waivers for regulations regarding state assessment procedures as these pilots begin, targeted for the second and third year of the RttT grant (school year 2011-2012). It is anticipated that a national evaluation process will take place in conjunction with NCEE in the fourth year of the grant to assess the pilots, student gains, the effect on curriculum, instruction, and assessment design, for the purposes of decision making regarding going to scale with the Board Examination model. Part of this evaluation will also be to look at various methods and protocols of implementation, comparing and contrasting the pros and cons of the various systems piloted, and the feasibility for large scale implementation.

At the local level, the NHDOE has been working with districts, district and school leaders, and consultants in the implementation of the competency requirements for high school credit attainment. The NH State Board of Education in the Fall of 2009 approved a validation system for high school competencies, to be constructed this spring. Funded by a Nellie Mae Education Foundation grant, this effort will set up a meta-rubric to assess high school course level competencies for rigor, definition of mastery, accessibility, and connection to the NECAP (and eventually, the Common Core) standards and state curriculum frameworks. School competency systems will be assessed over the next year as to whether they meet proficiency against the meta-rubric, through a process to be designed in connection to the NHDOE's School Approval Process. At this same time, a rigorous reliability and validity study will be conducted by Dr. Douglas Reeves to examine high school level competencies attained through extended learning opportunities outside the classroom. This process is designed to create a state level moderation process for performance assessments connected to extended learning in order to ensure consistency and rigor. The New England Secondary School Consortium and the NECAP assessment directors are looking for ways to build out from NECAP and identify a variety of ways to accomplish performance assessment. There is high interest in greater integration of 21st

Century skill assessment as part of both formative and summative assessment models. Performance assessment is the vehicle selected as most suited to this expectation.

Key members of the State Board of Education, the Professional Standards Board, and the NH Council for Teacher Education have been meeting and evaluating teacher preparation program' program of studies, curricula, and instructional practices to determine whether they are keeping pace with the advancements being made in the field of K-12 education. The review and approval process of teacher preparation programs is under a process of overhaul, in order to become more relevant to current district expectations.

It is expected that much of the work discussed above will become the basis for substantial, large scale professional development of teachers and leaders, particularly for those involved in the High School Transformation Network being created under RttT. This Network will focus on bringing to scale the alignment of NECAP, and classroom formative assessments and performance measures. This work will be building on two years of a Nellie Mae Education Foundation grant involving 14 high schools, where a well documented system for performance assessment connected to extended learning was piloted and found to be successful. As schools look to follow the State's lead in creating multiple pathways to graduation, they are signing on to this and the other innovative practices discussed above. It is anticipated that under RttT a nationally recognized leader in the field of HS Redesign will lead the expansion of this network to reach into all 80 NH high schools, pressing changes in school calendars, scheduling, teacher contracts, methods of instruction and assessment, all aimed at freeing up our HS methodologies to approximate ways students are already learning in the digital age. This work will be supported by the Pembroke Academy led SAKAI Network of schools that are adopting a digitized student portfolio and instructional platform and the innovative on-line, on-demand instructional system being designed by the Mascenic/New England College group.

Section B - Standards and Assessments

Goals	Activities	Timeline	Responsible Party
<ul style="list-style-type: none"> Ensure comparability of locally managed and scored assessment components. 	Create oversight/moderation/audit systems	August 2010 – December 2011	Division of Program Support and Bureau of Accountability
<ul style="list-style-type: none"> Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment. 	Continue and expand priority initiatives including: RtI, standards and assessment revision cycles, instructional coaching, leadership, content specific professional development, Math Science Partnership projects, OPEN NH on-line professional development, NE Arts Assessment Institute	February 2010 – September 2014	NH Division of Program Support and Division of Instruction
<ul style="list-style-type: none"> Implement high-quality professional learning focused on examination of student work, curriculum and assessment development, and moderated scoring. 	<p>Provide training through Performance Plus initiative, competency-based assessment work, assessment literacy training, and NE Secondary School Consortium</p> <p>Develop additional professional development opportunities to engage extended grade ranges and more teachers and leaders.</p>		NH Division of Program Support and Division of Instruction
<ul style="list-style-type: none"> Align curriculum, assessment and instructional practices with Common Core standards 	Deploy school improvement coaches to LEAs and schools to assist with alignment of local curriculum to Common Core Standards and adapt and/or augment curriculum materials as needed	September 2010 – August 2012	Division of Instruction
<ul style="list-style-type: none"> Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning. 	Provide regional professional development sessions in partnership with NH School Administrators Association, NH Principals Association, institutes of higher education, regional PD centers and the Dept. of Education	September 2010 September 2014	Commissioner of Education NH School Administrators Association and their regional Curriculum, Instruction, and Assessment group
<ul style="list-style-type: none"> Design and implement a valid and reliable assessment system 	Contract with outside assessment developer	June 2010 – June 2012	Bureau of Accountability
<ul style="list-style-type: none"> Revise teacher preparation program approval standards to align with Common Core Standards 	Convene the Professional Standards Board and Council for Teacher Education to examine existing teacher preparation program approval standards to determine degree of alignment with the Common Core Standards and teacher and principal effectiveness standards (see Section D)	September 2010 – September 2012	Division of Instruction, Division of Program Support, Professional Standards Board and the Council of Teacher Education

(C) Data Systems to Support Instruction (47 total points)

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system (24 points – 2 points per America COMPETES element)

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:

- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(C) Data Systems to Support Instruction

(C)(1) *Fully Implementing a Statewide Longitudinal Data System.* In the past five years, New Hampshire has built collaborative relationships with districts and other stakeholders to build a student-level data warehouse as well as focus on using data to inform instruction in classrooms and schools. By the end of its current statewide longitudinal data system (SLDS) grant period (July 2010), the data warehouse will contain student, school, district, program, and some census, geographic, and tax data. The NH Department of Education has recently applied for additional funds to complete the required twelve elements of the America COMPETES Act, to: expand the warehouse to include P-20 data from the Department of Health and Human Services, the Department of Juvenile Justice, and state and private postsecondary institutions of higher education, to incorporate data from the Educator Information System into the data warehouse, and to continue its training in the use of data analysis tools at all levels of the P-20 system. The needs identified in Figure C-1 have been identified in our SLDS grant request. If funded, we anticipate meeting these needs. If the SLDS grant is not funded, we would look for funds from the RttT grant if these are to be accomplished.

Figure C-1. Status on Elements of the America COMPETES Act

Element	Status
E1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system.	Completed for K-12; required for postsecondary and early childhood.
Need: <ul style="list-style-type: none"> • Legislative approval to expand use of unique ID to preschool and postsecondary • New policies, technology, and process so that all source systems (including new sources added through SLDS/RttT initiatives) use/store unique ID • Automated processes to request/transfer identifiers by postsecondary and early childhood 	
E2. Student-level enrollment, demographic, and program participation information.	Completed for K-12 data, need to add postsecondary and early childhood information. Also expand to include additional K-12 data.
Need: <ul style="list-style-type: none"> • Increased frequency and scope of collections to support instructional decisions at K-12 level • Addition of postsecondary and early childhood data 	
E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs.	Complete for K-12 data, need to add postsecondary and early childhood information.
Need: <ul style="list-style-type: none"> • Increased frequency of K-12 data collection (near real time required) • Additional collections to include early education and postsecondary data • New mechanisms to validate data at source and tighten the feedback loop 	
E4. The capacity to communicate with higher education data systems.	Planned, not begun.

Need:	
<ul style="list-style-type: none"> • Policies for use of data collected by other agencies or institutions • New managed load process for higher education data • A common Statewide Student Information System and/or state provided system collection • Operational system interoperability • Creation of a data mart for postsecondary data 	
E5. A State data audit system assessing data quality, validity, and reliability.	Complete for existing data, but additional required data not yet collected.
Need:	
<ul style="list-style-type: none"> • Additional monitoring; implementation of onsite data quality checks • Establishment of consequences for inaccurate and late submissions • Cross-agency and cross-state data governance • Audit processes for postsecondary, early childhood, and workforce data 	
E6. Yearly test records of individual students with respect to assessments.	Completed. The State collects and stores state and local assessments in the SLDS for K-12. Multiple assessments are included in the warehouse for K-8. However, additional assessments need to be included for high school.
Need:	
<ul style="list-style-type: none"> • License of Assessment Builder tool to capture additional assessment information, e.g., competency-based assessment data • Expansion of assessment data collected at high school level, e.g., competency-based assessments, SAT, ACT, AP, PSAT • Expansion of assessment data collected for non-core areas (e.g., arts, social studies) 	
E7. Information on students not tested, by grade and subject.	Completed
<ul style="list-style-type: none"> • None 	
E8. A teacher identifier system with the ability to match teachers to students.	In progress. The SLDS supports student-teacher match. However, submission of student-teacher data is currently optional.
Need:	
<ul style="list-style-type: none"> • Acquisition of legislative approval to mandate submission of student-teacher data • Development of policy for teacher-student matching. • Creation of policies for appropriate use/privacy, and definitions, e.g. “teacher of record” • Implementation statewide for near real-time collection 	
E9. Student-level transcript information, including information on courses completed and grades earned.	In progress. Information on courses and grades currently collected on an optional basis.
Need:	
<ul style="list-style-type: none"> • Acquisition of legislative approval to mandate submission of student-teacher data • Student-level transcript data policy • Student-level transcript system • Process for inter-institution sharing and privacy of student transcript data 	
E10. Student-level college readiness test scores.	Planned. The State is working on collecting high school assessment data to determine college readiness (PSAT, SAT/ACT) and must expand to include college level readiness information.
Need:	
<ul style="list-style-type: none"> • Acquisition and inclusion of PSAT, SAT/ACT and other scores • Inclusion of college readiness class information 	
E11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.	Planned: Collaboration with postsecondary institutions.

<p>Need:</p> <ul style="list-style-type: none"> • Collaboration with New Hampshire postsecondary institutions • Data collection (via operational systems interoperability) of lagging indicators, e.g., remedial coursework, low GPA, and dropout • Inclusion of at-risk leading indicators • System for collection and validation of indicator source data • Reporting of indicators 	
<p>E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.</p>	<p>In progress. Currently, the State collects and stores in the data warehouse, National Clearinghouse data to identify student enrollment in postsecondary institutions.</p>
<p>Need:</p> <ul style="list-style-type: none"> • Alignment of standards between P-12, postsecondary, and workforce development • At-risk/success indicators for postsecondary success 	

(C)(2) Accessing and using State data (5 points)

The extent to which the State has a high-quality plan to ensure that data from the State’s statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.¹

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

¹ Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

(C)(2) Accessing and Using State Data.

Over the past five years, the New Hampshire Department of Education has implemented a data warehouse that has become the central source for teachers, school leaders, policymakers, researchers, *and other stakeholders*, to make data-driven policy decisions related to instructional improvement, program reporting, state assessment and accountability, education funding, dropout reduction. New Hampshire has found that increased use of the same pool of data helps to verify and ensure quality of data as well as improve the ability to make critical data-driven policy decisions.

NH contracted with Performance Pathways (now part of SunGard Public Sector) to implement an access portal for teachers to use longitudinal data. The software provides easy-to-read charts, graphs, and reports to display aggregated, disaggregated, and individual student data. It also allows school administrators and teachers to analyze classroom, subgroup and student assessment data, set student growth benchmarks and visually display their progress. Although great progress has been made, the State's plan, which follows, identifies its goals, activities, responsible parties, and timeline to expand the use of data for parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers.

Section C - Data Systems to Support Instruction

Goals	Activities	Timelines	Responsible Parties
Enhance tools that use data to inform instruction (Performance Plus) and integration with the state longitudinal data system	<ul style="list-style-type: none"> Expand security functionality for Performance Plus to support expanded district needs as the scope of data increases 	January 2011 – November 2011	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Work with our other NECAP (state assessment) partners to collaborate on the expansion of Performance Plus to provide a multi-state solution. The partners include NH, ME, VT and RI. 	July 2010 – May 2012	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Work with Performance Plus vendor to provide quick access to instructional data. Enhance query tool to include one-step reports to ensure the novice user can quickly feel comfortable using data. 	June 2010 – May 2013	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Allow for state-wide collection of student assessment information, including the completion of high school competencies and other student information. 	June 2011 – May 2012	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Expand instructional tools to better connect the cost of programs with the effects of the program 	January 2012 – May 2013	NHDOE Division of Program Support
Create a richer set of data that will be available to inform decisions that directly impact teaching and learning on a daily basis	<ul style="list-style-type: none"> Expand the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios 	June 2010 – May 2013	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Require more frequent collections of data to provide real-time access to teachers 	June 2010 – May 2013	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Create Key Performance Indicators that define student outcome success and use them to inform instructional change 	June 2010 – May 2013	NHDOE Division of Program Support
Identify which instructional practices, programs, and policies are working for whom and which should be scaled up (Key audiences: superintendents, principals, teachers, unions, researchers, and policymakers)	<ul style="list-style-type: none"> Establish a Research and Development office in the New Hampshire Department of Education 	June 2010 – ongoing	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Establish policies and processes to identify questions, embark on research, obtain input from stakeholders, and disseminate research findings 	October 2010 – May 2011	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Conduct research, using data from the longitudinal data system, as well as coordinate collaboration across research organizations such as the University System of New Hampshire, the Community College System of New Hampshire, policy research groups, etc., to inform policy and programmatic changes throughout the state 	December 2010-May 2013	NHDOE Division of Program Support

Section C - Data Systems to Support Instruction

Goals	Activities	Timelines	Responsible Parties
	<ul style="list-style-type: none"> Expand statewide researchers' website to facilitate communication 	July 2011 – May 2012	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Create a working group of researchers from ME, NH, RI, and VT to consider and follow through on cross-state research opportunities 	June 2010 – May 2013	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Develop a memorandum of understanding, policies, and processes to enable data exchanges and research across states and research institutes 	October 2010 – May 2012	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Institute a process to effectively communicate research findings to appropriate audiences including policy leader seminars, sessions at association conferences, multi-media campaigns 	June 2011 – May 2012	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Identify promising practices and scale them up 	January 2011 – May 2013	NHDOE Division of Program Support
Ensure that data informs instructional practice and educational programs at the school, district, and state level (Key audiences: teachers, principals, superintendents)	<ul style="list-style-type: none"> Establish an Office for Implementing Educational Improvements based on formative and summative research findings 	June 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	<ul style="list-style-type: none"> Develop training materials and case studies (enhancing them as more data is added to the SLDS) to use with teachers, leaders, and districts 	June 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	<ul style="list-style-type: none"> Build capacity of teachers and school leaders to use data to inform instructional and programmatic decisions through provision of training at regional centers 	June 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	<ul style="list-style-type: none"> Provide follow-up, targeted technical assistance to districts, schools, and school data teams in how to use data and how to interpret performance reports 	August 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	<ul style="list-style-type: none"> Expand Department's website to include an on-line repository of training guides, training videos, etc. 	July 2011 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
Enable students and parents to track academic progress (Key audiences:	<ul style="list-style-type: none"> Give access to students and parents to data via Performance Plus 	May 2011 – December 2012	NHDOE Division of Program Support

Section C - Data Systems to Support Instruction

Goals	Activities	Timelines	Responsible Parties
students, parents) toward career readiness and/or postsecondary readiness	<ul style="list-style-type: none"> Expand security function of Performance Plus 	January 2011 – November 2011	NHDOE Division of Program Support/SLDS Project Team
	<ul style="list-style-type: none"> Provide access to Key Performance Indicators 	December 2011 – December 2012	NHDOE Division of Program Support
Enable general public to make informed decisions about schools (Key audience: general public)	<ul style="list-style-type: none"> Provide access to Key Performance Indicators 	May 2012 – December 2012	NHDOE Division of Program Support
Implement an evaluation system that will use the Longitudinal Data System to identify student growth for teachers, principals and schools. (Key audiences: teachers, principals, superintendents)	<ul style="list-style-type: none"> Identify appropriate metrics to evaluate student growth 	January 2013 - 2014	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Build a template of performance reports that can be used by various stakeholders to report on student growth at the student, class, school, district, and state level (custom reports plus capability to query data) 	January 2013 - 2014	NHDOE Division of Program Support
Ensure that traditional and alternative teacher and leader preparation programs better meet the needs of students in rural and urban areas (Key audiences: teacher and leader preparation programs, superintendents, principals, policymakers)	<ul style="list-style-type: none"> Office of Research and Development will collaborate with broad representation of stakeholders to design a process to track and evaluate the effectiveness of graduates of traditional and alternative preparation programs, e.g., Upper Valley Educators Institute, STEM mid-career initiatives 	January 2012 - 2013	NHDOE Division of Program Support
	<ul style="list-style-type: none"> Modify preparation programs based on results of research studies, including emphasis on use of Performance Plus and Assessment Builder tools 	January 2012 - 2013	NHDOE Division of Program Support
Provide a more rigorous K-12 curriculum to better prepare students for college and careers (Key audience: teachers, principals, students, parents)	<ul style="list-style-type: none"> Coordinate research to evaluate preparation of students for postsecondary education and careers 	January 2012 - 2013	NHDOE Divisions of Program Support and Curriculum and Instruction

<p>Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	End of SY 2013-2014	End of SY 2012-2013	End of SY 2011-2012	End of SY 2010-2011	Actual Data: Baseline (Current school year or most recent)
(Enter measures here, if any.)					

(C)(3) Using data to improve instruction (18 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

- (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;
- (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and
- (iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

New Hampshire has been recognized for its success in implementing an analysis tool, Performance Plus, that teachers, specialists, principals and other educators use to inform instruction for individual students and groups of students, with a particular focus on use of tool in schools with large populations of underrepresented students. Additional activities to enhance current efforts, as presented in New Hampshire has been recognized for its success in implementing an analysis tool, Performance Plus, that teachers, specialists, principals and other educators use to inform instruction for individual students and groups of students, with a particular focus on use of tool in schools with large populations of underrepresented students. Additional activities to enhance current efforts, as presented in the plan below, have already been identified in the State's LDS recent grant application.

Goal	Activities	Timeline	Responsible Parties
A richer set of data and analysis tools are available to inform decision that directly impacts teaching and learning on daily basis	<ul style="list-style-type: none"> Expand the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios 	June 2010 – May 2013	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Require more frequent collections of data to provide real-time access to teachers 	June 2010 – May 2013	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Create Key Performance Indicators that define student outcome success and use them to inform instructional change 	June 2010 – May 2013	NH DOE Division of Program Support
All districts use Performance Plus (or an equivalent alternative) that provides teachers and principals with data to inform instruction	<ul style="list-style-type: none"> Survey districts to determine which instructional improvement systems they use (aside from Performance Plus) 	December 2010 – April 2011	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Develop criteria and evaluate other systems to see if they meet requirements for informing instruction 	April 2011 – December 2011	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Mandate use of Performance Plus (and/or an equivalent alternative) by all schools as part of school accountability rules 	May 2011 – December 2011	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Mandate use of Performance Plus (and/or an equivalent alternative) to identify instructional success and challenges as part of teacher evaluation and professional development processes 	May 2011 – December 2011	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Collaborate with our NECAP partners on the expansion of Performance Plus to provide a multi-state solution. 	May 2011 – December 2011	NH DOE Division of Program Support

Section C - Data Systems to Support Instruction

Teachers, principals, and administrators know how to use these systems and the resulting data to support continuous instructional improvement	<ul style="list-style-type: none"> Develop and implement training and technical assistance in several phases to meet the levels of educators' and schools' sophistication in knowledge of data available, how to interpret them, and how to use to inform instructional practice 	June 2010 - ongoing	NH DOE Division of Program Support
	<ul style="list-style-type: none"> Identify a group of educators in each region, who use data from LDS and other sources effectively 	June 2010 - ongoing	NH DOE Division of Program Support

<p>Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	End of SY 2013-2014	End of SY 2012-2013	End of SY 2011-2012	End of SY 2010-2011	Actual Data: Baseline (Current school year or most recent)
(Enter measures here, if any.)					

(D) Great Teachers and Leaders (138 total points)

State Reform Conditions Criteria

(D)(1) Providing high-quality pathways for aspiring teachers and principals (21 points)

The extent to which the State has—

- (i) Legal, statutory, or regulatory provisions that allow alternative routes to certification (as defined in this notice) for teachers and principals, particularly routes that allow for providers in addition to institutions of higher education;
- (ii) Alternative routes to certification (as defined in this notice) that are in use; and
- (iii) A process for monitoring, evaluating, and identifying areas of teacher and principal shortage and for preparing teachers and principals to fill these areas of shortage.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(1)(i), regarding alternative routes to certification for both teachers and principals:

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents, including information on the elements of the State's alternative routes (as described in the alternative route to certification definition in this notice).

Evidence for (D)(1)(ii), regarding alternative routes to certification for both teachers and principals:

- A list of the alternative certification programs operating in the State under the State's alternative routes to certification (as defined in this notice), and for each:
 - The elements of the program (as described in the alternative routes to certification definition in this notice).
 - The number of teachers and principals that successfully completed each program in the previous academic year.
 - The total number of teachers and principals certified statewide in the previous academic year.

Recommended maximum response length: Two pages

D (1) (i) *Providing high-quality pathways for aspiring teachers and principals.* New Hampshire has provided alternative certification routes to teachers and principals for over two decades. **RSA 186:11, X(a), Duties of State Board of Education** provides the statutory authority for the NH Department of Education to create the NH administrative rules providing the regulations for alternative routes to certification. There are five routes to certification in NH with three of these routes considered as alternative to traditional certification pathways.

D (1) (ii) NH regulation Part Ed. 505: Qualifying Methods for Obtaining a Teaching Credential delineates five alternative pathways to educator certification. The chart below identifies and described each pathway.

Pathways to Certification	Description of Alternative Pathways
Alternative 1: Preparation through NH professional educator preparation programs	Ed 505.01. Completion of a professional educator preparation program at one of the public or private institutions of higher education in NH, including a practical/experience-based field practicum.
Alternative 2: Reciprocity	Ed 505.02 NH accepts candidates from all states and the jurisdictions if the candidates graduated from an approved state program have been employed as a certified teacher for at least three years out of the last seven, or completed an alternative certification program.
Alternative 3 A, B, C: Non-traditional path demonstrated competencies	<p>Ed 505.03 There are three options to Alternative 3:</p> <p>Alternative 3-A – Educators: Requires a demonstration of teacher competencies through submission of a portfolio and interview with a board of examiners. Must have at least 3 months of full-time continuous experience as an educator in the area of endorsement.</p> <p>Alternative 3-B – Educators: A national level or regional certification such as National Board for Professional Teaching Standards (NBPTS) or American Board for Certification of Teacher Excellence (ABCTE) which has been validated in the individual’s endorsement area and achieved by passing a national or regional examination designed to assess the individual’s skill in the area in which the individual seeks certification.</p> <p>Alternative – 3-C – Administrators: Superintendent of schools, principals, or special education administrators can qualify for certification in the Bureau of Credentialing determines, using transcript analysis, that he or she meets specific requirements for that area of administration.</p>
Alternative 4: Critical shortage areas, career and technical education, and business administrator	Ed. 505.04 Completion of a professional development plan in a critical shortage teacher area, career and technical education, and/or business administration; successful teaching under a mentor teacher; and recommendation for certification from the local Superintendent of Schools.
Alternative 5: Site-based certification plan	Ed. 505.05 Graduation from a four-year institution of higher education with a Bachelor’s degree plus 30 credit hours in the discipline associated with the endorsement; one year successful teaching under a mentor teacher; completion of a professional development plan; and a recommendation from the local Superintendent of Schools.

In addition to the five alternative certification pathways, NH's Upper Valley Educator's Institute provides an alternative teacher preparation route for individuals with a strong academic background and career and life experiences through an intensive ten month internship program.

(D)(1)(iii) *Areas of teacher and principal shortage.* NH DOE conducts an annual survey of all Superintendent of Schools to determine critical shortage areas. Based on its 2009-10 analysis, the NHDOE identified critical shortage areas in special education, mathematics, science, family and consumer science, technology education, world languages, computer technology, and English for speakers of other languages. (Appendix D-1 provides a complete list of specific critical shortage endorsement areas.)

Several NH initiatives exist to enhance teacher recruitment, preparation and retention in response to these critical shortage areas. For instance, NEA-NH and the NHDOE jointly sponsor a Future Educator Academy within New Hampshire high schools to encourage students to consider a teaching career. As part of the academy, the critical shortage areas are promoted as an area of demand with increased likelihood of employment upon graduation.

Granite State College's teacher preparation program has a primary focus on preparing special educators contributing to an increased pool of special education teachers. Granite State College serves a large number of non-traditional students, including Alternative 4 candidates, and ultimately transitions them to a traditional pre-service program completion.

In 2002, NH received a Transition to Teaching Grant from the USDOE which supported a statewide effort entitled Project A.C.R.O.S.S. (Alternative Certification Routes with On-going Support Systems) which matched 100 Alternative IV and V teacher certification candidates and provided these pairs with a two-year professional development support system. Through their involvement with Project A.C.R.O.S.S. alternative candidates received professional development focused on instruction and assessment strategies while their mentors enhanced their knowledge and skills as collaborative coaches. Mentors learned how to conduct planning and reflecting conversations, conduct coaching observations, gather classroom data and provide feedback to their alternative teacher candidate partner.

Reform Plan Criteria

(D)(2) Improving teacher and principal effectiveness based on performance (58 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to ensure that participating LEAs (as defined in this notice)—

- (i) Establish clear approaches to measuring student growth (as defined in this notice) and measure it for each individual student; (5 points)
- (ii) Design and implement rigorous, transparent, and fair evaluation systems for teachers and principals that (a) differentiate effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, and (b) are designed and developed with teacher and principal involvement; (15 points)
- (iii) Conduct annual evaluations of teachers and principals that include timely and constructive feedback; as part of such evaluations, provide teachers and principals with data on student growth for their students, classes, and schools; (10 points) and
- (iv) Use these evaluations, at a minimum, to inform decisions regarding— (28 points)
 - (a) Developing teachers and principals, including by providing relevant coaching, induction support, and/or professional development;
 - (b) Compensating, promoting, and retaining teachers and principals, including by providing opportunities for highly effective teachers and principals (both as defined in this notice) to obtain additional compensation and be given additional responsibilities;
 - (c) Whether to grant tenure and/or full certification (where applicable) to teachers and principals using rigorous standards and streamlined, transparent, and fair procedures; and
 - (d) Removing ineffective tenured and untenured teachers and principals after they have had ample opportunities to improve, and ensuring that such decisions are made using rigorous standards and streamlined, transparent, and fair procedures.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals,

activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Ten pages

D(2)(i) *Establish clear approaches to student growth.* New Hampshire is actively searching for support to develop a performance-based accountability system that will allow schools to demonstrate, using multiple measures, that they are helping students to achieve at high levels and facilitating their improvement. The Department is exploring a new model developed by the National Center for the Improvement of Educational Assessment (NCIEA), which is based on work in Colorado and Massachusetts. In creating NH's model, NCIEA would use performance data from NH (e.g., NECAP data, other valid and reliable measures) to develop user-friendly reports and data "views" for school and district personnel and the general public. The Department's goal is to link this growth model to the state's accountability system, e.g., if a school or district meets proficiency goals for ELA and Math on the NECAP assessment, then they meet state accountability. If not, progress on a Growth Model utilizing NECAP data (based on a modified version of the Colorado Growth Model) would be applied. If the school or district meets their growth targets under this model, they would meet state accountability. If not, then a tertiary local growth model would be examined.

D(2)(ii) *Design and implement evaluation systems for teachers and principals.* High quality educator evaluation systems are largely dependent upon having a clear definition of teacher and principle effectiveness; a well articulated set of standards that are agreed upon by involved stakeholders e.g. teachers, administrators, teacher associations, school boards, and SEAs; a differentiated process to evaluate educators at different stages of their careers and across various contexts, and multiple measures of educator effectiveness (Little, Goe, and Bell 2009). Additionally, it is vital to provide ongoing training and support for teachers, principals and their evaluators to ensure fidelity of program implementation and produce data that will be useful in improving practice.

New Hampshire seeks to create a comprehensive, high quality educator evaluation system over the next four years. Historically, teacher and principal evaluation systems in NH have been largely developed by individual LEAs utilizing different sets of standards and a variety of models. Within the last 7 years, there has been much more consensus across NH LEAs and schools about what constitutes effective teaching with many adopting Charlotte Danielson's Framework for Teaching (Danielson, 2009) or The Skillful Teacher framework (Saphier, Haley

and Gower; 2008). (See Appendix D 2 for descriptions of the Framework for Teaching and the Skillful Teacher framework).

Similarly, through its recent work with the National Institute for School Leadership (NISL), NH is working toward a common vision for effective leadership. Principals from Manchester schools, NH's largest urban and most diverse LEA, engaged in the NISL leadership academy where they developed leadership knowledge and skills around a common set of standards. This was met with great success in terms of the impact of principals' participation in the academy and student learning in their schools. Through its RttT initiative, NH will increase the number of principals, particularly from the lowest-performing schools and LEAs, participating in such leadership academies.

Additionally, through their participation in the Council of Chief State School Officers State Consortium on Education Leadership, NH SEA staff continue to collaborate with their counterparts from New England and around the country to examine ways to incorporate the Interstate School Leaders Consortium (ISLLC) policy standards, performance expectations and indicators for education leaders (CCSSO, 2008) into state certification and evaluation systems for education leaders. (See Appendix D 3 for a description of the ISLLC performance indicators.)

Defining teacher effectiveness. There is much agreement that teacher quality is the most important factor in student achievement (Darling-Hammond, 2000). In recent history, the conversation about measuring teacher effectiveness has shifted from only examining teacher quality, as measured by certification, coursework and subject-matter education, to quality teaching which looks at the effectiveness of what teachers do on what students learn (Goe and Stickler, 2008). Measuring teacher effectiveness in terms of what students learn is often defined as student achievement on standardized assessments. There are several limitations to this singular view of measuring teacher effectiveness:

- Teachers are not exclusively responsible for students' learning;
- Consensus should drive research, not measurement innovations;
- Test scores are limited in the information they provide; and
- Learning is more than average achievement gains.

An expanded definition of teacher effectiveness includes the impact of what teachers do on what students learn and other key attributes. Effective teachers:

- have high expectations;
- contribute to positive academic, attitudinal, and social outcomes;
- use diverse resources to plan and structure engaging learning opportunities;
- contribute to the development of classrooms and schools that value diversity and civic-mindedness; and
- collaborate with other teachers, administrators, parents, and education professional to ensure student success (Little, Goe, and Bell, 2009).

Definition of leader effectiveness. Effective leadership is a vital in creating professional learning communities that thrive, are adaptive to changing contexts and needs and where its members assume collective responsibility for the learning and achievement of all students (Fullan, 2007; Marzano, 2005). Traditionally, leadership standards for principals in NH have been largely defined by the state standards for principal certification. Through its work with the NISL leadership academy and the CCSSO ISLLC Consortium on Educator Leadership, NH is poised to create a set of performance standards for effective leaders as the foundation for its principal evaluation system. This represents a shift from defining and measure principal effectiveness based on knowledge and successful coursework completion to performance.

Implementing teacher and principal evaluation systems. Within these expanded definitions of teacher and principal effectiveness it is imperative to broaden the ways in which it is measured. NH will engage stakeholders in researching existing educator evaluation models (nationally and in-state) that are based on this broader definition of educator effectiveness and that include multiple measures of teacher and principal effectiveness. They will create models for both teacher and principal evaluation; pilot these models beginning with the Tier 1 – lowest-achieving LEAs and schools in years one two; research, evaluate, and refine the pilot models; disseminate findings; and engage Tier 2 and Tier 3 LEAs and schools in implementing these evaluation systems in years 3 and 4. LEAs and schools engaged in piloting and/or implementing these evaluation models will collaborate through the educator evaluation strand of the Teacher Effectiveness and Leadership Innovation Networks to participate in professional development to

support and train teachers, principals and their evaluators, share lessons learned, continue to refine their models, and disseminate findings.

As part of its RttT proposal, the NH DOE will contract with an external partner to serve as Director of Teacher and Leader Effectiveness. This individual will take the lead on bringing together various stakeholders to form two distinct groups: one focused on teacher evaluation systems and one focused on principal evaluation systems. Each group will research and identify teacher and principal evaluation models, respectively, to serve as pilots for Tier 1 LEAs and schools in year one which will expand to Tier 2 and 3 LEAs and schools in years 2-4. These collaborative groups will include: NH NEA, NH AFT, NH School Administrators Association, NH Principals Association, New State Board of Education, NH School Boards Association, representatives from NH colleges and universities, teachers, principals, community member at-large, and NH SEA staff.

Each group will research and examine existing teacher evaluation systems and how various teacher and leader evaluation methods are being implemented in these systems. They will analyze evaluation methods including: value added models, classroom observation, Principal evaluation, instructional artifacts, portfolio, teacher or principal self-report, and student survey. (Appendix D-3 provides a brief summary of these methods, the research behind them and the strengths and cautions of each. Appendix D-4 is a matrix that identifies which method best serves various purposes for the evaluation of teacher effectiveness).

D (2) (iii) *Conduct annual evaluations of teachers and principles.* A specific set of criteria will guide each of these statewide groups as the research and, ultimately be used to, identify evaluation models to use in the initial pilot with Tier 1 schools. NH teacher and principal evaluation systems will include (but not be limited to) the following criteria:

- include multiple measures of teacher and principle effectiveness;
- link teacher and principal performance to student learning, achievement, and growth;
- include clearly articulated performance standards that allow for differentiation of contexts;

- identify differentiated levels of performance for novice, experienced and master level educators; and
- utilize teacher and leader evaluation as one indicator/measure in the selection of individuals to assume specific leadership roles e.g., teacher leader, instructional coach, principal fellow.

NH seeks to develop teacher and principal evaluation models that are ongoing and provide for increasing levels of choice in how performance is measured relative to achievement of performance measures and levels of experience.

D (2) (iv) *Use evaluations to inform decisions.* The development and implementation of effective teacher and principal evaluation models requires a robust professional development component to provide training and support to teachers, principals and those who evaluate them. For example, in year one, Tier 1 pilot participants participate in a year-long professional learning community designed to increase knowledge and skill in several arenas.

Together, teachers and principals will:

- deepen their knowledge of teacher effectiveness and teacher effectiveness standards;
- enhance their knowledge of effective instructional practices and common formative assessments (as two key teacher effectiveness categories); and
- learn about the supervision and evaluation process within the specific evaluation model selected and the roles and responsibilities of all stakeholders.

Additionally, evaluators will:

- deepen their knowledge and skills around various supervision strategies e.g.; classroom walkthrough protocols, cognitive coaching, classroom data gathering;
- explore ways to link various incentives to the evaluation process including career ladder options;
- learn about policies and practices to support the use of evaluation data in making decisions about tenure and continued employment of those they supervise; and
- enhance their understanding of professional development standards and effective professional development design as it relates to supporting those who they evaluate in acquiring requisite knowledge and skill.

What follows is an action plan which will guide NH's implementation of teacher and principal evaluation systems.

New Hampshire's Plan for Developing an Effective Teacher and Leader Evaluation Models

Goals	Activities	Timeline	Responsible Parties
<i>First Year (2010-2011)</i>			
Complete draft plan for development of models, including review of existing evaluation systems in NH and nationally	<ul style="list-style-type: none"> ▪ Obtain feedback on the plan from key partners 	ASAP	Commissioner, Director of Division of Program Support, and Coordinators for Teacher and Administrator Reform
Ensure effective project management	<ul style="list-style-type: none"> ▪ Identify external consultant to facilitate subcommittee and keep project on track 	Immediately after award	Coordinators for Teacher and Administrator Reform
Establish a statewide subcommittee of the Professional Standards Board and Council of Teacher Education with representation from teachers' unions, administrator unions, institutions of higher education and organizations that prepare teachers and leaders, and administrators and teachers from persistently lowest-performing schools and participating districts with a focus on evaluation	<ul style="list-style-type: none"> ▪ Identify subcommittee members ▪ Develop clear charge, goals, and timeline for work ▪ Assess what strengths each individual brings to task and recruit a complementary skill set among members 	January 2010 – ongoing	New Hampshire Department of Education's Division of Program Support (lead), with assistance from the Commissioner and the Division of Instruction
Analyze the teacher evaluation survey from the SFSF data collection to determine the types of evaluation systems already being used across the state	<ul style="list-style-type: none"> ▪ Request a short response research brief from the REL to create a summary report 	February 2010	Division of Program Support
Draft keys to effective evaluation	<ul style="list-style-type: none"> ▪ Draft keys to effective evaluation ▪ Consult research on evaluation systems that have themselves been evaluated ▪ Obtain feedback on draft from teachers and school leaders in persistently lowest-achieving and participating schools, the teachers' unions, administrators' union, and IHEs 	Keys to effective evaluation drafted; February –March 2010	Subcommittee of Professional Standards Board (PSB) and Council of Teacher Education and consultant; external partners and school staff

Section D - Great Teachers and Leaders

Goals	Activities	Timeline	Responsible Parties
Gather and analyze research on: <ul style="list-style-type: none"> ▪ Teaching standards ▪ Leadership standards 	<ul style="list-style-type: none"> ▪ Draft career ladder standards (beginning educator, experienced educator, master teacher) ▪ Draft leadership standards for NH, or adopt/adapt national standards 	January 2010 – December 2010	Subcommittee of PSB and Council of Teacher Education
Research different evaluation models; draft evaluation model for NH that includes data on student growth as a significant factor in evaluation of teachers and leaders	<ul style="list-style-type: none"> ▪ Identify multiple measures to be used in evaluation ▪ Investigate models that include data on student growth as a significant factor, e.g., measures identified, individual vs. grade level vs. school ▪ Meet with district representatives who have already incorporated student performance components in their evaluation models ▪ Gather research on growth models, if NH's model is not determined ▪ Meet with data staff at the Department to ensure that specific data will be collected ▪ Draft models for NH 	August 2010-June 2011	Subcommittee of PSB and Council of Teacher Education, consultant
<i>Second Year (2011-2012)</i>			
Obtain feedback from field on proposed models	<ul style="list-style-type: none"> ▪ Develop survey and accompanying letter or email ▪ Identify individual stakeholders and organizations in State with whom to share draft ▪ Use regularly scheduled meetings with groups to obtain feedback ▪ Analyze results ▪ Revise draft ▪ Email revised draft to anyone who submitted comments 	July and August 2011	Coordinator for Teacher Reform, Coordinator for Administrator Reform
Establish rulemaking for evaluation, e.g., linking	<ul style="list-style-type: none"> ▪ Complete a review of laws and rules relating 	August 2011 – March 2012	Director, Division of Program Support, and State

Section D - Great Teachers and Leaders

Goals	Activities	Timeline	Responsible Parties
professional development to evaluation, adopting annual evaluations	<ul style="list-style-type: none"> to teacher evaluation, continuing contracts, granting of EEC ▪ Begin rulemaking process 		Board of Education
Build support across the state for the new plan	<ul style="list-style-type: none"> ▪ Create a comprehensive plan for dissemination and outreach 	January 2012 – March 2012	Commissioner’s Office, Coordinator of Teacher Reform, Coordinator of Administrator Reform
Prepare for piloting models in persistently lowest-achieving and participating schools as well as involved districts statewide	<ul style="list-style-type: none"> ▪ Develop plan for piloting year ▪ Identify size of and participants in pilot, e.g., persistently lowest-achieving and participating schools plus others, if warranted 	March 2012 – June 2012	Coordinator for Teacher Reform, Coordinator for Administrator Reform
Develop training for school leaders and teachers	<ul style="list-style-type: none"> ▪ Establish broad-based group with subcommittees that address different activities ▪ Develop training modules for leaders who will evaluate teachers and superintendents who will evaluate leaders ▪ Develop guidebook for new evaluation process ▪ Videotape effective teachers, or obtain commercially-developed videotapes ▪ Craft sessions in which to share new models, purpose, etc. with teachers and leaders 	March 2012 – August 2013	Coordinator for Administrator Reform, Coordinator for Teacher Reform
<i>Third Year (2012-2013)</i>			
Prepare leaders to evaluate teachers and superintendents to evaluate leaders; ready teachers and leaders for new evaluation model	<ul style="list-style-type: none"> ▪ Conduct professional learning for school leaders and superintendents ▪ Introduce teachers and leaders to new models, purpose, what they will get out of it ▪ Identify leaders, who can be groomed to lead training in subsequent years 	August 2012 – August 2013	Coordinators with assistance from NHASP, subcommittee members
Pilot models in persistently lowest-achieving and	<ul style="list-style-type: none"> ▪ Evaluate pilot implementation 	August 2012 – August 2013	Coordinators, external partners

Section D - Great Teachers and Leaders

Goals	Activities	Timeline	Responsible Parties
participating schools, and involved LEAs statewide	<ul style="list-style-type: none"> ▪ Conduct formative evaluations of implementation in pilot sites, e.g., surveys or telephone interviews of teacher and leader participants ▪ Coordinate peer evaluation, e.g., 360° model ▪ Analyze feedback from field; refine draft models 		
Continue to build support for models across the state by implementing comprehensive dissemination and outreach plan	<ul style="list-style-type: none"> ▪ Share models and findings at gatherings across state ▪ Publicize it through articles, newsletters, electronic mail 	January – August 2013	Coordinators, participating leaders and teachers, NHASP, NHSAA
Plan for voluntary statewide implementation in fourth year	<ul style="list-style-type: none"> ▪ Develop plan for expansion of pilot ▪ Identify additional districts interested in implementing model ▪ Co-design and conduct training with leaders interested in becoming trainers 	January – June 2013	Coordinators with subcommittee members, interested leaders
Identify external evaluator	<ul style="list-style-type: none"> ▪ Draft RFP, solicit bids ▪ Select external evaluator jointly identified by coordinators and P-16 Council’s Research Group ▪ Design evaluation 	March – June 2013	Coordinators with assistance from subcommittee members and P-16 Council’s Research Group
<i>Fourth Year (2013-2014)</i>			
Implement evaluation models across the state	<ul style="list-style-type: none"> ▪ Conduct training for school leaders and superintendents ▪ Introduce teachers and leaders to benefits of the model 	August 2013 – August 2014	
Conduct summative evaluation of a sample of third and fourth-year implementation sites, both the model and changes in student achievement	<ul style="list-style-type: none"> ▪ Select sample districts ▪ Conduct evaluation ▪ Analyze data ▪ Share findings with sub- committee and on web site ▪ Refine draft models 	August 2013 – August 2014	Coordinator, external evaluator
Continue to build support for model across state	<ul style="list-style-type: none"> ▪ Share models and findings at gatherings and conferences across the state (subcommittee 	January 2013 – ongoing	Coordinators, subcommittee members, participating teachers and leaders

Section D - Great Teachers and Leaders

Goals	Activities	Timeline	Responsible Parties
	members, participating teachers and leaders, NHDOE staff); through information on NHDOE's, NEA's, AFT's, and participating districts' Web sites		

Performance Measures Notes: Data should be reported in a manner consistent with the definitions contained in this application package in Section II. Qualifying evaluation systems are those that meet the criteria described in (D)(2)(ii).		Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Criteria	General goals to be provided at time of application:	Baseline data and annual targets				
(D)(2)(i)	Percentage of participating LEAs that measure student growth (as defined in this notice).					
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for teachers.	0				
(D)(2)(ii)	Percentage of participating LEAs with qualifying evaluation systems for principals.	0				
(D)(2)(iv)	Percentage of participating LEAs with qualifying evaluation systems that are used to inform:					
(D)(2)(iv)(a)	<ul style="list-style-type: none"> Developing teachers and principals. 	0				
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Compensating teachers and principals. 	0				
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Promoting teachers and principals. 	0				
(D)(2)(iv)(b)	<ul style="list-style-type: none"> Retaining effective teachers and principals. 	0				
(D)(2)(iv)(c)	<ul style="list-style-type: none"> Granting tenure and/or full certification (where applicable) to teachers and principals. 	0				
(D)(2)(iv)(d)	<ul style="list-style-type: none"> Removing ineffective tenured and untenured teachers and principals. 	0				
[Optional: Enter text here to clarify or explain any of the data]						
Targets will be set collaboratively by statewide groups described in text.						
General data to be provided at time of application:						

Total number of participating LEAs.		35	
Total number of principals in participating LEAs.		275	
Total number of teachers in participating LEAs.		5752	
[Optional: Enter text here to clarify or explain any of the data]			
Criterion	Data to be requested of grantees in the future:		
(D)(2)(ii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems.		
(D)(2)(iii) ¹	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better in the prior academic year.		
(D)(2)(iii)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as ineffective in the prior academic year.		
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems whose evaluations were used to inform compensation decisions in the prior academic year.		
(D)(2)(iv)(b)	Number of teachers and principals in participating LEAs with qualifying evaluation systems who were evaluated as effective or better and were retained in the prior academic year.		

¹ Note that for some data elements there are likely to be data collection activities the State would do in order to provide aggregated data to the Department. For example, in Criteria (D)(2)(iii), States may want to ask each Participating LEA to report, for each rating category in its evaluation system, the definition of that category and the number of teachers and principals in the category. The State could then organize these two categories as effective and ineffective, for Department reporting purposes.

(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems who were eligible for tenure in the prior academic year.	
(D)(2)(iv)(c)	Number of teachers in participating LEAs with qualifying evaluation systems whose evaluations were used to inform tenure decisions in the prior academic year.	
(D)(2)(iv)(d)	Number of teachers and principals in participating LEAs who were removed for being ineffective in the prior academic year.	

(D)(3) Ensuring equitable distribution of effective teachers and principals *(25 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan and ambitious yet achievable annual targets to—

(i) Ensure the equitable distribution of teachers and principals by developing a plan, informed by reviews of prior actions and data, to ensure that students in high-poverty and/or high-minority schools (both as defined in this notice) have equitable access to highly effective teachers and principals (both as defined in this notice) and are not served by ineffective teachers and principals at higher rates than other students; *(15 points)* and

(ii) Increase the number and percentage of effective teachers (as defined in this notice) teaching hard-to-staff subjects and specialty areas including mathematics, science, and special education; teaching in language instruction educational programs (as defined under Title III of the ESEA); and teaching in other areas as identified by the State or LEA. *(10 points)*

Plans for (i) and (ii) may include, but are not limited to, the implementation of incentives and strategies in such areas as recruitment, compensation, teaching and learning environments, professional development, and human resources practices and processes.

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional

information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (D)(3)(i):

- Definitions of high-minority and low-minority schools as defined by the State for the purposes of the State's Teacher Equity Plan.

Recommended maximum response length: Three pages

(D)(3)(i) *Plan for Equitable Distribution.* New Hampshire's Equity Plan has attempted to identify a significant difference in the distribution of experienced educators across high-poverty and high-minority schools compared to low-poverty and low-minority schools. NH's demographics include a 91.6% White, non-Hispanic population with the highest minority districts having 74-75% White, non-Hispanic enrollment. There are several schools within NH's two urban districts that contain only 41-53 % white, non Hispanic students. Although NH is a low-minority state, the percentage of minority students is rising rapidly due to continued immigration. NH continues to welcome refugees and minorities in the state and necessary support services to offer a quality of life though education. However, the transient movement of teachers in the state due to low salaries has contributed to the constant churning. District administrators continue to seek ways to improve compensation (sign-on bonuses with contiguous districts, etc.).

New Hampshire is in the early stages of developing its Educator Information System (EIS). The need for a robust data system to measure teacher and principal characteristics is critical to NH's ability to analyze the distribution of educators across the state. Based on a recent analysis using experience as a proxy, there were no clear discrepancies in the distribution of experienced educators as compared to beginning educators or alternative certification candidates across the state. In 2007, the REL-NEI did a fast response research project to look at the data in NH's equity plan. At that time the analysis of available data did not show inequity in the distribution of highly qualified teachers across the state. The EIS is now populated with one year of baseline data. As the EIS develops over ensuing years it will be possible to do a deeper analysis of turnover rates across the state as well as other markers for equitable distribution of teachers and administrators.

Currently, New Hampshire has a data system (Performance Plus) that provides teachers and administrators with assessment results for each student. NH is beginning the process of collecting student course information (grades, assessment scores, yearly progress), which can be tied to individual educators.

At this time, NH has not initiated a statewide process for teacher evaluation and student growth. However, NH has the capacity to evaluate the distribution of effective and highly effective educators. The statewide longitudinal data system has the capacity for district administrators to view student performance and link it to individual teachers. However, NH is currently engaged in developing a mathematical model based on the Colorado system for calculating a grade level of student through a Nellie Mae Educational Foundation grant. Local administrators are able to look at educator performance over time using state assessment results and their locally developed analysis processes. NH facilitates this analysis with Performance Tracker, a data analysis tool that allows administrators to group classes according to students' needs and teachers' strengths. In more rural areas, it allows them to connect ELL students with teachers who have a positive track record with ELL students.

(D)(3)(ii) Increase number and percentage of effective teachers in critical shortage areas.

New Hampshire offers alternative certification for critical shortage areas that include math, science, career technical educator, world languages, and special education to facilitate the development of the teaching force in these content areas.

NH's personnel policies and decisions in recruitment and compensation are made at the LEA level through collective bargaining agreements. Both NEA and AFT have local affiliates within the state.

Since NH is a relatively small state, statewide professional development is offered to all districts with targeted schools and districts given first priority in registration. In 2009, the Department conducted a math/science summer institute, created a Response to Intervention initiative and developed the State's RTI plan, and held sessions on the Professional Development Master Plan and recertification. For several years, the NHDOE offered the "My Voice" survey at no cost to schools and districts. Many schools used the survey results to assess their school climate and to address targeted professional development to address students' needs.

Section D - Great Teachers and Leaders

Goals	Activities	Timeline	Responsible Parties
Develop EIS to measure equitable distribution with additional data elements	Collect multiple years of data within the new system Conduct analyses of the distribution of educators across the state	2010 and ongoing	Division of Program Support
Develop a growth model to provide one measure of student achievement to be used in an educator evaluation system	Select a model and secure funding to customize it for NH Design and pilot growth model based on Colorado system supported by the Nellie Mae Foundation	2010 depending on funding source	Bureau of Accountability and the Division of Program Support

Performance Measures for (D)(3)(i) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	90	92	94	96
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	92	94	96	98
Percentage of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	n/a	10	8	6	4
Percentage of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	n/a	8	6	4	2
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	90	92	94	96
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are highly effective (as defined in this notice).	n/a	95	97	98	99
Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective.	n/a	5	4	3	2
Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective.	n/a	4	3	2	1
<p>New Hampshire does not currently have a system to measure the effectiveness of principals or a qualifying evaluation system as defined in this notice. The State has a plan to develop effective leadership standards by 2010, and a qualifying evaluation plan by 2011. Both will be piloted in the persistently lowest-achieving schools and implemented statewide one year later.</p>					
General data to be provided at time of application:					

Section D - Great Teachers and Leaders

Total number of schools that are high-poverty, high-minority, or both (as defined in this notice).	62	
Total number of schools that are low-poverty, low-minority, or both (as defined in this notice).	13	
Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice).	1658	
Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice).	514	
Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice).	49	
Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice).	11	
[Optional: Enter text here to clarify or explain any of the data]		
Data to be requested of grantees in the future:		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as highly effective (as defined in this notice) in the prior academic year.		
Number of teachers and principals in schools that are high-poverty, high-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		
Number of teachers and principals in schools that are low-poverty, low-minority, or both (as defined in this notice) who were evaluated as ineffective in the prior academic year.		

Performance Measures for (D)(3)(ii) <i>Note: All information below is requested for Participating LEAs.</i>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of mathematics teachers who were evaluated as effective or better.	n/a	0	20	40	60
Percentage of science teachers who were evaluated as effective or better.	n/a	0	20	40	60
Percentage of special education teachers who were evaluated as effective or better.	n/a	0	20	40	60
Percentage of teachers in language instruction educational programs who were evaluated as effective or better.	n/a	0	20	40	60
<p>New Hampshire does not currently have a system to measure the effectiveness of teachers or a qualifying evaluation system as defined in this notice. The State has a plan to develop effective teaching standards by 2010, and a qualifying evaluation plan by 2011. Both will be piloted in the persistently lowest-achieving schools and implemented statewide one year later.</p>					
General data to be provided at time of application:					
Total number of mathematics teachers.	902				
Total number of science teachers.	1008				
Total number of special education teachers.	2763				
Total number of teachers in language instruction educational programs.	796				
<p>Total for mathematics teachers includes those teaching at the middle and high school level. Total for science teachers includes general science, physical science, physics, chemistry, biology, and earth science. The total number of teachers in language instruction educational programs includes 624 who teach world languages and 172 who teach ESOL.</p>					
Data to be requested of grantees in the future:					

Number of mathematics teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of science teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of special education teachers in participating LEAs who were evaluated as effective or better in the prior academic year.	
Number of teachers in language instruction educational programs in participating LEAs who were evaluated as effective or better in the prior academic year.	

(D)(4) Improving the effectiveness of teacher and principal preparation programs (14 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

- (i) Link student achievement and student growth (both as defined in this notice) data to the students’ teachers and principals, to link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State; and
- (ii) Expand preparation and credentialing options and programs that are successful at producing effective teachers and principals (both as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: One page

(D)(4)(i) *Improving the effectiveness of teacher and principal preparation programs.* New Hampshire educators, including representatives from teacher preparation programs, teacher unions, school administrators, principals and the NHDOE has already formed a NH Educator Incentive and Achievement Consortium to study and develop a system of incentives for educators and school leaders based on increases in student growth. Simultaneously they propose to research incentives that are proven to positively impact student achievement while developing, in partnership with the NH State Accountability System, a growth model that includes multiple measures of growth in student achievement and educator effectiveness. The consortium members believe that incentives should be granted at the school and perhaps at the team levels but not an individual teacher level. While the growth model will measure individual educator performance, the incentives would be based on aggregated measures of educator effectiveness. The consortium proposes a rigorous and ongoing evaluation component for the system development that includes formative assessment and redesign as the program is piloted and implemented. The project would begin with the high need LEA's in the State, including many of the struggling schools identified in the participating districts of the Race to the Top application.

New Hampshire has already built the infrastructure to collect the information required to connect student achievement to teacher success. In fact, many schools are now having teachers improve their instruction by analyzing their students' success and needs as identified via assessment results. This system already includes an initial growth model that allows teachers to look not just at performance, but also student growth.

As part of the RttT grants, our pilot schools will be able to use the existing technology to analyze student growth for all their teachers and incorporate this type of assessment information into teacher evaluation systems. Additionally, the NH Legislature is working to expand state legislation and gain the public support to ensure all public schools in New Hampshire provide data to include the classes students are enrolled in for all teachers. This will position the state to expand the use of student outcomes for evaluation to all districts across the.

Beyond the educator evaluation system, the use of student outcomes can also be expanded to evaluate and improve teacher preparation programs. The model and technology that has been developed at the state will enable linking the student outcomes back to in-state teacher preparation programs.

Additionally, legislation is also being brought forward that will connect early childhood, K-12 and postsecondary student data. By linking student and postsecondary program information, over time we will be able to see if specific college course work translates to success in student achievement. For example, we can see if certain educator preparation program data or success in initial math or science courses in college correlate to success in teaching as based upon student outcomes. Of course there are many internal and external factors that can also impact a teacher's ability to manifest student growth, but we will begin to have a complete data system to gain some insights into early predictors.

NH is creating both the technological and analytical capacity to link student achievement and growth data to both educators and their preparation while building the stakeholder support to conduct system wide evaluation and implementation of the conditions correlated with increasing student achievement.

New Hampshire’s data warehouse will contain a public reporting feature that will support making information on pre-service evaluation available to the public. This transparency may help to drive on-going improvements in our educator preparation systems.

D (4)(ii) *Expand preparation and credentialing options and programs.* New Hampshire’s higher education community is at the table with the NHDOE and other stakeholders and partners to explore education reform. There are ongoing discussions and planning efforts around the formation of NH’s Education Research Group, the application for NH’s Teacher Quality Partnership Grant, the potential application for the Teacher Incentive Fund grant, and the Race to the Top proposal. The meetings that are being conducted around the state in response to the various stimulus grant opportunities are stirring interest in reform efforts and providing an impetus for stakeholders to get together and engage in critical conversations.

New Hampshire has a history of supporting alternative pathways to teaching. The Professional Standards Board is preparing new rules to strengthen the mentoring standards for the mentoring component of the alternative certification process.

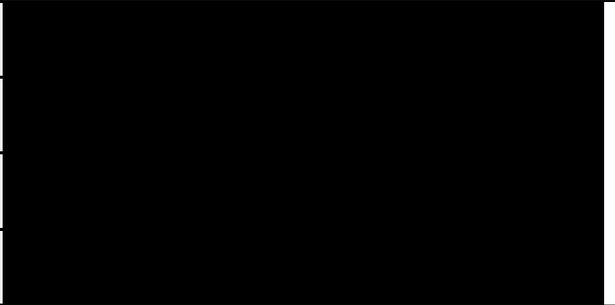
New England has an active Troops to Teachers program. New Hampshire’s TTT program director is very committed to recruitment and is visible at a variety of statewide events.

There is strong interest from multiple partners to strengthen induction and mentoring programs and to increase the time spent in field experiences as part of the educator preparation programs.

Goals	Activities	Timelines	Responsible Parties
Develop a qualifying evaluation model	Secure funding Select and purchase a growth model to link student outcomes to individual educators and teams of educators	2011-2012	Divisions of Instruction and Program Support
Populate the data warehouse with the required data elements	Collect course and class information from districts	2012-2013	Districts and the Division of Program Support
Link student achievement to educator prep programs	Develop the linkage within the educator information system; determine the number of years of data that are needed to draw conclusions	2013-2014	Division of Program Support

Section D - Great Teachers and Leaders

Performance Measures	Actual Data: Baseline (Current school year or most recent)	End of SY 2010- 2011	End of SY 2011- 2012	End of SY 2012- 2013	End of SY 2013- 2014
General goals to be provided at time of application:	Baseline data and annual targets				
Percentage of teacher preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0				
Percentage of principal preparation programs in the State for which the public can access data on the achievement and growth (as defined in this notice) of the graduates' students.	0				
[Optional: Enter text here to clarify or explain any of the data]					
General data to be provided at time of application:					
Total number of teacher credentialing programs in the State.	15				
Total number of principal credentialing programs in the State.	7				
Total number of teachers in the State.	15,763				
Total number of principals in the State.	434				
[Optional: Enter text here to clarify or explain any of the data]					
Data to be requested of grantees in the future:					
Number of teacher credentialing programs in the State for which the information (as described in the criterion) is publicly reported.					
Number of teachers prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.					

<p>Number of principal credentialing programs in the State for which the information (as described in the criterion) is publicly reported.</p>	
<p>Number of principals prepared by each credentialing program in the State for which the information (as described in the criterion) is publicly reported.</p>	
<p>Number of teachers in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.</p>	
<p>Number of principals in the State whose data are aggregated to produce publicly available reports on the State's credentialing programs.</p>	

(D)(5) Providing effective support to teachers and principals (20 points)

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan for its participating LEAs (as defined in this notice) to—

- (i) Provide effective, data-informed professional development, coaching, induction, and common planning and collaboration time to teachers and principals that are, where appropriate, ongoing and job-embedded. Such support might focus on, for example, gathering, analyzing, and using data; designing instructional strategies for improvement; differentiating instruction; creating school environments supportive of data-informed decisions; designing instruction to meet the specific needs of high need students (as defined in this notice); and aligning systems and removing barriers to effective implementation of practices designed to improve student learning outcomes; and
- (ii) Measure, evaluate, and continuously improve the effectiveness of those supports in order to improve student achievement (as defined in this notice).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Five pages

(D)(5) (i) *Providing effective, data-informed professional development, etc.* New Hampshire will build upon its existing professional development initiatives and policies to develop a robust and comprehensive, statewide professional development system for NH teachers and principals participating in NH's Race to the Top initiatives beginning with induction and continuing throughout their careers. There are four components to NH's emerging professional development system which blend policy and practice: NH Innovation Networks, NH Mentoring and Induction Network for New Teachers (NH MINNT), the NH Leadership Academy (NHLA), NH educator professional development plans and NH school district master plans. NH MINNT and NHLA are two signature initiatives of NH's Race to the Top plan and will exist within the Teacher Effectiveness and Leadership Innovation Networks respectively. Turnaround Consortia members will be required to participate in NH MINNT and NHLA. In addition, Turnaround Consortia members, participating LEA's and other districts across the state will participate in one or more of the NH Innovation Networks.

New Hampshire Innovation Networks.

Six priority areas have been identified around which NH Innovation Networks will be developed. The priority areas are: standards and assessment, STEM (science, technology, engineering and mathematics), teacher effectiveness, leadership, high school transformation, and Board Exam/Move on When Ready. The professional development system that NH will develop will include specific professional development content within each Innovation Network area and a common professional development focus that will cut across all areas. Within each Innovation Network area participants will engage in regularly scheduled in person and online communities, workshops, institutes, and online courses. The specific professional development content focus for each Innovation Network will vary and there will be several professional development content areas that cut across all Innovation Networks. Figure 1: Professional Development Matrix for NH Innovation Networks outlines the professional development content for these networks.

Figure 1: Professional Development Matrix for New Hampshire Innovation Networks

Standards and Assessment Network	STEM Network	Teacher Effectiveness Network	Leadership Network	High School Transformation Network	Board Exam/ Moving On When Ready Network
<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Data management systems *Performance-based assessments *Criterion referenced assessments *Growth models *Performance-based teacher evaluation systems that link to student learning and achievement 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Integration of pre-engineering curriculum into existing math and science curriculum *Science, math, engineering and technology content courses and institutes *Teacher leadership in STEM 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Mentoring and induction for new teachers(NH MINNT) *Teacher performance standards *Instructional coaching *Career ladders *Teacher preparation *Teacher evaluation systems that link to student learning and achievement *Teacher leadership *Teacher improvement for struggling teachers 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *NH Leadership Academy (NH LA) *Mentoring and induction for new administrators *Teacher evaluation systems that link to student learning and achievement *Building effective school cultures *Leadership Effectiveness *Conditions for school/district transformation *Leadership evaluation systems that link to student learning and achievement 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *International Baccalaureate Programs *Extended learning Opportunities *Non-traditional high school settings *Virtual high school *Competency-based Assessments *Dropout prevention *Early warning indicator systems 	<p><i>Content focus:</i></p> <ul style="list-style-type: none"> *Personalized learning pathways *Performance plus *International Baccalaureate programs *STEM *Teacher evaluation systems that link to student achievement
<p>Professional Development Content That Cuts Across All Innovation Networks</p> <ul style="list-style-type: none"> <li style="width: 50%;">▪ Common core standards <li style="width: 50%;">▪ Data gathering, analysis and use <li style="width: 50%;">▪ Formative assessment <li style="width: 50%;">▪ Technology integration and use <li style="width: 50%;">▪ Effective instructional strategies <li style="width: 50%;">▪ Personalized learning <li style="width: 50%;">▪ Instructional rigor for high levels of cognitive demand <li style="width: 50%;">▪ Curriculum 					

The NH Innovation Networks will commence in the fall of 2010 with the first cohort consisting predominately of the Tier 1 LEA’s and schools.

New Hampshire Mentoring and Induction Network for New Teachers (NH MINNT). The NH Department of Education will contract with a lead partner to design and implement a four-year NH Mentoring and Induction Network for New Teachers (NH MINNT). The external partner will serve as a member, lead facilitator and lead partner for the NH MINNT statewide collaborative; design and implement the NH MINNT mentoring and induction academy and online professional learning components; design and implement the capacity building effort

through an intensive gradual release capacity building – *trainer of trainers* – strategy; oversee the online mentoring component; lead the effort to develop a series of videos to be used for ongoing professional development for NH MINNT.

During the initial meeting, this group will identify all of the mentoring induction efforts being conducted within New Hampshire and create a statewide map of these activities. It will review specific needs of particular educator groups with regard to mentoring and induction to ensure that the NH MINNT model is effective in both differentiating for specific needs while maintaining fidelity to common core principles of professional learning in all mentoring and induction efforts. Educator groups who will require specific supports within the mentoring and induction context include new educators in the following areas:

- Elementary level
- Secondary level (middle and high school) within specific academic areas (e.g. mathematics, science, literacy/ELA)
- Pre-service teacher candidates
- Special education
- Guidance counselors/school psychologists
- ELL
- Alternative IV and V teacher certification candidates

The NH MINNT statewide collaborative will also work closely and align efforts with other statewide providers supporting the mentoring, induction and leadership development of New Hampshire administrators. For example, during the implementation phase of this project a statewide mentoring and induction academy will occur each year bringing together teams from school districts across the state. Building and district administrators will also be part of these learning teams. As such, the content of their professional learning will include leadership knowledge and skills necessary for effective, on-going implementation of mentoring and induction. This will require an intentional collaboration between the NH MINNT providers and providers of leadership professional development for administrators.

The NH MINNT model will roll out over a four-year period with the goal at the end of the four years to have a self-sustaining model including a statewide infrastructure for on-going delivery of mentoring and induction professional development for all NH educators.

During year one, the NH MINNT statewide collaborative will be established and convened. This group will advise on the selection of 15 – 20 schools/districts teams of up to 10 people per team (150 – 200 participants) to participate in the year one NH MINNT mentoring and induction academy. This five-day, residential summer academy will utilize a “real world” learning approach that provides teams with a customized, multi-day learning design in an academy setting where they learn new content while doing real work and have protected time to work as a team to create implementation plans for their unique settings.

In year two, cohort I will continue to participate in year two of the academy and be joined by cohort II (an additional 15 – 20 school/district teams of 150 – 200 participants). In year three, the first year cohort will participate in the on-line components and site-based coaching and professional development only. A third cohort of 15 – 20 school/district teams will join the second cohort in the third year of the academy with a fourth cohort joining the third cohort in year four.

Leadership Academy. The NH DOE will let an RFP to select an organization that provides an intensive professional development experience for leaders that focuses on instructional improvement. It will search for an organization with a proven track record in using data to inform instructional and programmatic decisions, increasing student achievement faster than similar organizations, and narrowing the achievement gap. The program will be job-embedded and cohort-based with a focus on areas that have proven to be critical to successful school leadership: strategic thinking, instructional leadership, building a culture of learning, using data to focus on results and to identify the most effective practices, and building collaborative teams. On-line assistance, interactive classroom time, and action research projects will support and provide real-life applications.

Each cohort will consist of teams of two or three individuals from each school—a principal, a district leader, and one other school leader. They will be grouped into two cohorts of 18-20

participants, one in the northern part of the state and one in the south. In addition, six educators – chosen based on evidence of their positive impact on student achievement and previous experiences working with adults – will be invited to become future trainers. They will participate in the leadership academy and meet after each unit with NH DOE staff, the external partners, and the consultants to debrief the challenges of facilitation, attend a facilitator institute, and be observed and evaluated during their first few trainings by the organization’s master consultants and NH DOE staff.

Technology Integration for Professional Learning. The New Hampshire Educator On-line Network (NHEON) will be significantly expanded to ensure a rich integration and use of technology into the statewide professional development system. Specifically, NHEON will expand to include several online courses using open source platforms such as Moodle; use of social networking sites such as Linked-In and Facebook; use of Teacher Tube to house video examples of effective teaching, assessment of teacher and student learning, mentoring, coaching and leadership practices; and collaborative work spaces such as Wiggio. Additionally, New Hampshire’s professional development system will utilize other technologies such as Skype (another open source software product to conduct mentoring and coaching conversations through web cam connections and platforms such as Horizon Wimba and WebEX to host statewide webinars with national and regional experts and in-state educational leaders.

Content Based Professional Development

The lead external partner will work with NH organizations and institutions to ensure that teachers and leaders involved in Innovation Networks, NH MINNT and NHSLA have access to professional development focused on specific academic content and/or effective instruction for specific populations of learners. For example, in support of New Hampshire’s S.T.E.M. (science, technology, engineering and mathematics) initiatives, the lead external partner will work with entities such as the Litzel Center and the University of New Hampshire and the IMPACT Center at Plymouth State University to integrate STEM related programs offered to new teachers and their mentors into the NH MINNT statewide structure. Similarly, the lead external partner will work with other partners such as SERESC and the Institute for Disabilities at the University of New Hampshire to integrate professional development focused on working with special needs students into the NH MINNT structure.

D(5)(ii) *Measure, evaluate and continue to improve effectiveness.* Several measures of effectiveness of the Innovation Networks, NH MINNT, and NHLA will be gathered over this four-year period to continually improve and revise each professional development component to ensure impact on student achievement. These measures will include: written evaluations/participant feedback from professional development sessions, on-site observations, classroom and school walk throughs, pre- and post-assessments of teacher and leader content knowledge, analysis of teacher and leader performance based on performance-based teacher and leader evaluation data, analysis of NECAP scores for cohorts of teachers and leaders disaggregated by school, student work samples, student aspiration data (i.e., My Voice Survey), student attendance data, and school/district audit of organizational effectiveness.

Teachers and leaders who participate in NH MINNT and NHLA will develop electronic portfolios that track their work and performance based on the NH teacher and leader performance standards. Educator portfolios will include tracking of professional development activities, evidence of performance using a four-point rubric measuring development of teacher or leader effectiveness across identified teacher performance standards, samples of student work, and samples of teacher or leader work.

Plans for the leadership academy and the three-year mentoring program follow.

Plan for Leadership Training

Goals	Activities	Timeline	Person Responsible
<i>Year 1 (2010-2011)</i>			
Prepare training for principals and determine vehicles to ensure a common focus and coordinated effort among providers in schools	NHDOE and external partner(s) meet with designated provider to share information about each school/participant, tailor training, establish communication procedures to ensure that all efforts in schools are focused and coordinated, and refine plan for the year. Establish schedule, content, and locations for training for 18 months. Recommended that two-day training move from school to school over the 18 months.	June 2010	NHDOE – coordinator
Identify two cohorts of 20-25 participants and 7 potential trainers (one north and one south)	In this order, identify principals from persistently lowest-achieving schools and districts, additional team members, other principals in that district, key folks who could become trainers, principals (and/or teams) from other Title 1 schools. Send information about training and calendar to participants.	July-August 2010	NHDOE
Conduct training monthly two-day trainings with online follow-up support	Training sessions on following topics:	August or September through August	Provider; coordination provided by external partner and NHDOE
Coordination of program with other efforts in school, assess effectiveness, make adjustments	Convene monthly meeting of external partner, NHDOE, and provider in conjunction with training days; focus on coordination, assessment, and adjustments	Monthly	External partner, NHDOE, and provider
Begin train-the-trainers program	Establish criteria for selection of trainers, select and invite potential trainers with information about program and schedule of trainings and potential role in later years, and conduct training	August 2010-January 2012	Provider; coordination by external partner and NHDOE
Evaluate training's impact on participants and student achievement	Collect and analyze data from evaluation forms after each training; gather baseline data on student achievement and other critical indicators Refine training with provider	August (pre-data) – January (post-data, NECAP)	NHDOE and schools
Identify trainers for the third and fourth cohort of principals and teams	With provider, NHDOE identifies those individuals in the train-the-trainers program that are qualified and ready to begin providing training to next two cohorts.	Throughout year, with decision in late spring	Provider and NHDOE
<i>Year 2 (2011-2012)</i>			
Conclude training of cohort 1 and 2 and train-the-trainers program	Training sessions on following topics:	August – January 2011	Provider; coordination provided by external partner and NHDOE

Section D - Great Teachers and Leaders

Evaluate training's impact on school culture/climate and student achievement	Develop, administer, and analyze final evaluation from participants, surveys of teachers in buildings, and student achievement data (latter will be an ongoing process to track progress over time)	Ongoing	External partner and NHDOE
Identify two cohorts of 20-25 participants and 5 potential trainers (one north and one south)	In this order, identify principals from persistently lowest-achieving schools and districts, additional team members, other principals in that district, key folks who could become trainers, principals (and/or teams) from other Title 1 schools. Communicate information about training and calendar to participants.	June 2011	NHDOE
Conduct training monthly two-day trainings with online follow-up support	Training sessions on following topics:	August 2011 – January 2013	NH trainers, with support in first three months from external partner; coordinated by external partner and NHDOE
Assure coordination of program with other efforts in school, assess effectiveness, make adjustments	Convene monthly meeting of external partner, NHDOE, and provider in conjunction with training days; focus on coordination, assessment, and adjustments	Monthly	External partner, NHDOE, and provider
Assess quality of training provided by newly-minted trainers	Provider and NHDOE attend first three trainings of new trainers to provide support, ensure fidelity of program, and, if necessary, remove trainer and substitute another.	August – October	Provider and NHDOE
Begin train-the-trainers program in conjunction with leadership training	Establish criteria for selection of trainers, select and invite potential trainers with information about program and schedule of trainings and potential role in later years, and conduct training	August – January 2011	Provider and NHDOE
Begin coaching program with cohorts 3 and 4	<i>How do we want to do this?</i>	August – January 2012	Trainer/facilitator/coaches; coordinated by external partner and NHDOE
Establish a NH trainers' work/support group	Convene trainers to ensure they have enough support; answer questions; problem solve challenges	Quarterly (more frequently in beginning)	NHDOE and external partner(s)
Evaluate training's impact on participants and student achievement	Collect and analyze data from evaluation forms after each training; gather baseline data on student achievement and other critical indicators Refine training with provider	August (pre-data) – January (post-data, NECAP)	NHDOE and schools
Continue to evaluate training's impact on school climate/culture and student achievement	Administer and analyze final evaluation from participants, surveys of teachers in buildings, and student achievement data	Ongoing	NHDOE, external partner, and schools
<i>Will add years 3-4 later. Three will be similar to previous ones, but we may have summative data to collect in last year.</i>			

Section D - Great Teachers and Leaders

<p>Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.</p>	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
Number of leaders, who complete training, and are rated highly-effective based on highly-effective leader standards through 2012; by evaluation 2013					
Increase in student achievement by certain percentage in schools with trained leaders (???)					

(E) Turning Around the Lowest-Achieving Schools (50 total points)

State Reform Conditions Criteria

(E)(1) Intervening in the lowest-achieving schools and LEAs (10 points)

The extent to which the State has the legal, statutory, or regulatory authority to intervene directly in the State's persistently lowest-achieving schools (as defined in this notice) and in LEAs that are in improvement or corrective action status.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(1):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.

Recommended maximum response length: One page

E(1) RSA 103-H establishes a process for setting NCLB performance targets and requires that schools not meeting the targets are listed on the Department's Web site and reported to the Governor and Legislature. It further requires districts with schools in need of improvement to submit a corrective action plan. While RSA 193-H:5 explicitly prohibits the State from "taking control of the daily operations" of a school or district, the Department has been very successful in working cooperatively with districts.

Besides enforcing the Federal Title I sanctions, the NHDOE has the State authority to enforce sanctions on schools and districts. NH Law states: "on or before the one-year anniversary of being designated as a school or district in need of improvement, the commissioner shall designate a progress review team to evaluate the implementation of the improvement plans and the progress towards state performance targets. The progress review team shall deliver a report to the state board." The progress review team will use the school's approved improvement plan as the basis for its review.

If the school is not making satisfactory progress in implementing its plan, the Commissioner shall issue a notice to the school and shall initiate a process for providing assistance. Upon the State Board's review of the progress review team's recommendation, the Commissioner shall work with the school to review its plan. If the School Board does not revise the improvement plan within 60 days or if the State Board does not approve the revised plan then the Commissioner shall submit to the State Board, in a timely manner, an improvement plan including methods for implementing. The State Board shall direct the school board to implement the plan.

This process allows NH schools and districts to work collaboratively on the development and implementation of improvement plans, but also provides authority for the Commissioner and State Board to direct the LEA if the plan is not revised or submitted appropriately. The NHDOE is also in the process of developing a plan to have an external consultant review NH State policy in an effort to create a plan for legislative changes that can promote and strengthen the State Plan.

Reform Plan Criteria

(E)(2) Turning around the lowest-achieving schools (40 points)

The extent to which the State has a high-quality plan and ambitious yet achievable annual targets to—

(i) Identify the persistently lowest-achieving schools (as defined in this notice) and, at its discretion, any non-Title I eligible secondary schools that would be considered persistently lowest-achieving schools (as defined in this notice) if they were eligible to receive Title I funds; and (5 points)

(ii) Support its LEAs in turning around these schools by implementing one of the four school intervention models (as described in Appendix C): turnaround model, restart model, school closure, or transformation model (provided that an LEA with more than nine persistently lowest-achieving schools may not use the transformation model for more than 50 percent of its schools). (35 points)

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (E)(2) (please fill in table below):

- The State's historic performance on school turnaround, as evidenced by the total number of persistently lowest-achieving schools (as defined in this notice) that States or LEAs attempted to turn around in the last five years, the approach used, and the results and lessons learned to date.

Recommended maximum response length: Eight pages

New Hampshire's Persistently Lowest-Achieving Schools identification Process

The following provides details as to the information and process used by New Hampshire to identify the persistently lowest-achieving schools for the Race to the Top application.

Definitions from New Hampshire's Rules for Public School Approval (NH RSA 189:25):

- A public school containing any of the grades kindergarten through 8 is classified as an elementary school.
- A public elementary school containing any combination of grades 4-8 may be classified as a public middle school, subject to meeting the rules applicable to all middle schools. (RSA 189:25)
- A public school or public academy containing any of the grades 9 through 12 is classified as a secondary, or high school, subject to meeting the rules applicable to all high schools.

Using the state definitions, and In accordance with the Race to the Top grant application guidance and definition of “persistently lowest-achieving schools”, New Hampshire developed two school lists:

1. Title I Schools in Need of Improvement. New Hampshire currently has 132 Title I schools designated in need of improvement. Of these, 127 are classified as either elementary or middle schools, and 5 are classified as high schools.
2. Title I-Eligible Schools. As only high schools are classified as secondary schools in New Hampshire, all Title I-eligible middle schools were excluded from consideration in this category. Of the current total of 89 high schools, 10 were excluded from consideration (5 are Title I schools in need of improvement and are therefore included in that list, and an additional 5 are ineligible to receive Title I as they are not single attendance areas).

IDENTIFICATION PROCESS

Review of student achievement results. All available student achievement data for the “all students” group from New Hampshire's approved state assessment, the New England Common Assessment Program (NECAP), was reviewed for each school on the above-referenced lists. Four years of NECAP data (2005-2008) was reviewed for elementary and middle schools, and two years of NECAP data (2007 and 2008) was reviewed for high schools. As the raw student

achievement data for the state’s reading and mathematics assessments converts to a 100-point index score system, the index scores in each content area for the “all students” group were added together for each school in order to produce an annual combined score. The annual combined scores were then totaled (four years for elementary or middle schools and two years for high schools) to produce a cumulative achievement score for each school.

Selection of schools. For each list, schools were rank-ordered from lowest to highest on the basis of the cumulative achievement score. Schools at the top of each rank-ordered list were determined to be the state’s persistently lowest-achieving. Seven elementary and/or middle schools (5% of 132) from the Title I Schools in Need of Improvement list, and five high schools from the Title I Eligible list were selected. As some schools chose not to participate, the offer was extended to the next school on the ranked list.

No high school in New Hampshire met the selection criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

As Title-I eligible middle schools were excluded from consideration, the school rankings based on cumulative achievement scores in the “all students” group were also used to determine if there would be substantive changes in the struggling school identification if New Hampshire had the ability to categorize middle schools as secondary schools. Upon review, the rank-ordered high schools had consistently lower cumulative index scores than the rank-ordered middle schools. Therefore, it is doubtful that any Title I-eligible middle school would have ranked among the lowest five or five percent, even if they had been included in the secondary school selection process.

E(2)(ii) *Supporting LEAs in Turning Around Their Lowest-Achieving Schools.* New Hampshire has developed a comprehensive statewide system of support (SSOS) that supports schools in turning around practices and performance through leveled improvement support. While the supports are in place, NH continues to study and refine the process to create a collaborative service delivery system that engages all NHDOE stakeholders to maximize resources to serve schools in need of improvement. The table and diagram below represent key elements in the New Hampshire Statewide System of Support:

Level	Identification Processes	Differentiated Support
Level 4	Corrective action LEAs and schools in restructuring OR persistently lowest-achieving schools	Intensive support; NHDOE roundtables, district/school improvement teams, NHDOE liaisons, targeted content support, comprehensive needs assessment and monitoring tool, district/ support team and external partner
Level 3	Districts in need of improvement and schools in corrective action OR participating districts	Specific support; technical assistance for compulsory improvement planning, statewide DINI meetings, content coaching, leadership coaching, access to Web-based improvement tool, fiscal resources
Level 2	Districts and schools on the Watch List (missed AYP in either content area one year) OR participating districts	Focused support; targeted professional development, customized technical assistance, special education requirements, program audit tools, leadership support, data analysis support regional support teams
Level 1	All districts and schools	Statewide general support for all schools/districts

The New Hampshire Statewide System of Support is organized by the levels of need and supports available. These range from supports available to all districts and schools (level 1), to intensive supports offered to schools and districts in corrective action and restructuring (level 4). The goal of the NHDOE is to make this tiered system of supports into a more fluid system with robust support available to the persistently lowest-achieving schools and districts. Currently, Regional Support Teams review the plans of districts and schools in need of improvement. Team members represent Bureau of Integrated Programs, which includes Title I and other NCLB Titles, Bureau of Accountability and School Improvement, Bureau of Special Education and other department bureaus that may have a connection to the identified areas for improvement.

In an effort to collaborate across the Department and target resources for districts and schools to improve student achievement, the NHDOE worked with the Education Alliance from Brown University and the New England Comprehensive Center to create a Department “round table” process. This roundtable process began in the fall of 2008 and has displayed success in expanding the knowledge throughout the NHDOE of the individual district’s program details, strengths and weaknesses. This process has broken down the isolation of individual program staff at the NHDOE, allowing for a collaborative support. The roundtables meet regularly as internal NHDOE teams, as well as externally, inviting district/school staff to participate in district/school improvement discussions and planning.

The NHDOE SSOS is the basic structure used to improve schools and districts and has included specific turnaround models/initiatives that have shown success. Some of these initiatives/models have included the following:

- ***Root Cause Analysis***--districts and schools were guided through a process in examining local data to identify areas of strength and weakness. Rich dialogue permeated this process and leads to the development of the School or District Improvement Plan. Each plan is unique, including customized professional development activities designed to improve instructional practice, create partnerships and ultimately improve student achievement.
- ***District In Need of Improvement (DINI) Meetings***—monthly meetings are held at the NHDOE, with all DINI Coordinators, providing technical assistance from the NHDOE

Follow The Child Leadership Institute-- held during the summer of 2007 with special priority given to schools and districts identified as in need of improvement. Over 22 Level 3 and 4 school districts attended the 4-day conference with 10 member teams led by their superintendent of schools. The ***FTC Institute*** concluded with the development of literacy action plans by districts.

- ***Performance Tracker*** – a software program purchased for all districts in the state by the SEA in order to support gathering data to track growth in student achievement.
- ***Focused Monitoring***—a response to school and district improvement.
- ***Response to Intervention*** – a means of monitoring implementation of services for students with disabilities.
- ***Literacy and Numeracy Projects*** --supported by school improvement content coaches. Technical assistance is available by request and there are numerous state sponsored workshops through the Math Science Partnership Projects and other state initiatives.
- ***Title I, Part A 1003g – School Improvement Grants***—currently being revised based on new guidance, but previously focused on building the leadership capacity of principals and other instructional leaders within NHDOE’s lowest-achieving Title I schools.

Projects focused on

- Creating a standards-based system with assessments that monitors student progress and inform instruction
- Aligning instruction to standards and focusing teaching on moving students from where they are to where they need to be
- Strengthening instructional leadership
- Building professional learning communities
- Engaging parents and the community in a culture of collaboration.
- Professional development providers as well as opportunities to share promising practices.

NHDOE Evidence of Improvement:

Over the last four years, every subgroup’s average growth has exceeded the average of their peers on the New England Common Assessment Program, with mixed results for limited English

proficient students (see Figure E1 below). Initial evidence, supported by research, shows that strong and consistent leadership and a focus on instructional improvement have contributed to these outcomes (Fullan, 2003; Schmoker, 2006; Mass Insight, 2007; Institute of Education Sciences, 2008).

Figure E1. Changes in Proficiency Levels in Mathematics and Reading

Special Population	Percentage Change in NH Statewide Assessment Results in Mathematics from 2005-2008			
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
LEP	-3	+2	0	0
With IEP	-4	-2	+4	+2
SES	-4	-2	+3	+4
Title I	-7	-4	+6	+3
All NH Students	-1	-1	-1	+3

Special Population	Percentage Change in NH Statewide Assessment Results in Mathematics from 2005-2008			
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
LEP	-6	0	+3	0
With IEP	-11	0	+9	+2
SES	-8	-4	+8	+4
Title I	-7	-7	+11	+4
All NH Students	+6	-3	-8	+6

Race and Ethnicity	Percentage Change in NH Statewide Assessment Results in Mathematics from 2005-2008			
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Asian	-3	-5	+3	+4
Black	-6	-6	+9	+1
Hispanic	-10	-2	+8	+3
White	-1	-1	-2	+3
All NH Students	-1	-1	-1	+3

Race and Ethnicity	Percentage Change in NH Statewide Assessment Results in Reading from 2005-2008			
	<i>Level 1</i>	<i>Level 2</i>	<i>Level 3</i>	<i>Level 4</i>
Asian	-3	-5	+3	+4
Black	-6	-4	+9	+1
Hispanic	-10	-2	+8	+3
White	-3	-5	+3	+5
All NH Students	+6	-3	-9	+6

In addition, the effectiveness of several practices (Focused Monitoring, Response to Intervention, data-analysis and planning roundtables with districts in need of improvement have also been documented as contributors to these positive changes. The common components of these practices are: 1) analysis and use of qualitative and quantitative data in purposeful ways that impact positively on student learning; 2) decision-making teams consisting of administrators, teachers, parents, and members who are experienced in data analysis; and 3) establishment of goals or targets, identification and implementation of effective strategies, assessment of their success, and initiation of the cycle again (Anderson, 2003; Mass Insight, 2007).

New Hampshire is committed to accelerating the improvement progress by providing intensive support to a subset of its persistently lowest-achieving schools and districts, while expanding promising practices to which this narrowing of the achievement gap is attributed. NHDOE's identified Race to the Top's persistently lowest-achieving schools are in the fourth level of the NHDOE SSOS pyramid, participating districts are in the second and third level, and all schools are in level 1.

New Hampshire State, district and community leaders have met numerous times over the past year to discuss plans for statewide reform. The Race to the Top guidance provided a platform to broaden the conversation of reform efforts. NH has a great deal of local control, but during recent discussions, the silos have begun to break down between districts and stakeholders are joining together to develop shared initiatives and are willing to work with the NHDOE on statewide reforms.

NHDOE Turnaround and Improvement Support Plan

Under the State's proposed Race to the Top reform plan, 10 districts along with 12 of their persistently lowest-achieving schools will receive the most intensive support services. The Department and an external partner(s) will support districts as they turn around their lowest-achieving schools and, in the process, strengthen other schools throughout the district. In ongoing professional development activities, preference for additional spots will be given to teachers and leaders in these 10 districts first and then to those in other Title I schools and

districts. In that way, a critical mass of highly effective teachers and leaders will be built in Title 1 schools.

Each of the 10 districts has signed a Memorandum of Understanding that binds them to:

- Be matched with an external partner, whose focus will be on teaching, learning, assessing, leadership, and coordination of the reform effort;
- Replace principals, who have led the school for two or more years;
- Participate as a team (principal, district leader, and/or lead teacher) in an 18-month leadership academy, and build their own capacity by identifying future trainers;
- Participate in professional learning experiences focused on instruction and using Performance Plus data tools for decision making in classrooms and schools;
- Engage teachers in a three-year induction and mentoring program, with an emphasis on instruction, multiple measures of assessment, analyzing and using data in instructional decision making, and collaborative improvement, and build district's capacity by training mentors;
- Participate in the development and piloting of state teacher and leader evaluation models, while implementing district's current model; and
- Pilot the expansion of the statewide longitudinal data system, including an early warning system for dropout prevention that is supported by funding from the National Governors Association.

Each entity in this intensive work has specific roles and responsibilities. The external partner will be responsible for keeping the school focused on student learning, setting annual targets, analyzing and using data on students daily, and holding everyone – including themselves – accountable for turning the school around. The department will co-lead the district planning effort, identify and support the external partners, provide sharing and focused professional development among the partners and schools, e.g., the development of the evaluation models, and serve as an advocate, e.g., provide state-level data to inform practice.

The following graphic shows the shift that will occur within the NHDOE as a result of the Race to the Top resources and guidance. In the past the NHDOE has spent the majority of its time and

focus on providing general support to all schools (level 1 of the support structure), while trying to balance the demands of its neediest schools. There have been many efforts to target schools and districts with higher needs, but the recognized demands of these districts and schools has increased drastically over time due to the availability of improved data that has identified large achievement gaps, the increase in student achievement targets, the strong desire of educators to improve student learning experiences, coupled with the decrease of NHDOE staff resources. The Race to the Top funds would allow the NHDOE to focus on those with the greatest needs. While the current system can support our SSOS pyramid from the bottom up, Race to the Top funds would allow a focus that focuses on the top and downward. The opportunity would allow for a comprehensive, differentiated support structure for every student.

Figure E2. Work Plan for Persistently Lowest-Achieving Schools

Goals	Activities	Timeline	Person Responsible
<i>First Year (2010-11)</i>			
Identification of schools and conditions of involvement	Analyze all statewide assessment data, rank schools by index, involve in development of application, invite to participate, sign Memorandum of Understanding	Winter 2010	Title I and School Improvement staff
Successful turnaround	Recruit, interview, and hire external partners; induct external partners into the initiative and the department's goals; match partners with schools and districts based on needs; sign reciprocal accountability clause (school, district, and external partner are responsible for student achievement gains)	Spring/summer 2010	Division directors and staff
Share and build on successes	Establish and implement communication and sharing vehicles, e.g., regular meetings for external partners focused on using data and sharing to maximize learning; create consistent support team for each school co-lead by external partner and NHDOE	Spring/summer 2010	Division directors and staff
Target resources to needs of schools and districts	Conduct needs assessment, identify appropriate turnaround model, and develop action plan; draw on resources inside the department (e.g., introduction and use of specific instructional strategies, training on analyzing and using data to make instructional and programmatic decisions, literacy and numeracy plans, Picturing Writing and Image-Writing, Focused Monitoring, Response to Intervention, statewide Innovation Networks) and outside	Fall 2010	External partner, NHDOE liaison
Focus on student achievement	Determine means to enable teachers to have common planning time; use time for study groups on instructional practices, analysis of data by subgroup on regular basis, lesson planning, structured classroom visitation with follow-up discussions on observations, etc.	Ongoing	External partner, NHDOE liaison
Recruiting, developing, and retaining effective teachers	Teachers participate in induction/mentoring program to continue their development (first of three years); accompanying program for preparing experienced teachers to be mentors	August-July	External organization selected via RFP
Recruiting, developing, and retaining effective leaders	Teams from district and school (district leader, principal, and lead teacher) participate in leadership academy	August 2010-February 2012	External organization selected via RFP
Catch students before they fall behind	Pilot statewide longitudinal data system to learn how its data can support classroom instruction and school-wide programmatic decisions, participate in training in data analysis and use, learn how	Ongoing	Bureau of Accountability, Bureau of Data Management

Section E - Turning Around the Lowest-Achieving Schools

Goals	Activities	Timeline	Person Responsible
	to develop and use formative assessments		
Partner with parents and community	Establish regular communication lines with parents, e.g., email, Web site posting of assignments, phone; broker services from community organizations to meet students' and families' needs	Ongoing	Parent Information Center, wraparound service providers
Ensure highly effective teachers in classrooms and schools	Principal or teacher participate in development and implementation of standards for highly effective teachers and leaders, e.g., making them part of the district's evaluation process	August 2010-July 2011	Subcommittee of Professional Standards Board
Plan to ensure success	Summative evaluation of student and school data; celebrate successes, dig deeper into the data on challenges and refine practice for following year	May-June	External partner, Bureau of Accountability, Bureau of Data Management
<i>Second Year (2011-12)</i>			
	Continue activities to meet goals in second, third, and fourth year, with exception of additions described below		
Share and build on successes	Develop resources that can be used across struggling schools; participate in statewide networks (Mentoring, Leadership Academy)	Ongoing	External partner, principals, teachers
Recruiting, developing, and retaining effective teachers	Begin second mentor cohort; continue with first group of mentors and identify potential mentors and mentor trainers	August-July	External organization selected through RFP
Recruiting, developing, and retaining effective leaders	Continue first cohort Begin second cohort, co-lead by NH leaders, who will be observed by external organization and NHDOE	August 2011-February 2012	External organization selected through RFP
Ensure highly effective teachers and leaders in classrooms and schools	Principal and teacher participate in development of statewide evaluation models for teachers and leaders; plan piloting phase	August 2011-July 2012	Subcommittee of Professional Standards Board
<i>Third Year (2012-2013)</i>			
	Continue activities with exception of additions noted below		
Share and build on successes	Make presentations, based on data, on progress toward goal, how achieved, what the data say at state meetings, professional organizations, etc.; participate in statewide networks (Mentoring, Leadership Academy)	Ongoing	External partner with school's principal, teachers, students
Mentoring	Begin third cohort, co-lead with in-district mentor	August 2012-July 2013	External organization with colleague
Effective leaders	Continue second cohort	August 2012-	NHASP and NH school leaders

Section E - Turning Around the Lowest-Achieving Schools

Goals	Activities	Timeline	Person Responsible
	Begin third cohort, co-lead by NH leaders	February 2013 August 2012- February 2014	
Highly effective teachers and leaders	Pilot statewide evaluation models for teachers and leaders; gather feedback through surveys, focus groups, interviews; refine model	August 2012-July 2013	Subcommittee of Professional Standards Board
<i>Fourth Year (2013-14)</i>			
	Continue activities with exception of additions noted below		
Share and build on successes	Develop tools, processes, and products to share with networks, educators; write a journal article as a school or team	August 2013-ongoing	Districts/schools
Mentoring	Begin fourth cohort so-lead by in-district mentors;	August 2013-July 2014	In-district mentors
Leadership Academy	Complete third cohort Begin fourth cohort co-lead by NH leaders	August 2013-February 2014 August 2013-February 2015	In-state trainers

Evidence																										
Approach Used	# of Schools Since SY2004-05		Results and Lessons Learned																							
Each school in improvement conducted a needs assessment, attended professional development and developed improvement plans based on the individual strengths and weaknesses of the school community	<table border="1"> <thead> <tr> <th></th> <th>New SINIs</th> <th>Total SINIs</th> </tr> </thead> <tbody> <tr> <td>2003</td> <td>0</td> <td>6</td> </tr> <tr> <td>2004</td> <td>67</td> <td>72</td> </tr> <tr> <td>2005</td> <td>5</td> <td>77</td> </tr> <tr> <td>2006</td> <td>21</td> <td>91</td> </tr> <tr> <td>2007</td> <td>50</td> <td>136</td> </tr> <tr> <td>2008</td> <td>49</td> <td>178</td> </tr> <tr> <td>2009</td> <td>65</td> <td>233</td> </tr> </tbody> </table>		New SINIs	Total SINIs	2003	0	6	2004	67	72	2005	5	77	2006	21	91	2007	50	136	2008	49	178	2009	65	233	<ul style="list-style-type: none"> Number of schools that exited School In Need of Improvement (SINI) status: 2003 3 schools exited SINI status 2004 1 school exited SINI status 2005 0 schools exited SINI status 2006 7 schools exited SINI status 2007 5 schools exited SINI status 2008 7 schools exited SINI status 2009 12 schools exited SINI status Schools aligned professional development with improvement plan goals
	New SINIs	Total SINIs																								
2003	0	6																								
2004	67	72																								
2005	5	77																								
2006	21	91																								
2007	50	136																								
2008	49	178																								
2009	65	233																								
Six schools in restructuring planning year during 2008-09 participated in a comprehensive web-based needs assessment program.	<table border="1"> <thead> <tr> <th></th> <th>Restructuring planning year:</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>6 schools</td> </tr> <tr> <td>2009</td> <td>14 schools</td> </tr> <tr> <th></th> <th>Restructuring implementation year:</th> </tr> <tr> <td>2008</td> <td>0 schools</td> </tr> <tr> <td>2009</td> <td>2 schools</td> </tr> </tbody> </table>		Restructuring planning year:	2008	6 schools	2009	14 schools		Restructuring implementation year:	2008	0 schools	2009	2 schools	<ul style="list-style-type: none"> Number of schools that exited restructuring planning year status 2008-09 -- 4 schools Schools were able to complete a comprehensive needs assessment, determine strengths and weaknesses of the school, prioritize areas in need of improvement, create an action plan to address areas of weakness and track improvements and challenges with evidence. Even though four of the six schools exited SINI/restructuring planning status, all six chose to implement their action plans 												
	Restructuring planning year:																									
2008	6 schools																									
2009	14 schools																									
	Restructuring implementation year:																									
2008	0 schools																									
2009	2 schools																									
District In Need of Improvement meetings were held monthly	District data/not schools	<ul style="list-style-type: none"> DINI Coordinators from each district gathered monthly with staff throughout the NH DOE to participate in professional development programs, provide updates across programs and share promising practices and improvement plans 																								

In the past, New Hampshire has not enforced bold reform of schools and districts; however, districts and schools are now working with NH DOE staff to implement drastic changes in specific schools, across districts and statewide. The Race to the Top grant has initiated many conversations regarding reform and as part of these planned reform efforts, NH will use resources to improve the tracking of school and district improvement efforts and their outcomes.

Performance Measures	Actual Data: Baseline (Current)	End of SY	End of SY	End of SY	End of SY
The number of schools for which one of the four school intervention models (described in Appendix C) will be initiated each year.	12	0	0	2	3

[Optional: Enter text here to clarify or explain any of the data]

(F) General (55 total points)

State Reform Conditions Criteria

(F)(1) Making education funding a priority (10 points)

The extent to which—

- (i) The percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State (as defined in this notice) that were used to support elementary, secondary, and public higher education for FY 2008; and
- (ii) The State's policies lead to equitable funding (a) between high-need LEAs (as defined in this notice) and other LEAs, and (b) within LEAs, between high-poverty schools (as defined in this notice) and other schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(1)(i):

- Financial data to show whether and to what extent expenditures, as a percentage of the total revenues available to the State (as defined in this notice), increased, decreased, or remained the same.

Evidence for (F)(1)(ii):

- Any supporting evidence the State believes will be helpful to peer reviewers.

Recommended maximum response length: Three pages

F(1)(i) (F)(1)(i) The link below has a two-page summary of the State budget for FY08 and FY09. Since actual expenditure data has not been published, this is the best available information. New Hampshire did not use any State Fiscal Stabilization funding for FY09.

Budget page 550 (the second page of the link below) shows Education appropriations of \$1,458,949,429 and \$1,470,180,444 for Education (elementary/secondary and higher education) and State total appropriations of \$5,111,164,942 and \$5,236,012,880. While the Education appropriation increased, Education's percentage of the budget decreased from 28.5 percent and 28.1 percent.

From FY08 to FY09 federal funding for Transportation and Health and Human Services increased, but for Education it decreased. Although the appropriation of State (i.e., non-federal) funds for Education increased from \$1,211,831,105 to \$1,223,339,541, the percentage declined from 33.4 percent to 28.1 percent. This occurred because the State had to substantially increase its support of the Health and Human Services budget. The percentage reduction is not due to a lack of support for Education; rather it is the result of necessary funding increases in other areas. It should also be noted that New Hampshire's elementary/secondary population is in decline.

This link to the State budget will take you directly to the summary section at the end.

<http://www.gencourt.state.nh.us/legislation/2007/HB0001.pdf#STATETOTALS>

(F)(1)(ii) New Hampshire's primary elementary and secondary education funding formula, Adequacy Aid, uses five per pupil funding levels. The top tier provides double the per pupil aid as the base tier. Tiers are determined by the percentage of students eligible for free or reduced priced meals at the school level. Unlike most state formulas, ALL students at a school (including those not eligible for meal subsidies) are funded at the same per pupil level. The State's policy to direct substantially more funding to high-need LEAs and schools is demonstrated by the fact that per pupil funding above the base level increases Adequacy Aid by 28 percent.

The formula contains a second equity allocation, Fiscal Capacity Disparity Aid, which provides aid to towns that have a low property tax base. A low property tax base results in higher local tax

rates for education. This allocation adds an additional 7 percent to Adequacy Aid. Allocations for special education and English Language Learners add another 8 percent (There is a separate program that provides additional aid for special education.)

Although Adequacy Aid is treated as unrestricted general fund revenue by LEAs, they must report to the State how Differentiated Aid, (i.e., the per pupil amounts above the base level) will be spent at the school level. This ensures that the neediest schools receive supplemental funding.

Because this is a new funding formula, a transition plan is in effect for the first two years (FY10 and FY11). The full implementation of tiered per pupil funding and accountability for school level spending will begin July 1, 2011.

A description of Adequacy Aid can be found at:

<http://www.ed.state.nh.us/education/data/ReportsandStatistics/StateAid/AdeqAid/AdeqAid2010/AAFY10Explain.htm>

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools *(40 points)*

The extent to which—

- (i) The State has a charter school law that does not prohibit or effectively inhibit increasing the number of high-performing charter schools (as defined in this notice) in the State, measured (as set forth in Appendix B) by the percentage of total schools in the State that are allowed to be charter schools or otherwise restrict student enrollment in charter schools;
- (ii) The State has laws, statutes, regulations, or guidelines regarding how charter school authorizers approve, monitor, hold accountable, reauthorize, and close charter schools; in particular, whether authorizers require that student achievement (as defined in this notice) be one significant factor, among others, in authorization or renewal; encourage charter schools that serve student populations that are similar to local district student populations, especially relative to high-need students (as defined in this notice); and have closed or not renewed ineffective charter schools;
- (iii) The State's charter schools receive (as set forth in Appendix B) equitable funding compared to traditional public schools, and a commensurate share of local, State, and Federal revenues;
- (iv) The State provides charter schools with funding for facilities (for leasing facilities, purchasing facilities, or making tenant improvements), assistance with facilities acquisition, access to public facilities, the ability to share in bonds and mill levies, or other supports; and the extent to which the State does not impose any facility-related requirements on charter schools that are stricter than those applied to traditional public schools; and
- (v) The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(2)(i):

- A description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- The number of charter schools allowed under State law and the percentage this represents of the total number of schools in the State.
- The number and types of charter schools currently operating in the State.

Evidence for (F)(2)(ii):

- A description of the State's approach to charter school accountability and authorization, and a description of the State's applicable laws, statutes, regulations, or other relevant legal documents.
- For each of the last five years:
 - The number of charter school applications made in the State.
 - The number of charter school applications approved.
 - The number of charter school applications denied and reasons for the denials (academic, financial, low enrollment, other).
 - The number of charter schools closed (including charter schools that were not reauthorized to operate).

Evidence for (F)(2)(iii):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the State's approach to charter school funding, the amount of funding passed through to charter schools per student, and how those amounts compare with traditional public school per-student funding allocations.

Evidence for (F)(2)(iv):

- A description of the State's applicable statutes, regulations, or other relevant legal documents.
- A description of the statewide facilities supports provided to charter schools, if any.

Evidence for (F)(2)(v):

- A description of how the State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools.

Recommended maximum response length: Six pages

F2(i) *Description of Laws, Statutes, and Regulations.* In 1995, the New Hampshire legislature enacted the Charter Schools and Open Enrollment Act (RSA 194-B), which authorized the creation of public charter schools in New Hampshire. The stated purposes of the law were to:

- Promote and encourage the establishment and operation of charter and open enrollment schools;
- Encourage school districts to allow public charter and open enrollment schools;
- Encourage the establishment of public charter schools with specific or focused curriculum, instruction, methods, or target pupil groups;
- Improve pupil learning and increase opportunities for learning;
- Exempt charter schools from state statutes and rules, other than where specified, to provide innovative learning and teaching in a unique environment;
- Enhance professional opportunities for teachers;
- Establish results-driven accountability for public charter schools and require the measurement of learning;
- Make school improvement a focus at the school level;
- Encourage the establishment of public charter schools that meet the needs and interests of pupils, parents, communities, regions, and the state as a whole.

Under this law, all charter schools are open enrollment schools. They may not restrict enrollment to a particular school district or region.

In the original statute, the approval process required the local school district's legislative authority to vote to allow proposals for charter schools to be presented and to review applications for completeness. Locally-approved charter school applications were submitted to the State Board of Education for consideration. When approved by the State Board, schools were to be granted a five-year charter after ratification by a vote of the local school district's legislative authority.

From 1995-1999, the Board of Education granted five-year charters to six charter schools. Of these, one was approved by the local school district; the others did not receive local approval. The single locally approved charter school was unable to open because of funding issues.

Number and Types of Charter Schools Operating in the State. In 2003, the New Hampshire General Court amended the charter school law to create a ten-year pilot program authorizing the Board of Education to grant up to twenty state charter school applications during that period. The State Board of Education's approval of an application constituted the granting of charter status and the right to operate as a public charter school. To date, 16 charters have been granted via this program, additional approvals have been suspended through 2011 due to budget constraints. Although this limit exists for state-authorized charter schools, there is no statutory limit on the number of LEA-authorized charter schools.

As of fall 2009, fifteen out of 16 applications for charter schools have been authorized by the State Board of Education (see Appendix F for list of current operating charter schools); one of which is dually certified by the State Board and its LEA. The unsuccessful bid was brought by an out-of-state group that had gathered little information about the constituency they strove to educate. A seventeenth school has been authorized by its LEA and plans to open in the fall of 2010. Eleven state-authorized charter schools are currently in operation, while three have closed due to lack of students or financial problems and one never opened (see Appendix F for list of closed charter schools) and one will open in the fall of 2010. This represents ___ percentage of the total number of schools in the State.

New Hampshire currently ranks 41st in population among the 50 states. It is a small, rural state with numerous northern regions that are sparsely settled due to their mountainous nature. The number of charter schools that can flourish in this setting is lower than in more populous states, and its charter schools face more challenges without the economies of scale often available to charter schools in more populous states.

Despite these challenges, the State has been particularly successful in serving high-needs students at the high school level in charter schools. Each region in the state has a charter school, and together they demonstrate that offering project-based, competency-based, arts-based, or STEM-based learning can be effective means to retain or reclaim disengaged students or students on the periphery.

F2(ii) *Authorization.* After reviewing applications to ensure that a proposed school meets the criteria set forth in RSA 194-B, the State Board of Education authorizes the establishment of state-approved and LEA charter schools.

Accountability. As the agent of the authorizer, the Office of Accountability of the New Hampshire Department of Education is required to carry out the monitoring duties outlined in the charter legislation. Staff members responsible for charter school oversight assure compliance with charter school reporting requirements, assess and provide feedback on the clarity and measurability of the school's accountability plan goals, including academic goals, and communicate school performance and progress to the State Board of Education.

Charter schools must submit quarterly and annual progress reports to the Department, which enable it to monitor each school's academic performance (based on statewide assessments and other performance-based measures), its responsible use of public funds, and its likelihood of sustainability throughout the term of the charter (see Table __ below). The school's progress reports include descriptions of its attainment of the objectives related to the school's mission – goals related to unique organizational structures, specific program designs and, most important of all, the impact of the school's design on student academic achievement. Evidence of organizational sustainability and financial responsibility are additional components of the school's progress reports.

Table __. Timeline for Accountability Checks in Years 1-4

Years 1 through 4	Charter School Submits:	NHDOE Conducts:
December 1 of opening year	Accountability plan	Review and feedback on measurability of goals
Fall reports:	Staff qualifications	Compliance check
October 1	Enrollment	
October 15	Health, fire, and safety	

	inspection reports Evidence of insurance coverage Calendar of instructional days	Compliance check Compliance check Review to determine compliance with state requirements
Monthly (or as defined in charter)	Board minutes	Review to assure effective governance practices
Quarterly November 15 January 30 April 15 June 30	Progress toward school goals Financial report	Compare with targets in accountability plan Check to see if complies with standards
Annually (August 1)	Year-end summary of school performance	Review and verification as needed to assess performance
End of Year Reports (August 1)	Attendance, graduation, etc.	
Annually (September 30)	Independent financial audit	Request for action if any material defects

The Department of Education conducts annual assessments of a school's progress, based on quarterly and annual progress reports submitted by charter schools to the Department.

Department staff assesses evidence submitted by the school as to whether the charter school has met, failed to meet, or exceeded the targets defined in its annual accountability plan. To assure

the accuracy of its audit, the Department may corroborate and augment information submitted by the school through interviews with stakeholders, site visits and, requests for confirming documents. Once completed, the Department shares feedback to the school.

At least yearly, the Department is required to report on the status of charter schools to the State Board of Education. This report includes information, gleaned from quarterly and annual reports, on the schools' academic progress, compliance with state and federal regulations, adherence to governance rules for public schools, evidence of development of a sustainable organization, and financial accounting practices that meet accepted standards for public education agencies and organizations.

Four questions, and several subsidiary questions, serve as a consistent framework for assessment of charter schools. Charter schools respond to these questions in quarterly and annual reports, and the questions form the basis for the annual reviews and the five-year charter renewal process.

- Is the school making progress toward achieving its mission?
 - What progress has the school made toward its academic goals as defined in its accountability plan?
 - What progress has the school made toward its programmatic goals?
 - What progress has the school made toward its organizational goals?
- Is the school responsibly using public funds?
 - Has the school provided quarterly financial reports that comply with acceptable standards of public school accounting?
 - Do the school's purchasing and billing practices meet acceptable standards for public school accounting?
 - Has the school provided an annual external audit with no material defects?
 - Do the school's quarterly financial reports demonstrate reasonable and prudent planning?
 - Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?
- Is the school promoting student attainment of expected knowledge and skills?

- Are the students at the school meeting proficiency standards as measured by state assessments?
- Are students at the school making progress toward meeting state proficiency standards?
- Are the students at the school meeting credible internally defined measures of proficiency (see also question 1 – school-defined academic goals)?
- Are students making progress toward any non-academic goals that the school has volunteered in its accountability plan?
- Is the school sustainable?
 - Does the school’s governing board function effectively and in accordance with public meeting laws and regulations?
 - Has the school established systems to manage operations efficiently?
 - Are there systems in place to assure instructional quality?
 - Has the school established an appropriate relationship with the local LEA to facilitate high quality services to students with special educational needs?
 - Are physical facilities safe, clear, and suited to the purposes of the school?
 - Is the school psychologically and emotionally safe for children and adults, free from intimidation and bullying?
 - Does the school employ teachers who meet state requirements for experience and/or certification?
 - Does the school demonstrate an ability to retain skilled and qualified staff?
 - Do parents report satisfaction with the school in areas of academic programming, school-family interactions, and accurate and timely communication?

Renewal. The charter school law defines the conditions for renewal of a New Hampshire Public Charter School:

By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for its charter.

In assessing a charter school's attainment of performance targets for renewal, the Department considers the school's cumulative performance over the last five years. In the event that a school is not eligible for renewal, arrangements will be made to bring the school's operations to an orderly termination in accordance with the charter school law. Consideration would be given to discontinuing school operations in a way that is least disruptive to students and families.

The New Hampshire Board of Education may revoke a charter before the end of its term in accordance with RSA 194-B. Some of the major factors that could lead to early revocation include extraordinary risk to students, materials violations of the charter, financial instability, or legal violations.

F2(iii) *State's Applicable Statutes, Regulations, or Other Relevant Documents on Equitable Funding.* In 1995, RSA 194-B required each charter school pupil's resident school district to pay to the charter school an amount equal to at least 80 percent of that district's average cost per pupil for the prior fiscal year. The current charter school law retains this funding requirement for charter schools approved by the local school district. In addition, the current charter school law provides that charter schools that are eligible for grants "shall match funds provided by the state through private contributions in order to receive funding that exceeds the state's average per pupil cost for the grade level weight of the pupil."

In the December 1997 *Claremont II* ruling, the New Hampshire Supreme Court found that the State has a duty to provide an adequate education to all public school students. In response to this ruling, the General Court enacted the "State Aid for Educational Adequacy" system providing annual grants to cities, towns, and unincorporated places to fund an adequate education for public school students residing in each municipality. The New Hampshire Department of Education is responsible for determining the annual "adequate education" payments, which are based on a series of calculations that are designed to limit state aid to towns with the greatest need. Since charter schools are open enrollment schools, the General Court required that a flat tuition amount per pupil, or "adequacy payment," follow each student enrolled in a charter school approved by the Board of Education under the pilot program. In FY 2010 (?), the State allocated a \$3,450 adequacy payment for each student in the state. Charter schools in the New

Hampshire Charter School Pilot program receive an additional \$2,000 per student, or \$5,450 per student.

F2(iv) *Funding for Facilities.* The State does not provide funding for charter school facilities. It does currently provide funding to local districts at a 28-42 percent rate, but a reversal of this policy is currently under consideration by the legislature.

F2(v) *Innovative, Autonomous Public Schools.* The New Hampshire Legislature is currently considering proposed legislation (an addition to RSA 189:24 Standard School) that would enable the establishment of non-standard schools. These alternative schools would utilize innovative practices and flexible scheduling to meet the unique needs of individual students. They would be open enrollment schools that have the flexibility to define their instructional models and associated curriculum, select and replace staff, and implement new structures and formats for the school day or year.

(F)(3) Demonstrating other significant reform conditions (5 points)

The extent to which the State, in addition to information provided under other State Reform Conditions Criteria, has created, through law, regulation, or policy, other conditions favorable to education reform or innovation that have increased student achievement or graduation rates, narrowed achievement gaps, or resulted in other important outcomes.

In the text box below, the State shall describe its current status in meeting the criterion. The narrative or attachments shall also include, at a minimum, the evidence listed below, and how each piece of evidence demonstrates the State's success in meeting the criterion. The narrative and attachments may also include any additional information the State believes will be helpful to peer reviewers. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Evidence for (F)(3):

- A description of the State's other applicable key education laws, statutes, regulations, or relevant legal documents.

Recommended maximum response length: Two pages

(F)(3) *Demonstrating Other Significant Reform Conditions.* In the last five years, New Hampshire has worked extensively on creating, through law, regulation and policy, as well as through statewide training and demonstration projects, conditions favorable to education reform and innovation. These conditions are showing impact on increased student achievement and graduation rates, including those for underserved students, and results in other important outcomes such as prevention and of drop out from high school and recovery of at risk students.

New education rules, laws, and regulations include:

- a) A requirement that all high school courses be based on explicit course level competencies
- b) A requirement that credit towards graduation will be based on student demonstration of mastery of course level competencies rather than instructional time
- c) A rule that allows for rigorous out-of-school learning, called Extended Learning Opportunities, overseen by a highly qualified educator, may earn credit towards graduation through demonstration of mastery of course level competencies
- d) A law requiring that all students remain in school through graduation or to the age of 18.
- e) A rule allowing that 16 – 18 year olds at risk for dropping out may engage in alternative pathways to graduation, including extended learning opportunities, will remaining enrolled in school

In 2003, the New Hampshire department of Education engaged in a survey of the education, business, and higher education communities to compare perceptions and actual educational outcomes. As one of the outcomes of this survey, IHEs in NH informed the NHDOE that many newly graduated high school students were unable to apply knowledge on reaching freshman level college classes, even though they had been able to pass exams showing retention of the knowledge.

The NHDOE began the development of training on competency-based assessment for educators to apply at the classroom level, through which students in all NH high schools would have the opportunity to apply the knowledge and skills they were learning through rigorous and benchmarked curriculum. In 2005 the NH legislature passed new rules specifying that all high school courses would be based on course level competencies and that students would be granted

credit toward graduation based only on demonstration of student mastery of course level competencies. The rule states that “the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel.”

Course level competencies for all high school courses are required to be aligned with the same standards and frameworks as the state NECAP, New Hampshire’s collaboratively-developed state assessment, to ensure that students have multiple methods through which to translate standards and information into classroom practice. High schools were given three years in which to build, create, or refine their course level competencies, with assistance from NH Department of Education staff, consultants, and contracted professional development agencies. Model course level competencies are freely available on the NHDoe’s website at www.ed.state.nh.us/education on the High School Redesign page. The Department is currently engaged in extensive statewide training on use of course level competencies in teaching and assessment, on performance based assessment, and on competency-based grading. These transformative practices have already shown promising results for increasing student achievement for all students.

With course level competencies that are rigorous, transparent and transportable, New Hampshire has been able to develop extended learning opportunities as a viable learning and achievement setting for any student. In 2007, the New Hampshire Department of Education initiated a foundation-funded project to pilot extended learning as defined in the 2005 state rules. A statewide consortium of demonstration site schools was formed to demonstrate the viability and validity of competency-based assessment related to extended learning for course credit. These schools – representing approximately 10% of New Hampshire’s high schools and including demographic and economic diversity, have participated in intensive training and practice based on national and international best practice in performance assessment and competency assessment. Analysis of the effort in 2009 indicated that schools involved in the Extended Learning Opportunities project have been reducing their drop-out rate at a faster rate than the state as a whole, especially those schools that began with a drop-out rate greater than the state average, and, if the practices are continued with fidelity and support, will exceed the statewide dropout reduction rate in 2010.

All of these practices are a part of New Hampshire's overall High School Redesign vision, developed through collaboration with practitioners in K-12 education, policy-makers, business and community development, governing and bargaining agencies, and higher education representatives, as well as national consultants. The process of reform and redesign that includes practitioners in the planning and design has been successful in creating momentum and wide buy-in. New Hampshire seeks to build on this effort through this RTTT application with the development of a high school network to expand the work. The high school network will include both teacher and leader effectiveness training, technical assistance, and embedded professional development leading to increased student achievement.

New Hampshire is currently engaged in regional collaboration with Maine, Vermont, Rhode Island, and Connecticut on a vigorous agenda to improve secondary schools in the New England region including examining high leverage state and local policies, global best practices, student demonstrated competency, performance assessment practices and measures, and common definitions of 21st century skills. This collaboration has already resulted in policy analysis across the states and documents and tools to guide LEAs through this work.

Priority 2: Emphasis on Science, Technology, Engineering and Mathematics (STEM)

New Hampshire has developed a comprehensive plan to increase achievement in and access to science, technology, engineering, and mathematics education for priority schools and districts state-wide. The plan has been embedded throughout the application with this two-page section summarizing the primary STEM goals. Through this plan New Hampshire will guarantee all students will graduate from high school with the science, literacy, and numeracy needs to persist in college and pursue a career in our highly scientific and technological workplace. To achieve this the state will address the following goals:

- Increased access to high-quality STEM-related courses and experiences for all students in all schools, P-12, particularly for underrepresented groups and of women and girls; identify clear career paths in the STEM industries;
- Recruit, develop, and retain effective teachers and principals thus guaranteeing an equitable distribution of highly qualified math and science teachers throughout the state, particularly in areas of high poverty and rural areas;
- Support all priority schools and districts to adopt and implement innovative research and standards-based models for STEM teaching; and
- Actively increase student preparedness for college-level math and reduce the need for remedial mathematics for high school graduates enrolling in college.

A. Increased access to STEM-related classes to all students in all schools, P-12, particularly underrepresented groups and of women and girls

Several overall strategies will be used to address the goal of increased access to high-quality STEM courses state-wide. Priority schools and districts will complete a multi-layered review of their existing STEM-related course offerings. This review will be used for a gap analysis that will guide the strategic plan for increasing access to courses. Related programs, such as robotics and science competitions, career and technical student organizations, and work-related experiences will be evaluated as part of an overall strategy to generate student interest in STEM careers.

STEM courses are currently offered state-wide through the Virtual Learning Academy Charter School, and concurrent enrollment programs are offered in the same venue through e-Start. Continued development of virtual courses in STEM is a focus of the states' plan as well as the evaluation of access to all schools. Outcomes of initiatives will be measured with the student information system as well as the longitudinal data system. Data related to student enrollment and performance both at the secondary and postsecondary level will be analyzed to inform STEM coordinators on next steps.

New Hampshire is currently participating in the STEM Equity Pipeline project and is independently working with National Association of Partners in Education (NAPE) to promote equity in all STEM contents. The NH e-Learning for Educators program is participating in this group and will develop one or more online courses, to be delivered through OPEN NH, on Issues in Equity in the STEM areas that teachers can use for professional development.

B. Recruit, develop, and retain effective teachers and principals, and guarantee an equitable distribution of high quality mathematics and science teachers throughout the state, particularly in rural areas

The New Hampshire Department of Education will continue to partner with the University System of New Hampshire for pre-service teacher training in the STEM areas. Postsecondary teacher education programs will offer intensive STEM courses designed for P-12 teachers who need to strengthen their content knowledge.

Additionally, high quality professional development statewide will target mathematics and science teachers, particularly those in areas of high poverty and rural areas. This summer, Math-in-CTE, introduced to New Hampshire in 2008 will continue as a professional development model for mathematics and career and technical education teachers as it expands to a multi-state training in health sciences and pre-engineering programs.

STEM Professional Learning Communities will be implemented in the priority schools focusing on best practices, examination of data, and related actions with data analysis and learning how to effectively target underrepresented groups for STEM related careers.

NHDOE is currently participating in the 10-state e-learning for Educators Initiative that offers online professional development courses in Science, math and Technology, providing teachers with opportunities to increase their knowledge in the STEM areas; these courses are offered through OPEN NH. Approximately 400 educators complete OPEN NH courses annually.

Federal funding has helped to develop, support, and maintain the six regional professional development centers, collectively known as the Local Educational Support Center Network (LESCN). While these centers are not exclusively technology centers, their focus is to integrate technology into their professional development in order to increase teacher skills in technology use.

C. Support all priority schools and districts to adopt and implement innovative research and standards-based models for STEM teaching

The new state STEM coordinator will work with the Research and Development Office to facilitate partnerships and identify resources in regions around the state. This office will inform schools and districts as a result of their extensive research utilizing USDOE What Works Clearinghouse and the US DOE Research Centers. Curriculums and teachers will be reviewed for effectiveness in STEM courses. A Curriculum Leadership Academy will be formed where teachers from priority schools and districts learn about standards based models for STEM teaching. These teachers will explore innovative and research-based material and models and become leaders in the efforts to support teacher and program improvement statewide at other schools.

Again, through the participation of the federally funded grant with the STEM Equity Pipeline project, research based methods for promoting equity in teaching and learning is a major feature of this project.

D. Actively increase student preparedness for college level math and reduce the need for remedial mathematics for high school graduates enrolling in college

Early in 2000, colleges around the country became increasingly aware of the high level of remedial math classes being offered to incoming freshman. In New Hampshire, between 2005 and 2007, 70% of incoming New Hampshire community college students were placed in developmental mathematics. Similarly, at the high school level, 68% of juniors scored below proficient on the state New England Common Assessment Program (NECAP) assessment. Responding to this crisis, two important events took place: the New Hampshire Department of Education adopted new graduation requirements that raised the math units from two to three, and the Community College System of New Hampshire partnered with Plymouth State University and select secondary schools to develop a proposal for Mathematics Science Partnership grant funds from the New Hampshire Department of Education. Although the increased math requirements is helpful, it remains possible that, due to block scheduling, students can complete these math requirements by the end of their sophomore year. The initial partnership resulted in a project entitled, “Making the Transition from High School to College” (MaTHSC) which proposed to research math under-preparedness among the New Hampshire high school students and to synthesize research and literature on the transition from high school to college at the national level. Results of this research led to a Mathematics Steering Committee that effectively coordinated agreement on mathematics assessment scores for college freshmen enrollment and the development of a common threshold mathematics course. The project uses ACCUPLACER as an advising tool for high school juniors and as a pre and post test for the newly developed dual-credit Senior Mathematics course (TAC.Math). This was successfully piloted at six high schools in 2008-2009 with promising results. Pre and post test scores on ACCUPLACER showed dramatic improvement. Interest and enrollments in Senior Math (TAC.Math) at the initial pilot schools exceeded expectations. Further implementation will offer this course in additional schools, including priority high schools during 2010-2011, while also expanding related professional development for teachers in each of the participating schools.

Priority 4: Expansion and Adaptation of Statewide Longitudinal Data Systems

The NHDOE is developing its Statewide Longitudinal Data System to fully meet its needs and also to benefit other state education agencies and school districts across the country. NH plans to release the longitudinal data warehouse data model into the public domain.

New Hampshire's implementation of the education data warehouse aligns with standards developed by the National Center for Educational Statistics (NCES) and is closely aligned to the NCES Handbooks. The open data model has been developed using broadly accepted dimensional modeling techniques. The public domain model supports vertical alignment between state and local education agencies, and structures to capture student learning longitudinally from early childhood through adult.

The data warehouse is fed by a publicly available student data collection, along with a new Educator Information System and other proprietary source systems. The model was developed with P-20 in mind and will be further developed to support early childhood through workforce. The data warehouse also feeds Performance Plus, a system used by LEA educators to inform instruction.

A key to NH's success has been strong collaborations throughout our state. The NHDOE has been a leading player facilitating work of a Governor's P-16 Council (which includes workforce development). Building on the P-16 goals and the ARRA goals, our objective is to develop a system that ties together Early Childhood Programs with Kindergarten through 12th Grade, Institutes of Higher Education and workforce data. By doing so, an expanded longitudinal system will assist us in achieving numerous objectives:

1. Allow districts, schools, and postsecondary institutions to review and evaluate existing programs and initiatives and identify the need for new ones.
2. Fulfill accountability obligations in an accurate and timely manner.
3. Identify key indicators of college readiness.
4. Provide market intelligence for public higher education institutions.
5. Determine what teacher-related factors lead to improved student outcomes.

6. Ease the strain of student mobility by speeding access to student data.
7. Provide relevant and timely student data to help inform programmatic interventions.
8. Determine the root causes underlying performance issues and provide feedback to drive and evaluate reform initiatives.
9. Assess students' "Success in Life" beyond the education system by obtaining feedback from alumni and employers.
10. Inform higher education admissions standards.
11. Facilitate application processes by implementing electronic student record transfer.
12. Acquire data required to develop a teacher and principal evaluation system that will use student performance as a metric for that evaluation system.
13. Provide early learning data to inform and evaluate programming from the pre-K and kindergarten years through the post-secondary and workforce time periods.

The University System of New Hampshire, the Community College System of NH and several private institutions of higher education have agreed to share data with the NH DOE. DHHS will provide individual early childhood data including program participation, entry, exit and type of program and participant demographics. Post-secondary data from the University System of New Hampshire, the NH Community College System and two private colleges in NH will include student level data on remedial education courses taken, entry, withdrawal and transfers, and degrees and certificates granted. Workforce data will focus on teacher education data including the number of graduates from teacher preparation programs, certification received by students in each program and the number of students employed as a teacher in NH within their first year of graduation. We will work to connect student data for students who pursue teaching positions in NH.

Plans are also in place to expand the data warehouse to include the following:

- Teacher preparation, certification, and portfolio data. The NH SLDS currently contains a limited set of data related to teacher preparation and certification. With the increased federal emphasis on equitable distribution of teachers, we must ensure we have the right metrics to understand the distribution and the effectiveness of educators. Therefore, as part of this effort, we must also ensure we are collecting the right data.

- Financial data. Financial data will provide the ability to evaluate the linkage between programs and funding.
- Teacher-evaluated academic & non-academic assessment data into the data warehouse. NH has incorporated multiple assessments in the Performance Plus tool to inform instruction. To compliment the student assessments, teacher-evaluated academic & non-academic assessment data (e.g. Perception Data – social, personal and physical skills) should also be available. We plan to create and include student surveys and/or teacher rubrics that will allow for summary of student success and needs that are identified by the teacher or student without the use of an assessment test. This concept has been rolled out for career and technical education competencies, but we would like to pilot this concept for multiple areas: school climate; high school competency completion; extended learning opportunities.
- High school assessment data such as SAT, ACT, AP, PSAT assessment scores. NH has implemented a warehouse with multiple assessments in K-8. Although, the ability to analyze multiple assessments has been beneficial to schools, we need to expand the warehouse to include multiple assessments in 9-12. We also plan to integrate this data into Performance Plus and work with high schools to inform instruction using this new data.
- Student performance data in the Arts. In an effort to better evaluate student access to the arts (dance, music, theatre and visual arts) the NHDOE implemented a school-by-school data collection project for the 2008-2009 school year. It is the intent of the NH DOE to build student performance data in the arts, into the data warehouse. With this data we will be able to examine student performance in non-tested areas and the contributions of a student's full curriculum in relation to his/her preparedness for college and career. Performance measures will be based on a set of state developed standards-based common performance indicators (competencies). The model developed will be used for further expansion to include other non-tested subjects and to include elementary and middle school levels.

NH DOE is working in collaboration with the NH Department of Health and Human Services, and the NH Court System. These state agencies are collecting data on children who are court

order placed. Many of these students have been in the public school system so they do have a unique, state assigned student ID number (SASID). Once the student leaves the public school system and enters a court ordered facility the continuity of the student data is lost. DCYF and DJJS collect educational data and maintain it in separate systems. They also do not have access to the public school system data. Our plan is to create an inventory of data collected to begin the process of identifying data requirements and redundancies. Once the inventory is completed we can address data that can be stored in the data warehouse and shared across agencies to maintain a complete educational record for the student.

New Hampshire has been a national leader in reducing the drop-out rate for students in high school. Recently the state increased the compulsory attendance to age 18 for a student who would like to drop-out. Additionally, the primary stakeholders (governor, commissioner of education, etc) are committed to reducing the drop-out rate to zero percent. The state plans to create an early-warning system to identify potential dropouts through the use of data. By identifying key indicators (e.g. attendance, assessment results, etc.), a system will be identified to highlight students who are at risk. Data will be considered starting early in a students education – e.g. elementary school. Additionally, this system will use real-time transfer data to ensure students transferring schools arrive in a timely manner – or if not, notification is made immediately to reach out to the student.

New Hampshire has also been recognized for its ability to collect critical assessment, student demographic and program data and to enable educators in schools across the state to leverage this data to improve instruction. This use has helped and will help groups of students and individual students as educators analyze instruction at the macro and individual level. Educators within the schools have been able to embrace data to inform instruction, however additional research using rigorous research methods can complement this use of data to help identify what programs are working, which are not and can help define the creation of new programs. NH plans to launch a series of research efforts to inform state policy and local school operations. NH has already brought together a team of researchers to identify the top NH priorities for this research. The research will include such areas as: identifying and determining support needs for high school juniors and seniors who have the ability to advance to college but are not moving

forward with the application process, or analyzing the connection between teacher preparation programs and assessment results. Another possible research effort will consider the correlation between the state common assessment (NECAP) and a national adaptive assessment (NWEA) that is used by almost 50% of our schools and is aligned to our state assessment. A similar effort can compare the NECAP state assessment with the SAT.

NHDOE applied for ARRA SLDS funding to assist in the implementation of these efforts. With additional funding we will have the ability to implement our goals in a shorter time frame. Without the ARRA SLDS funding we will move forward, however, with limited capacity implementation will be at a significantly slower pace.

Priority 5: P-20 Coordination, Vertical and Horizontal Alignment *(not scored)*

The Secretary is particularly interested in applications in which the State plans to address how early childhood programs, K-12 schools, postsecondary institutions, workforce development organizations, and other State agencies and community partners (*e.g.*, child welfare, juvenile justice, and criminal justice agencies) will coordinate to improve all parts of the education system and create a more seamless preschool-through-graduate school (P-20) route for students. Vertical alignment across P-20 is particularly critical at each point where a transition occurs (*e.g.*, between early childhood and K-12, or between K-12 and postsecondary/careers) to ensure that students exiting one level are prepared for success, without remediation, in the next. Horizontal alignment, that is, coordination of services across schools, State agencies, and community partners, is also important in ensuring that high-need students (as defined in this notice) have access to the broad array of opportunities and services they need and that are beyond the capacity of a school itself to provide.

The State is invited to provide a discussion of this priority in the text box below, but such description is optional. Any supporting evidence the State believes will be helpful must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length, if any: Two pages

The NH P-16 Council was established August, 2007 via proclamation by Governor John Lynch to create a system of education for all NH students that begins in early childhood, ends after college, and promotes access, standards, accountability, and lifelong learning. The intent of the Council was to develop an integrated and seamless system that will provide context and direction for reform efforts. The NH P-16 Council was charged with bringing cohesion and alignment across various initiatives effecting P-16 systems. The ultimate goal of NH's P-16 system is to improve student achievement by getting children off to a good start, raising academic standards, conducting appropriate assessments, improving teacher quality and generally smoothing student transitions from one level of learning to the next. Members have labeled this a "seamless" system to underscore the need to recognize the interdependency and common goals among preschool, elementary, secondary and postsecondary education.

The NH P-16 Council is very active today. Membership includes:

- Office of the Governor Education Liaison Christen Lavers
- Commissioner of Education Virginia Barry
- University System of New Hampshire Chancellor Ed MacKay
- Community College System of New Hampshire Chancellor Richard Gustafson
- Executive Director of the College and University Council Thomas Horgan
- Workforce Representative Michael Powers
- Executive Director of the NH Postsecondary Commission, Kathryn Dodge (Chairperson)
- Regional General Manager of Fidelity, Allison Stebbins (Business Rep)
- Jackie Crowell, Childcare Advisory Council

The Council has taken on some significant work over the last three years, including:

Tier I:

- ◆ Follow The Child model – using the Follow The Child model, which tracks student data on a number of variables, pilot test, with two self-selected high schools, a program requiring all graduating seniors to complete at least one college application. Pilot *Universal College Application*.
- ◆ Align NHDOE SASID (student data sharing system) P-16 – student progress and attainment to be tracked from HS through postsecondary using non-personal identification number providing quantifiable data for outcome measures including learning outcomes, program evaluation, access, retention, and graduation rates, as a first step toward identifying elements and practices that support those HS–college transitions and diminishing barriers that prevent students from pursuing postsecondary learning.

Tier II:

- ◆ Setting Goals system-wide and working concertedly and collaboratively to achieve them. First example: Reducing NH dropouts to zero, by creating multiple pathways to graduation from high school and engagement in college, based on student performance, not on seat time.

- ◆ Dual enrollment programs – create at least two demonstration programs whereby qualified and recommended high school seniors can enroll in USNH or NHCTCS courses (on campus or online) and received academic credit.
- ◆ HS – Higher Ed aligned standards – the P-16 working group will establish aligned high school exit standards and college entrance standards as a first step toward seamless P-16 transitions.
- ◆ Support for learning, increase retention P-16 – Examine cross-cutting supports of teacher preparation programs and in-service professional development for teachers, including technology and strategies for sharing academic performance data across systems to support student learning opportunities.

Meetings

Meetings are held quarterly each year. Each meeting includes a business meeting component along with a presentation by a member of the education community and discussion to keep the committee aware of current issues and trends.

Agendas are determined by the membership and the overall plan. Other professionals with expertise relating to agenda items may be invited to council meetings.

Next Up On Agenda

- Recruiting the Commissioner of Department of Health and Human Services, Nick Toumpas, as a regular member in order to pull in “systems of care” such as Early Learning Programs, Juvenile Justice, Child and Family Services, Mental Health Services, and Substance Abuse Prevention into the equation around eliminating dropouts and engaging a larger proportion of students in their education;
- Implement an Early Warning System, not just for dropouts, but for success in College, for students Pre-K through 16, (to be funded initially by a National Governors Association

(NGA) grant for dropout prevention, beginning January, 2010.

- Lead and Participate in the Adoption of Common Core English Language Arts and Mathematics by August, 2010, by engaging high school teachers in the two content areas with college instructors with entry courses in the University, Community Colleges, and Private Institutions of Higher Education.
- Adoption and implementation of New England Secondary School Consortium Goals for system improvement.



GOAL	To ensure that every public high school student graduates prepared for success in the colleges, careers, and communities of the 21st century, and that their educational performance and attainment is competitive with their peers worldwide.						
OBJECTIVES	1. Graduation Rates Increase four-year, on-time graduation rates across the four states to ninety percent or higher.	2. Drop-out Rates Decrease annual drop-out rates to less than one percent.	3. College Enrollment Increase the percentage of students enrolling in two- or four-year college-degree programs to at least eighty percent.	4. College Preparation Reduce the number of students required to take remedial courses during their first year of college to five percent or less.	5. College Success Partner with colleagues from higher education to ensure that more students enroll in and complete a postsecondary degree.		
BARRIERS	Persistent inequities in schools and a decline in economic opportunity across the region.		Shifting educational needs in the 21 st century and low student attainment of relevant skills, knowledge, and habits of mind.	Insufficient cultural understanding and political will needed to accept and embrace a new vision of public education.		Inadequate capacity at the state, district, and local levels for transformative innovations in secondary education.	
ACTIONS	Initiate a movement Build broad-based support for the Consortium's major initiatives among educators, policy makers, and business leaders, while engaging parents and community members in the educational process.	Co-adopt 21st-century learning standards Develop and co-adopt a set of integrated, forward-thinking learning standards that reflect the ways in which our youth will live, work, learn, and lead in the 21st-century.	Reshape educational policy Conduct an extensive review of the policies governing secondary education and develop new state and local policies designed to stimulate educational innovation.	Accurately measure student learning Explore, promote, and implement the use of performance assessments and standards-based grading practices that more accurately measure student learning.	Ensure international competitiveness Undertake a wide-ranging international-benchmarking effort and apply the characteristics of effective 21 st -century education to the creation of new models of teaching, learning, and leading.	Create versatile learning models Work with educators to develop innovative and internationally competitive learning models at the secondary level, beginning with the transformation of a core group of high schools in each of the four partner states.	Build collaborative networks Create in-state and cross-state networks comprising state agencies, support organizations, postsecondary institutions, districts, and schools that can share resources, in pursuit of the Consortium's common mission.

Expected Outcomes by 2010

- Increased proficiency scores on NECAP in P-12 for each individual student
- Decreased high school drop-out rate
- Increased college attendance and completion, by percent at both the two-year and four-year institutions

- Better prepared graduates to enter the workforce as reported by exit assessment and alumni and employer satisfaction surveys
- Better prepared graduates to enter the workforce as reported by exit assessment and alumni and employer satisfaction surveys

Budget Summary Table

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$223,529	\$234,705	\$246,440	\$258,762	\$963,436
					\$0
2. Fringe Benefits (DOE rate 48%)	\$107,294	\$112,658	\$118,291	\$124,206	\$462,449
					\$0
3. Travel	\$89,000	\$89,000	\$89,000	\$89,000	\$356,000
					\$0
4. Equipment	\$82,000	\$0	\$20,000	\$0	\$102,000
					\$0
5. Supplies	\$18,000	\$18,000	\$18,000	\$16,000	\$70,000
					\$0
6. Contractual	\$7,489,795	\$7,489,795	\$6,231,395	\$5,221,395	\$26,432,380
					\$0
7. Construction	\$0	\$0	\$0	\$0	\$0
					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
					\$0
9. Total Direct Costs (lines 1-8)	\$8,009,617	\$7,944,158	\$6,723,126	\$5,709,363	\$28,386,265
					\$0
10. Indirect Costs**	\$23,642	\$24,536	\$25,473	\$26,350	\$100,002
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$600,000	\$900,000	\$1,500,000
					\$0

Budget Part I: Summary Table - Evidence for (A) (2)(i)(d)

12. Supplemental Funding for Participating LEAs	\$3,528,582	\$3,528,582	\$2,352,388	\$2,352,388	\$11,761,940
13. Total Costs (lines 9-12)	\$11,561,842	\$11,497,276	\$9,700,988	\$8,988,101	\$41,748,207
14. Funding Subgranted to Participating LEA's (50% of Total Grant)	\$13,838,323	\$13,838,323	\$9,224,140	\$9,224,140	\$46,124,926
Total Budget	\$25,400,165	\$25,335,599	\$18,925,128	\$18,212,241	\$87,873,133

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Budget Part II: Project-Level Budget Summary

Funding for State Standards and Assessment

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
*	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits (DOE rate 48%)	\$0	\$0	\$0	\$0	\$0
*	\$0	\$0	\$0	\$0	\$0
3. Travel	\$18,000	\$18,000	\$18,000	\$18,000	\$72,000
In state travel	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Out of State Travel	\$16,000	\$16,000	\$16,000	\$16,000	\$64,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
*					
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Clerical supplies/phone	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$135,000	\$135,000	\$105,000	\$105,000	\$480,000
Consulting Services for Project and Technical Assistance	\$135,000	\$135,000	\$105,000	\$105,000	\$480,000
7. Construction	\$0	\$0	\$0	\$0	\$0
not applicable					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
					\$0
9. Total Direct Costs (lines 1-8)	\$155,000	\$155,000	\$125,000	\$125,000	\$560,000
10. Indirect Costs**	\$1,080	\$1,080	\$1,080	\$1,080	\$4,320
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$200,000	\$300,000	\$500,000
					\$0
12. Supplemental Funding for Participating LEAs	\$327,961	\$327,961	\$218,641	\$218,641	\$1,093,205
13. Total Costs (lines 9-12)	\$484,041	\$484,041	\$544,721	\$644,721	\$2,157,525

* Funding for 4 state positions to be shared amongst all projects, including salary, benefits and equipment, has been identified and allocated in the "Lowest 5% Persistently Achieving Schools" .

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Budget Part II: Project-Level Budget Summary

Funding for Board Examinations/Move on When ready

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
					\$0
2. Fringe Benefits (DOE rate 48%)	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
					\$0
3. Travel	\$7,000	\$7,000	\$7,000	\$7,000	\$28,000
In State travel	\$1,000	\$1,000	\$1,000	\$1,000	\$4,000
Out of state travel	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
					\$0
					\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
					\$0
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Misc Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$906,300	\$906,300	\$604,240	\$604,240	\$3,021,080
Consulting Services	\$906,300	\$906,300	\$604,240	\$604,240	\$3,021,080
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
					\$0
7. Construction	\$0	\$0	\$0	\$0	\$0
not applicable					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
					\$0
9. Total Direct Costs (lines 1-8)	\$915,300	\$915,300	\$613,240	\$613,240	\$3,057,080
10. Indirect Costs**	\$486	\$486	\$486	\$486	\$1,944
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$200,000	\$300,000	\$500,000
					\$0
12. Supplemental Funding for Participating LEAs	\$807,913	\$807,913	\$538,609	\$538,609	\$2,693,043
					\$0
13. Total Costs (lines 9-12)	\$1,723,699	\$1,723,699	\$1,352,335	\$1,452,335	\$6,252,067

* Funding for 4 state positions to be shared amongst all projects, including salary, benefits and equipment, has been identified and allocated in the "Lowest 5% Persistently Achieving Schools" .

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Budget Part II: Project-Level Budget Summary

Funding for High School Redesign

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
2. Fringe Benefits (DOE rate 48%)	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
3. Travel	\$14,000	\$14,000	\$14,000	\$14,000	\$56,000
In state travel	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Out of state travel	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
					\$0
					\$0
4. Equipment	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
5. Supplies	\$2,000	\$2,000	\$2,000		\$6,000
Clerical supplies/phone	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$310,000	\$310,000	\$210,000	\$200,000	\$1,030,000
Consulting Services	\$310,000	\$310,000	\$210,000	\$200,000	\$1,030,000
					\$0
					\$0
					\$0
					\$0
7. Construction	\$0	\$0	\$0	\$0	\$0
not applicable					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
					\$0
9. Total Direct Costs (lines 1-8)	\$326,000	\$326,000	\$226,000	\$214,000	\$1,092,000
10. Indirect Costs**	\$864	\$864	\$864	\$756	\$3,348
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
					\$0
12. Supplemental Funding for Participating LEAs	\$702,875	\$702,875	\$468,583	\$468,583	\$2,342,917
					\$0
13. Total Costs (lines 9-12)	\$1,029,739	\$1,029,739	\$695,447	\$683,339	\$3,438,265

* Funding for 4 state positions to be shared amongst all projects, including salary, benefits and equipment, has been identified and allocated in the "Lowest 5% Persistently Achieving Schools" .

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Funding for Leadership Development

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
*	\$0	\$0	\$0	\$0	\$0
2. Fringe Benefits (DOE rate 48%)	\$0	\$0	\$0	\$0	\$0
*	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0		\$0
	\$0	\$0	\$0		\$0
		\$0	\$0		\$0
3. Travel	\$14,000	\$14,000	\$14,000	\$14,000	\$56,000
In-State Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Out of State Travel	\$12,000	\$12,000	\$12,000	\$12,000	\$48,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
*					\$0
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Clerical supplies/phone	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$172,995	\$172,995	\$164,580	\$164,580	\$675,150
Consulting Services	\$172,995	\$172,995	\$164,580	\$164,580	\$675,150
					\$0
					\$0
					\$0
					\$0
7. Construction	\$0	\$0	\$0	\$0	\$0
not applicable					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$188,995	\$188,995	\$180,580	\$180,580	\$739,150
10. Indirect Costs**	\$864	\$864	\$864	\$864	\$3,456
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
					\$0
12. Supplemental Funding for Participating LEAs	\$10,858	\$10,858	\$7,239	\$7,239	\$36,194
13. Total Costs (lines 9-12)	\$200,717	\$200,717	\$188,683	\$188,683	\$778,800

* Funding for 4 state positions to be shared amongst all projects, including salary, benefits and equipment, has been identified and allocated in the "Lowest 5% Persistently Achieving Schools".

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Budget Part II: Project-Level Budget Summary

Funding for Great Teachers and Leaders

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
*					
2. Fringe Benefits (DOE rate 48%)	\$0	\$0	\$0	\$0	\$0
*	\$0	\$0	\$0		\$0
	\$0	\$0	\$0		\$0
	\$0	\$0	\$0		\$0
		\$0	\$0		\$0
3. Travel	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
In state Travel	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Out of state Travel	\$6,000	\$6,000	\$6,000	\$6,000	\$24,000
4. Equipment	\$0	\$0	\$0	\$0	\$0
*					
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Clerical supplies/phone	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$1,423,000	\$1,423,000	\$1,070,000	\$1,070,000	\$4,986,000
Consulting Services	\$1,423,000	\$1,423,000	\$1,070,000	\$1,070,000	\$4,986,000
7. Construction	\$0	\$0	\$0	\$0	\$0
not applicable					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$1,433,000	\$1,433,000	\$1,080,000	\$1,080,000	\$5,026,000
10. Indirect Costs**	\$540	\$540	\$540	\$540	\$2,160
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$200,000	\$300,000	\$500,000
					\$0
12. Supplemental Funding for Participating LEAs	\$568,458	\$568,458	\$378,972	\$378,972	\$1,894,859
13. Total Costs (lines 9-12)	\$2,001,998	\$2,001,998	\$1,659,512	\$1,759,512	\$7,423,019

* Funding for 4 state positions to be shared amongst all projects, including salary, benefits and equipment, has been identified and allocated in the "Lowest 5% Persistently Achieving Schools" .

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%

Budget Part II: Project-Level Budget Summary

Funding for STEM

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
	(a)	(b)	(c)	(d)	(e)
1. Personnel	\$0	\$0	\$0	\$0	\$0
*					
2. Fringe Benefits (DOE rate 48%)	\$0	\$0	\$0	\$0	\$0
*					\$0
					\$0
					\$0
3. Travel	\$8,000	\$8,000	\$8,000	\$8,000	\$32,000
In State Travel	\$2,000	\$2,000	\$2,000	\$2,000	
Out of State Travel	\$6,000	\$6,000	\$6,000	\$6,000	
4. Equipment	\$0	\$0	\$0	\$0	\$0
*					
5. Supplies	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
Clerical supplies/phone	\$2,000	\$2,000	\$2,000	\$2,000	\$8,000
6. Contractual	\$1,542,500	\$1,542,500	\$1,077,575	\$1,077,575	\$5,240,150
Consulting Services	\$1,542,500	\$1,542,500	\$1,077,575	\$1,077,575	\$5,240,150
7. Construction	\$0	\$0	\$0	\$0	\$0
not applicable					\$0
8. Other	\$0	\$0	\$0	\$0	\$0
9. Total Direct Costs (lines 1-8)	\$1,552,500	\$1,552,500	\$1,087,575	\$1,087,575	\$5,280,150
10. Indirect Costs**	\$540	\$540	\$540	\$540	\$2,160
					\$0
11. Funding for Involved LEAs	\$0	\$0	\$0	\$0	\$0
					\$0
12. Supplemental Funding for Participating LEAs	\$665,992	\$665,992	\$443,995	\$443,995	\$2,219,973
13. Total Costs (lines 9-12)	\$2,219,032	\$2,219,032	\$1,532,110	\$1,532,110	\$7,502,283

* Funding for 4 state positions to be shared amongst all projects, including salary, benefits and equipment, has been identified and allocated in the "Lowest 5% Persistently Achieving Schools".

**Indirect costs = (Direct Cost – Contractual – Equipment) X 5.4%