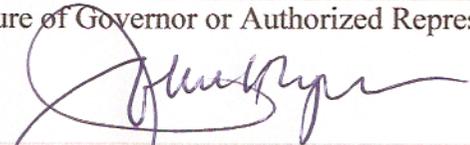
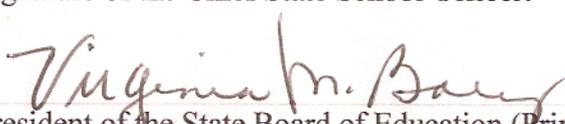
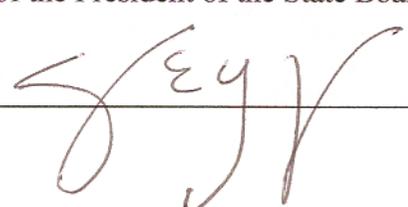


**III. RACE TO THE TOP APPLICATION ASSURANCES
(CFDA No. 84.395A)**

| | |
|--|--|
| Legal Name of Applicant (Office of the Governor): John H. Lynch | Applicant's Mailing Address: Office of the Governor NH State House 25 Capitol Street Concord, NH 03301 |
| Employer Identification Number: 02-73-011-2K | Organizational DUNS: 80-859-0277 |
| State Race to the Top Contact Name: (Single point of contact for communication) Paul Leather | Contact Position and Office: Deputy Commissioner, NH Dept. of Education 101 Pleasant Street, Concord, NH 03301 |
| Contact Telephone: 603-271-3801 | Contact E-mail Address: pleather@ed.state.nh.us |
| <p>Required Applicant Signatures:</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct.</p> <p>I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> | |
| Governor or Authorized Representative of the Governor (Printed Name): John H. Lynch | Telephone: 603-271-2121 |
| Signature of Governor or Authorized Representative of the Governor:  | Date: 5/27/10 |
| Chief State School Officer (Printed Name): Virginia M. Barry, Ph.D. | Telephone: 603-271-3144 |
| Signature of the Chief State School Officer:  | Date: 5/27/10 |
| President of the State Board of Education (Printed Name): John E. Lyons, Jr. | Telephone: 603-271-3144 |
| Signature of the President of the State Board of Education:  | Date: 5/27/10 |

State Attorney General Certification

I certify that the State's description of, and statements and conclusions concerning, State law, statute, and regulation in its application are complete, accurate, and constitute a reasonable interpretation of State law, statute, and regulation.

(See especially Eligibility Requirement (b), Selection Criteria (B)(1), (D)(1), (E)(1), (F)(2), (F)(3).)

I certify that the State does not have any legal, statutory, or regulatory barriers at the State level to linking data on student achievement (as defined in this notice) or student growth (as defined in this notice) to teachers and principals for the purpose of teacher and principal evaluation.

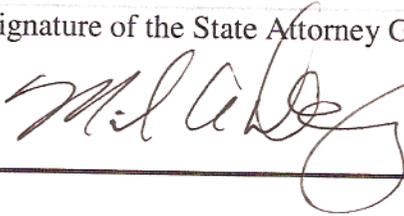
State Attorney General or Authorized Representative (Printed Name):

Michael A. Delaney

Telephone:

(603) 271-3658

Signature of the State Attorney General or Authorized Representative:



Michael A. Delaney

Date:

5/25/10

IV. ACCOUNTABILITY, TRANSPARENCY, REPORTING AND OTHER ASSURANCES AND CERTIFICATIONS

Accountability, Transparency and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Race to the Top program, including the following:

- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
 - the uses of funds within the State;
 - how the State distributed the funds it received;
 - the number of jobs that the Governor estimates were saved or created with the funds;
 - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and students with disabilities; and
 - if applicable, a description of each modernization, renovation, or repair project approved in the State application and funded, including the amounts awarded and project costs (ARRA Division A, Section 14008)
- The State will cooperate with any U.S. Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps (ARRA Division A, Section 14009)
- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)
- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by the Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))
- The State will cooperate with any appropriate Federal Inspector General's examination of records under the program. (ARRA Division A, Section 1515)

Other Assurances and Certifications

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B (Assurances for Non-Construction Programs) and to the extent consistent with the State's application, OMB Standard Form 424D (Assurances for Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment, recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).
- Any local educational agency (LEA) receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- Any LEA receiving funding under this program will have on file with the State (through either its Stabilization Fiscal Stabilization Fund application or another U.S. Department of Education Federal grant) a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- The State and other entities will comply with the Education Department General Administrative Regulations (EDGAR), including the following provisions as applicable: 34 CFR Part 74—Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 75—Direct Grant

Programs; 34 CFR Part 77– Definitions that Apply to Department Regulations; 34 CFR Part 80– Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81– General Education Provisions Act–Enforcement; 34 CFR Part 82– New Restrictions on Lobbying; 34 CFR Part 84–Governmentwide Requirements for Drug-Free Workplace (Financial Assistance); 34 CFR Part 85–Governmentwide Debarment and Suspension (Nonprocurement).

SIGNATURE BLOCK FOR CERTIFYING OFFICIAL

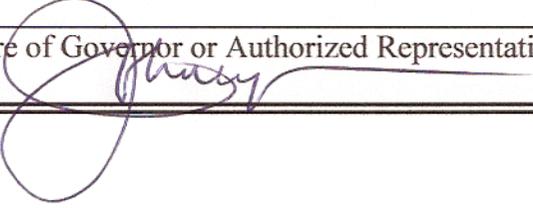
| | |
|---|---------|
| Governor or Authorized Representative of the Governor (Printed Name): | |
| | |
| Signature of Governor or Authorized Representative of the Governor: | Date: |
|  | 5/27/17 |

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(A)(I) 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;

(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.

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

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) The State has set forth a comprehensive and coherent reform agenda

The New Hampshire Department of Education (NHDOE) and a multitude of state and local partners are seizing **this** moment to focus the state’s education agenda on educational opportunity and excellence for *all* children. The emphasis is on the importance of all children achieving results with the intention of creating a new climate of urgency and philanthropy—based on our long held values and tradition of personal integrity and moral obligation to children, who need us now more than ever before. This agenda of action and reflection intentionally moves away from the past, which was dominated by local control and lack of equity.

Race to the Top (RttT) has been the catalyst for this change—creating a centrifugal force to focus on: 1) how NH can achieve the four education reform priorities with all towns being invested in the state education system as a complete entity; 2) how the “First in the Nation” state can move from the current “pretty good” student achievement results to “First in the Nation” excellence for all; and 3) how we can use the momentum from this jet- fueled competitive process to propel us towards achieving a new, bold agenda, that builds on who we are and makes us strive to find ever more innovative and effective solutions to the hardest education problems.

Unlike many places in the US where the details of RttT have created division or dissention, the focus on RttT in NH has served to create more understanding about the need for change and more congruence on how to move forward. The NHDOE has re-organized the Department around achieving the four education reforms. The Governor, legislature, school boards, and local leaders from all parts of the state have come to multiple meetings, dug into the hard work of understanding the theory of change and making it their own, and have signed on for the hard work ahead. The districts have agreed to participate in this application at a rate more than twice that of round 1 (21% to 51%) and ALL of the persistently lowest performing schools and LEAs have fully signed on to participate. Teacher and other organizations have become part of the writing team on this proposal, not only attending the meetings to discuss it. The economic crisis, the urgency of meeting the needs of more of our students and communities, and the decision that the time is now have come together to build support for this proposal from all corners of the Granite state.

Capitalizing on New Hampshire’s effective efforts in reducing the dropout rate, increasing personalized learning beyond the classroom and school day, and developing a

rigorous multi-state assessment system, student success is clearly at the center of New Hampshire's proposal for Race to the Top. The goal of the State's proposed innovations is to increase student learning and achievement to meet the demands of the 21st century, while narrowing the achievement gap for identified subgroups of students, including those who are traditionally underserved. The goals are now more specific, with plans to get us there, and more visionary, at the same time. The large number of stakeholders who have participated in this process have articulated far reaching goals for students—All New Hampshire students will graduate from high school prepared to persist in college and or pursue a financially sustaining career. They have also set a system goal in place to make our aspirations for students real—To build an educational system that supports the development of the personal and civic responsibility for all students and creates human and social capital to grow and strengthen NH's global economic position in the 21st century. Bold, reaching, inclusive, innovative yet within our grasp.

Executive Summary and Reader's Guide

The State's model for educational transformation builds on its current success factors and enrolls the stakeholders in the full efforts described in this proposal and is detailed in this section. It focuses on initiatives in four education reform areas: 1) rigorous standards and high quality, balanced assessment systems that are detailed in Section B; 2) preK-20 data systems to support instruction, that are the subject of Section C; 3) a total revamp of the state's system to assure teacher and leader effectiveness and the equitable distribution of effective educators, which permeates the application and is detailed in Section D; and 4) turning around the persistently lowest-achieving schools which is the subject of Section E. The effectiveness and impact of these proposed innovations to increase student learning and achievement will be continually monitored and assessed by the collection, analysis, and use of data to inform classroom practice, district-wide and state initiatives, and policy. Promising practices will be shared with schools and districts across the State and data will be provided to policymakers and other stakeholders to build public will and enhance the environment for educational transformation over time.

Specific strategies will be used to narrow achievement gaps and ensure that all New Hampshire students perform at their highest levels. Among these are:

- Develop and implement a comprehensive assessment system for improving student achievement using formative, benchmark, summative, and competency- and performance-based assessments;
- Create, pilot, and implement integrated models of assessment and accountability for students, teachers, and leaders to include:
 - Continuing to implement the New England Common Assessment Program (NECAP) while transitioning to assessments based on the Common Core State Standards and developing a new student growth percentile model; and
 - Defining with all stakeholders effective teachers and leaders and developing statewide evaluation models for both.
- Support innovative LEA projects in the four education reform areas aligned with the State plan;
- Develop, research, refine, and disseminate effective education reform practices, e.g., extended learning opportunities, expanded time to learn, investing in collaborative activities with the region and beyond;
- Improve the preparation of teachers and leaders to meet student needs and ready them for the 21st century by developing residency preparation programs for teachers and leaders;
- Build capacity in the NHDOE with appropriate staff to manage and ensure the grant and an organization that includes a Office of Innovation and Improvement to support transformation and a Research Group to evaluate and assess what is working and feed it back into a continuous improvement cycle in the state;
- Use data to improve instruction and inform policy.

To achieve these ends, the State of New Hampshire will provide services for districts and schools at three levels of intervention. The third, and most intensive, level will involve all of the State's 5% lowest-achieving schools and their districts. Each school 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. Schools and districts at this level have agreed to make broad changes in all education reform areas as specified in the Memorandum of Understanding and by the state and are looking for a rapid turnaround in the learning and achievement of their students. This system is described in Section E.

The second level of intervention will consist of participating districts, consortia of districts, or professional organizations that submitted proposals for specific innovative work that is aligned with the State plan, has value-added potential, and is replicable. They will engage in piloting approaches with an accompanying rigorous evaluation of effectiveness. The approach is part of the overall structure described in Section E, but detailed in B and D, with additional information in the competitive priority on STEM, among other sections of the proposal.

The first level includes services provided by the NHDOE to all schools. Within this level, the Department will coordinate networks of schools, districts, institutions of higher education, and professional organizations that will provide vehicles for sharing findings and promising practices, solving problems, and identifying ways to scale up effective practices in the state and across the region, again identified in all sections of this proposal.

As a result of this proposed work, the State expects to increase student learning and achievement to meet the demands of the 21st century, while narrowing the achievement gap for identified subgroups of students, including those who are traditionally underserved.

Students are at the core of NH's vision for enacting reform through Race to the Top (RttT). The ultimate goal of the State's plan is that:

All New Hampshire students will graduate from high school prepared to persist in college and/or a financially sustaining career through an educational system that supports the development of personal and civic responsibility and creates human and social capital to grow and strengthen the State's global economic position in the 21st century.

To achieve this goal all 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: standards and assessment; data systems to support instruction; great teachers and leaders; and turning around the persistently lowest-achieving schools.

With full support from the Governor's office, the state legislature, 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. All stakeholders are pledged to:

- Increase the number and percentage of students who annually meet state standards and growth targets (see Appendix A-1-1);
- Reduce achievement gaps in student performance on NAEP and NECAP by 25% between 2010 and 2014, and another 15% by 2016;
- Increase the percentage of high school completers to 100% by 2012 (includes students who receive a GED, obtain an alternative certificate, or move on to college);
- Increase the percentage of students graduating with a standard diploma from 89% to 95% by 2012;
- Increase the percentage of students who enroll in a postsecondary program within 12 months of completing high school from 74% to 80% by 2012²; and
- Increase the percentage of high school completers (NH residents and non-residents) finishing two-year degrees at public colleges from 27% to 32% and four-year degrees at public colleges from 61% to 67% by 2016³.

The following outcomes will be pursued when baseline data is available in 2011 to set ambitious, yet achievable goals:

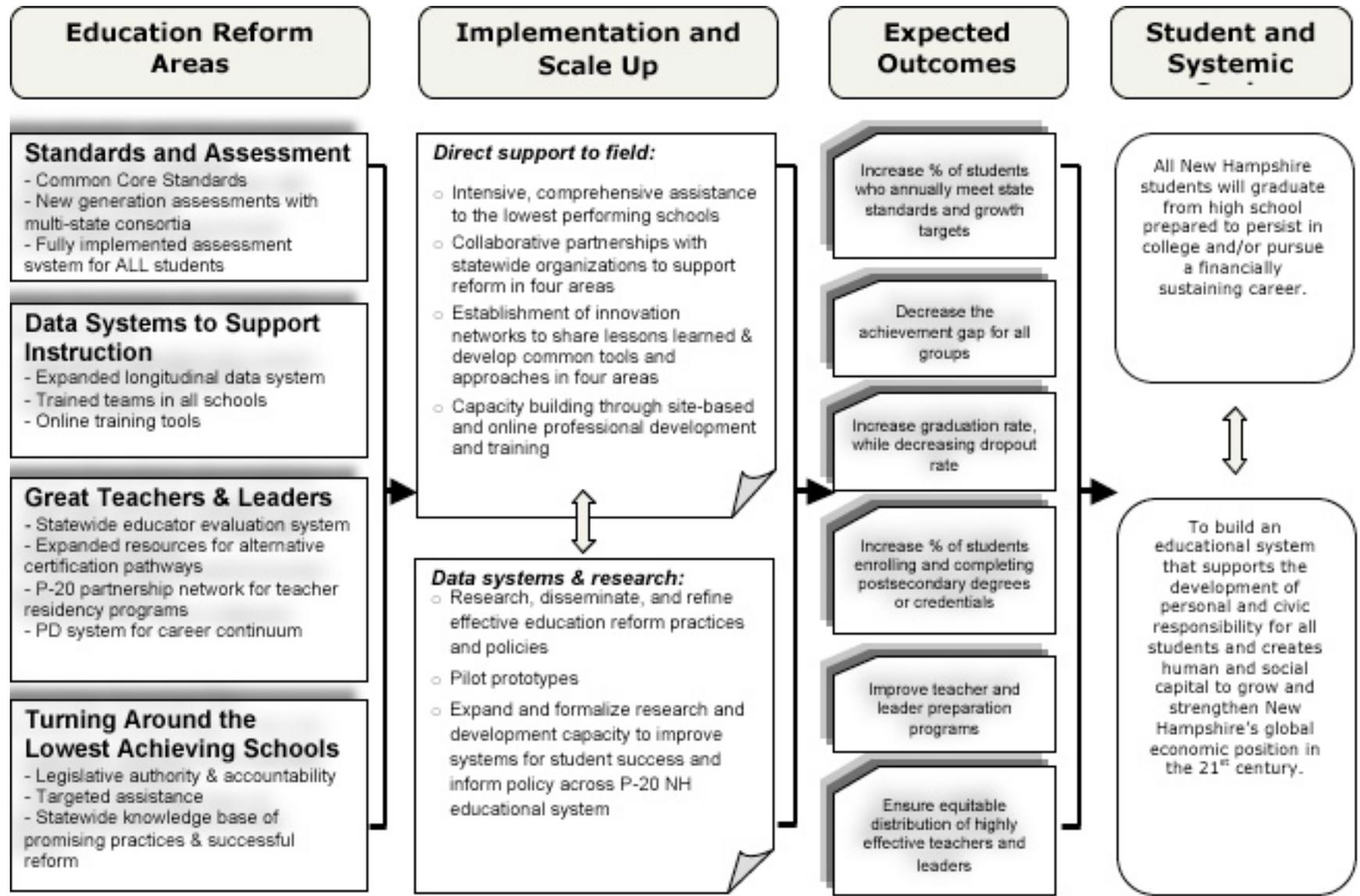
- Increase the percentage of students who complete a postsecondary career or technical program within 12 months of completing high school by 10% by 2016³;
- Incorporate student growth as a measure of teacher and leader effectiveness by 2011 and improve teacher and leader preparation programs by 2016⁴; and

2 Postsecondary programs include career schools with less than one year of instruction. Currently, this information is captured by self-report through guidance counselors. In 2011, the State's data warehouse will gather this data to provide accurate figures in the future.

3 The limit for completing is 150% of the standard time.

4 Initially, this will be completed in the traditional manner through the percentage of graduates passing certification exams. By 2012, one of the metrics for evaluating teacher and leader preparation programs will be the number of graduates that attain "effective teacher" or "effective leader" status through evidence of demonstrable impact on student growth and performance.

Figure A-1. New Hampshire Theory of Action



- Increase the equitable distribution of highly effective teachers and leaders in high-need schools and districts by 25% by 2015⁵.

These outcomes will be achieved through the ongoing implementation and refinement of a comprehensive, coherent statewide plan that builds upon current work as well as introducing bold, innovative ideas. Although the four education reform areas are listed separately, in implementation they will be integrated at the State and local levels through coordination efforts by NHDOE staff and external facilitators.

The State has gained much from its experience over the last year in building a more comprehensive plan to change its educational system. It has fostered a greater understanding of the interdependence of initiatives to create true, lasting, and deep-seated change. It is this interdependence and emphasis on data-informed change, and a laser focus on key areas of improvement that need deeper intervention and support that staff will carry into their interactions within and outside of the department that will make a difference. Figure A-1-2 displays the interconnectedness of the major activities in the State's reform plan.

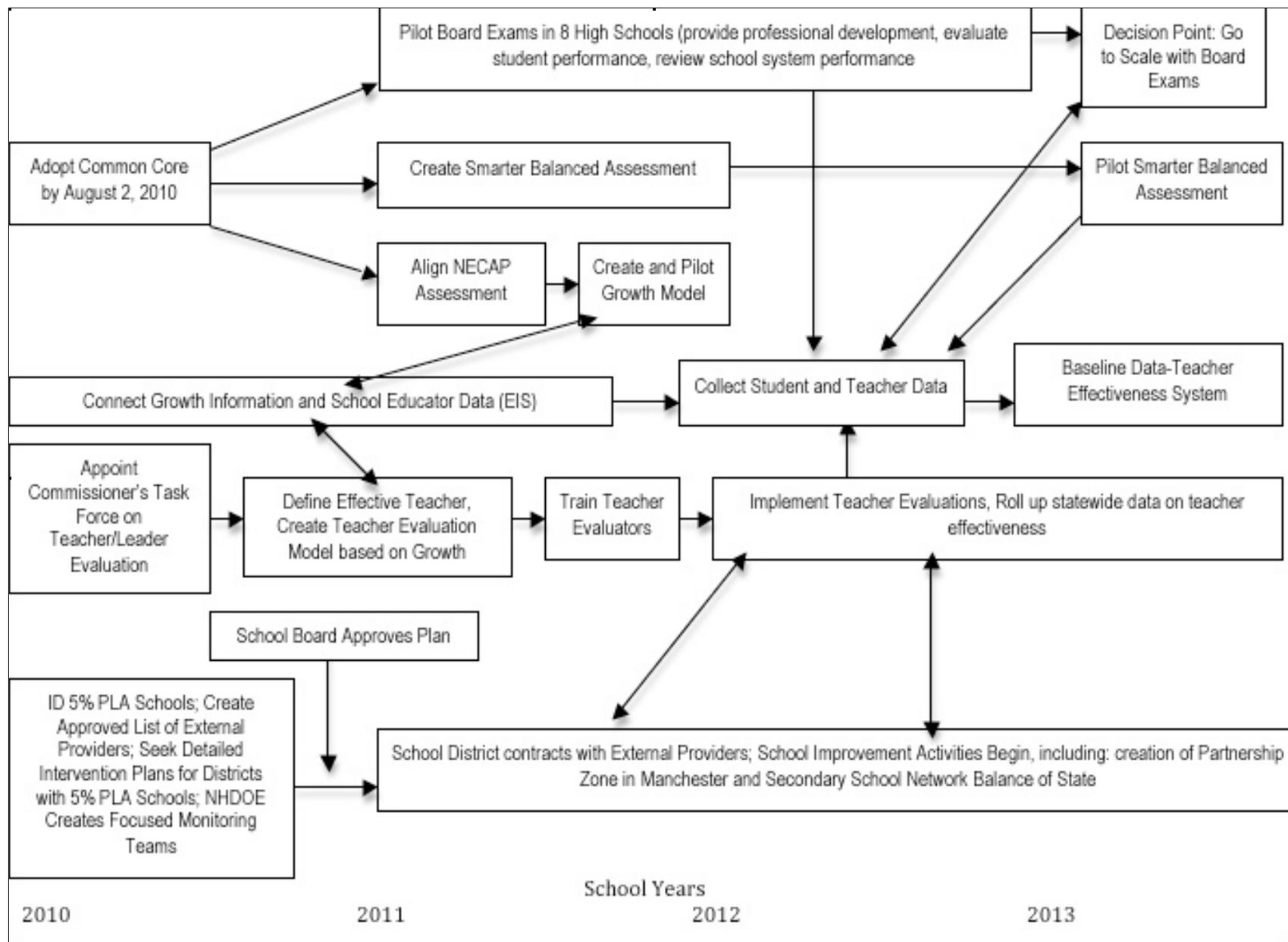
Four activities in the State's plan are pivotal—each leading to another layer of reform and linking to other efforts in the plan.

- **Standards and Assessments:** The anticipated adoption of the Common Core State Standards (CCSS) in August will lead to the development of a comprehensive assessment system for NH through the Smarter/Balanced multi-state consortium. Until the Smarter Balanced/Assessment is in place, the four NECAP states are committed to aligning the summative assessment to the CCSS. NH is already in the process of developing a student growth percentile (SGP) model, as part of a nine-state consortium (Betebenner, 2009). It will be piloted in participating districts in 2011. The State is preparing to pilot Board Examinations in eight high schools (10%) for potential statewide adoption by 2013, thus creating the next generation of curriculum, instruction, and assessment systems.
- **Longitudinal Data Systems:** Data from the assessment systems as they come online will then be connected to school and individual teacher information through the state's Educator

⁵ Initially, this will be judged by current metrics, e.g., the percentage of highly qualified teachers, NECAP results, school climate measure ("My Voice"), and reductions in subgroup graduation rate disparity. By 2011, evidence of demonstrable impact on student growth and performance will be added as a weighted metric.

Information System. This system is being expanded into the State's Educator Effectiveness System, within which all NH teachers' effectiveness will be recorded.

- **Great Teachers and Leaders:** The growth information will be used as the third prong of the state's proposed three-pronged approach to teacher evaluation, to be completed by the Commissioner's Task Force on Teacher/Leader Evaluation by Spring, 2011, and implemented by the 2012 school year.
- **Lowest-Performing Schools:** The six school districts with the identified 5% lowest achieving schools will work with the state to develop school turnaround plans, to be approved by the State Board of Education (State Board). External partners will be engaged to begin the intensive turnaround process by the 2011 school year.



To support and extend the work in these four areas, NH will implement strategies that provide direct support to the field and utilize data systems and research. To directly support the field, NH will:

- Develop collaborative partnerships with districts, consortia, and organizations through projects aligned with the State plan and at least one of the reform areas (see Sections B, C, D, and E);
- Establish innovation networks which focus on standards and assessment, induction and mentoring, leadership, high school redesign and transformation, and turning around persistently lowest-achieving schools to share lessons learned and develop common tools and approaches (see Section D); and
- Build capacity through site-based and online professional development and training (see Sections B, C, D, and E).

With the help of schools, districts, organizations, and institutions of higher education, the NHDOE will assess the effectiveness of this work by:

- Researching, disseminating, and refining effective education reform practices and policies;
- Piloting prototypes in schools and districts;
- Expanding and formalizing the Department's research and development capacity; and
- Using data and research to improve systems for student success and inform policy across the P-20 educational system.

As NH has further considered the RttT as the impetus for reorganizing the NHDOE and a catalyst to determining the theory of action and a more robust change strategy, the expanded teams working on the application have consulted research and have planned to make specific changes whether RttT is awarded or not. The difference will be the speed with which change can be made, and the ability to develop the infrastructure that can continue to support forward progress, which is possible sooner and in more robust fashion with RttT. The State is committed to accomplishing all of the major objectives attached to the four assurances in the plan stated in this application, however, the time line is extended for completion. The Department has broken out the commitments made by NH leadership and their completion dates are projected, both with and without RttT funding, (Appendix A-1-2).

(A)(1)(ii) Participating LEAs are strongly committed to the State's plan

(A)(1)(ii)(a) Terms and conditions that reflect strong commitment by the participating LEAs to the State's plan. Districts that have signed the Memorandum of Understanding (Appendix A-1-3) have pledged to work with the State to improve student performance through the strongest means possible:

- Incorporating CCSS standards in curriculum, instruction, and assessment;
- Implementing the next generation assessment system;
- Adopting the State's definition of effective teachers and leaders and evaluation systems;
- Submitting student-level data to the longitudinal data system and using data to make informed decisions;
- Participate in statewide professional development opportunities aligned to the State's and district's plan; and
- Eliminate achievement gaps.

(A)(1)(ii)(b) Scope-of-work descriptions that require participating LEAs to implement all or significant portions of the State's Race to the Top plans. Commissioner Barry and her staff have worked collaboratively with leaders in the field to construct a Memorandum of Understanding and develop broad stakeholder buy in, evidenced by local leadership's sign-on to the state's full scope of work as outlined in the NH comprehensive reform plan. This scope of work details the state's role, the state's planned support to participating districts, and the expected level of engagement by the districts in implementation. All participating LEAs have signed on to implement the State's full scope-of-work.

All participating districts will carry out the State's plan in their schools and districts, but they will also be responsible for sharing effective practices with others through membership in the innovation networks, in building capacity in the four education reform areas in their districts, and in regularly reviewing progress against goals. For example, district educators trained as trainers in more sophisticated uses of PerformancePLUS and the growth model will assist their colleagues in acquiring and using those skills. Others will be members of the state's task forces to define effective teachers and leaders and craft evaluation systems, while others will acquire effective leadership skills through job-embedded professional development. All will be setting goals for themselves (Individual Professional Development plans), their students (school improvement plans), and their districts (district plans) to reach the State plan's expected outcomes, and assessing the attainment of those goals and outcomes.

(A)(1)(ii)(c) Signatures from local leaders. As displayed in Table A-1, 100% of the superintendents in the 83 participating LEAs have signed the Memorandum of Understanding. Of the 83 districts, 93% of the school board presidents, and 56% of the presidents of the teachers' unions in the district have agreed to the terms of the MOU. The whole-hearted support of districts and the state's professional organizations will translate into broad statewide impact. Several school boards were unable to authorize participation because they meet only once a month and the MOU was not available in time for their May meeting. The NHDOE has strong support from NEA-NH. They were involved in planning and writing the application and will be integrally involved in implementing the State's reform plan. The Department continues to work with AFT-NH, which represents 10% of districts in the state. AFT-NH did not choose to support the application. It is their belief that the process was not collaborative. We will continue to engage their members in our efforts to define teacher effectiveness and to construct a state teacher evaluation model.

(A)(1)(iii) The LEAs that are participating in the State's Race to the Top plans will translate into broad statewide impact

The 83 LEAs in NH that are participating in Race to the Top represent 51% of the districts in the state (excluding those that do not operate schools), and their 286 schools make up 60% of the schools statewide. The student population in these districts (121,490) equals 63% of the state's K-12 students, and 70% 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, and the needs for the supports in each of the key reform areas to ensure the next round of success are high. This proposal adds muscle to the Department's long history of collaboration with district and key stakeholders, and the plan's design will lead to increased implementation of promising practices identified by research and a bolder agenda to reach the true "First in the Nation" status as an education leader.

With a majority of our districts—including our three largest cities, schools, and students in poverty in the State participating in Race to the Top, we feel we have reached a tipping point toward significant reform. The Department's long history of collaboration with district and key

stakeholders and the reform plan's design will lead to increased implementation of promising practices identified by research.

From what is known about implementation (Fixsen, 2005) and the State's successful engagements in past initiatives, the State will involve the participating districts and others in meaningful, structured ways to expand learning. To achieve its goals, the State will provide services for districts and schools at three levels of engagement to maximize the broad impact of the state reforms:

- **Level 3:** Intensive and comprehensive services for the 5% lowest-achieving Title 1 schools, or 5% or five high schools eligible for but not receiving Title 1 funds ;
- **Level 2:** Targeted levels of intensity for participating districts and organizations that are involved in projects aligned with the State's plan or in innovative networks; and
- **Level 1:** Support for all schools and districts in the State that will be focused on major initiatives key to the State plan, such as implementing the Common Core State Standards, next generation assessments, and other practices that are identified for scale up.

In essence, all districts and stakeholders, whether official participants at the beginning of Race to the Top or not, will ultimately benefit from the efforts of the endeavor.

Level 3 engagement. The NHDOE will create an Office of School Improvement and Innovation to support districts as they turn around their persistently lowest-achieving schools. Each school and district will be matched with an external partner vetted for turnaround expertise and an NHDOE designated staff member who will coordinate and manage the school's transformation. They will be responsible for keeping the focus on teaching, learning, assessing, and leadership, and will hold everyone—including themselves—accountable for turning the school around.

Six districts with 12 schools comprise the lowest 5% and **all** have signed a rigorous MOU that binds them to implementing the transformational model. They have committed to: 1) replace principals, who have led schools for two or more years; 2) participate in an 18-month leadership development program and in professional learning experiences focused on instruction and the use of data and decision-making tools; 3) engage new teachers in a three-year induction and mentoring program that emphasizes effective instructional practices, multiple measures of assessment, and the analysis and use of data in instructional decision making and collaborative improvement; 4) participate in the development and piloting of the state teacher and leader

evaluation models; 5) continue to submit data for the longitudinal data system; and 6) engage external partners to support intensive and rapid turnaround activities and build the district's capacity by training mentors and leadership coaches. Manchester, the state's largest school district, will create a Partnership Zone that will include four persistently lowest-achieving elementary schools. The five identified rural high schools will be brought together in a redesign and turnaround network, in order to share resources, successes, and to problem solve challenges.

Level 2 engagement. The second level of engagement will be with participating districts, consortia, institutions of higher education, and organizations that submitted proposals for specific innovative work aligned with one or more of the education reform areas (see Appendix A-1-4 for list of projects). The projects were selected based on their alignment with the State's reform plan, their value-add, and their potential for replication.

These approaches will be evaluated for their impact on student achievement by the NHDOE's Research Group (see Appendix A-1-5). The group will develop a coherent research agenda and be given the responsibility to conduct studies and contract out evaluation and research on the effectiveness of the State's initiatives. Findings from these studies will continually inform ongoing and future work in each education reform area at the State and local level. This approach will be one component of the feedback system that is intended to bring forward evidence garnered along a continuum from field-initiated pilots to innovation networks. This feedback system will inform all state and local practitioners as to what is working and what is not, so that components of the State's approach can be continuously improved.

Level 1 engagement. This level represents services and tools provided by the NHDOE or designated providers to all schools and districts in the state. At this level, schools, districts, institutions of higher education, and professional organizations can participate in innovation networks and be engaged in professional development focused on State-level initiatives, e.g., the Common Core State Standards. As results emerge from the work being done at Levels 2 and 3, it will be shared with all schools and districts in Level 1 through the Commissioner's monthly superintendent meetings, the innovation networks, webinars and forums, research briefs, and professional organizations' conference. Plans for three of the four major reform areas (Standards and Assessments, Data Systems, and Great Teachers and Leaders), as detailed in this application are designed to go to scale for all districts in the state.

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 | 83 | 100% |
| C. Data Systems to Support Instruction | | |
| (C)(3) Using data to improve instruction: | | |
| (i) Use of local instructional improvement systems | 83 | 100% |
| (ii) Professional development on use of data | 83 | 100% |
| (iii) Availability and accessibility of data to researchers | 83 | 100% |
| D. Great Teachers and Leaders | | |
| (D)(2) Improving teacher and principal effectiveness based on performance: | | |
| (i) Measure student growth | 83 | 100% |
| (ii) Design and implement evaluation systems | 83 | 100% |
| (iii) Conduct annual evaluations | 83 | 100% |
| (iv)(a) Use evaluations to inform professional development | 83 | 100% |
| (iv)(b) Use evaluations to inform compensation, promotion and retention | 83 | 100% |
| (iv)(c) Use evaluations to inform tenure and/or full certification | 83 | 100% |
| (iv)(d) Use evaluations to inform removal | 83 | 100% |
| (D)(3) Ensuring equitable distribution of effective teachers and principals: | | |
| (i) High-poverty and/or high-minority schools | 83 | 100% |
| (ii) Hard-to-staff subjects and specialty areas | 83 | 100% |
| (D)(5) Providing effective support to teachers and principals: | | |
| (i) Quality professional development | 83 | 100% |
| (ii) Measure effectiveness of professional development | 83 | 100% |
| E. Turning Around the Lowest-Achieving Schools | | |
| (E)(2) Turning around the lowest-achieving schools | 83 | 100% |

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

Statistics are based on only those districts that operate schools. Middleton, a district that sends all of its students to Farmington, provided an MOU because it supports Race to the Top and Farmington's participation. Middleton is not included in the statistics. Several school boards were unable to authorize participation because they meet only once a month and the MOU was not available in time for the early May meeting. LEAs with Race to the Top on the agenda for their June meeting are listed in Appendix A-1-6.

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) | 83 | 83 | 100% |
| President of Local School Board (or equivalent, if applicable) | 77 | 83 | 93% |
| Local Teachers' Union Leader (if applicable) | 45 | 83 | 56% |

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

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

| | Participating LEAs (#) | Statewide (#) | Percentage of Total Statewide (%) (Participating LEAs / Statewide) |
|----------------------------|-------------------------------|----------------------|---|
| LEAs | 83 | 163 | 51% |
| Schools | 286 | 476 | 60% |
| K-12 Students | 121,490 | 192,811 | 63% |
| Students in poverty | 26,536 | 37,913 | 70% |

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

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? | 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) | 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) |
| | | | | 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 |
| Allenstown | 2 | 442 | 86 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Amherst | 3 | 1,547 | 50 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Andover | 1 | 228 | 32 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Auburn | 1 | 619 | 38 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Barnstead | 1 | 536 | 104 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Barrington | 2 | 924 | 127 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Berlin | 6 | 1,446 | 588 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Bethlehem | 1 | 193 | 59 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Brentwood | 1 | 419 | 23 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Brookline | 2 | 641 | 27 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Candia | 1 | 433 | 51 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Chester | 1 | 629 | 51 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Claremont | 5 | 1,937 | 653 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | LEA Demographics | | | Signatures on MOUs | | | MOU Terms | 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) | | Uses Standard Terms & Conditions? | (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) |
| Participating LEAs | | | | Y/ N/ NA | Y/ N/ A | Y/ N/ NA | Yes / No | Y/ N/ N A | Y/ N/ N A | Y/ N/ N A | Y/ N/ N NA | Y/ N/ N A | Y/ N/ N A | Y/ N/ N A | Y/ N/ N NA | Y/ N/ N A | Y/ N/ N A | Y/ N/ N NA | Y/ N/ N A | Y/ N/ N NA | Y/ N/ N A | Y/ N/ N A | Y/ N/ N NA |
| Colebrook | 2 | 450 | 172 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Concord | 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 |
| Contoocook Valley | 11 | 2,859 | 564 | Y | | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Dunbarton | 1 | 203 | 15 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| East Kingston | 1 | 199 | 4 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Epping | 3 | 973 | 160 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Exeter | 2 | 995 | 111 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Exeter Regional Cooperative | 2 | 2,994 | 212 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Farmington & Middleton | 3 | 1,454 | 538 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Franklin | 5 | 1,400 | 628 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Freedom | 1 | 89 | 10 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Fremont | 1 | 529 | 58 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------|------------|-------|---|---|---|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Gorham/ Randolph/ Shelburne Cooperative | 3 | 496 | 108 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Goffstown | 5 | 3,002 | 356 | Y | Y | | 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 | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Greenland | 1 | 346 | 17 | Y | | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Henniker | 1 | 439 | 72 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hillsboro- Deering Coop | 3 | 1,403 | 396 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hollis | 2 | 733 | 14 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hollis/Brookline Coop | 2 | 1,366 | 50 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hooksett | 3 | 1,530 | 176 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hopkinton | 4 | 971 | 81 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Hudson | 6 | 4,036 | 362 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| John Stark Regional | 1 | 856 | 80 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kearsarge Regional | 7 | 1,986 | 234 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Kensington | 1 | 212 | 3 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Laconia | 5 | 2,251 | 887 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lafayette Regional | 1 | 108 | 23 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lebanon | 7 | 1,850 | 291 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Lisbon Regional | 3 | 395 | 145 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Litchfield | 3 | 1,595 | 90 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Londonderry | 6 | 5,278 | 299 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Madison | 1 | 167 | 61 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Manchester | 2 2 | 15,99 2 | 5,900 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Marlboro | 1 | 167 | 44 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

| | | | | | | | | | | | | | | | | | | | | | | |
|--------------------------|----|--------|-------|---|---|--------|-----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Mascenic Regional | 5 | 1,203 | 278 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Merrimack Valley | 7 | 2,737 | 520 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Milan | 1 | 110 | 14 | Y | Y | N A | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Milton | 3 | 651 | 225 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Monroe | 1 | 85 | 14 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Mont Vernon | 1 | 257 | 11 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Nashua | 20 | 12,346 | 3,604 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Boston | 1 | 564 | 40 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| New Castle | 1 | 53 | | Y | | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Pittsfield | 3 | 613 | 205 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Portsmouth | 6 | 2,600 | 504 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Profile Regional | 2 | 289 | 72 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Raymond | 3 | 1,490 | 359 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rochester | 11 | 4,631 | 1,608 | Y | | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rollinsford | 1 | 197 | 38 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Rye | 2 | 521 | 26 | Y | | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Somersworth | 4 | 1,777 | 562 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Souhegan Cooperative | 1 | 943 | 27 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Stewartstown | 1 | 90 | 53 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Stoddard | 1 | 45 | 3 | Y | Y | N A | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Stratham | 1 | 626 | 17 | Y | Y | | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Unity | 1 | 116 | 27 | Y | Y | N A | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Wakefield | 2 | 490 | 187 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Weare | 2 | 1,113 | 112 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| White Mountains Regional | 5 | 1,380 | 415 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |
| Windham | 5 | 1,696 | 58 | Y | Y | Y | Yes | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y | Y |

(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.

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

(A)(2)(i)(a) *Provide strong leadership.* Since beginning her tenure as Commissioner of Education in June 2009, Virginia M. Barry, Ph.D., has made the creation of a comprehensive system for school reform the Department's number one priority. In July 2009, the Commissioner formed cross-departmental, working committees addressing: 1) rigorous standards and accompanying assessments; 2) a comprehensive data support system; 3) teacher and leader systems of support; and 4) support to the lowest-achieving schools. She scaled up the Department's efforts by including leaders from a state teachers union (NEA-NH), principals' and superintendents' associations, representatives from the Governor's Office, and the Chairs of the Education Committees of both legislative branches as members of the planning teams. These teams constructed the outline and narrative explicating NH's comprehensive reform plan. Members of the Commissioner's cabinet, who are also division directors, assumed the lead for each group.

In spring 2009, a statewide advisory group was convened for the purpose of ensuring stakeholder input on all ARRA education grants, including Race to the Top. Among its members are leadership from the NEA, the AFT, the NH School Administrators Association, institutions of higher education, and the education committees in both chambers (see Appendix A-2-7). 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 the State plan.

The Commissioner's extended Cabinet, will monitor operations. Internal roundtable meetings and ongoing planning meetings based on data analysis and incorporating findings of the Research Group will be held monthly at the state level. Regular conference calls between the director and external partners as well as quarterly reports will ensure that external partners, NHDOE liaisons, and districts continue to focus on the State reform plan's expected outcomes and goals, and are accountable for student progress and performance. For the districts with persistently lowest-achieving schools, the external partner and the NHDOE liaison 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 analysis tools and reports provided by the State and those generated at the local level, and participates in capacity-building activities.

Working with the New England Comprehensive Center in the fall of 2009, the Department began a year-long strategic planning process 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. This process will set the frame for complete alignment and re-purposing where feasible of all funds and efforts to meet the goals of RttT.

It is anticipated that upon award of the Race to the Top funding, the Department will establish twelve positions to oversee the leadership and operation of the grant. In addition, external partners will collaborate with NHDOE staff in specific reform areas to expand the Department's knowledge base, facilitate work groups, or guide lowest-achieving schools. As staff and district personnel increase their skills, the external providers will step aside.

The current NHDOE work teams in the four education reform areas, as enriched by resources from many groups and stakeholders, is listed in Appendix A-2-8. The Department will integrate their efforts into its operating structure to ensure success continuing beyond the grant.

(A)(2)(i)(b) Supporting participating LEAs in successfully implementing education reform plans. Support to districts will be two-pronged: services to all districts in implementing the State's reform plan as well as more intensive support to the persistently lowest-achieving schools and districts. On their path to attaining the State's expected outcomes, all districts and statewide organizations will have opportunities to participate in innovation networks (see Section D-5), the definition of effective teachers and leaders and the development of evaluation systems (see Section D-2), the piloting of tools and models, and statewide professional development activities tied to the four education reform areas. Each will offer opportunities to build staff skills, develop or provide feedback on new programs, materials, and policies that NHDOE, its staff, and its partners are creating, and embed practices into the everyday life of districts and the NHDOE to ensure sustainability of these efforts beyond funding.

All districts will have access to effective practices identified by the What Works Clearinghouse, the Doing What Works tools and website, and tools and resources posted on NHDOE's website. Additional resources will be tapped including requested studies from the regional educational laboratory (REL-NEI) through its rapid response program, the New

England Comprehensive Center, and the evaluation data, reports, and case studies on particular practices and initiatives that will be produced or overseen by the State's Research Group.

NH's educational culture is one of collaboration. Promising practices are currently shared through the Commissioner's monthly meetings with all superintendents, the regional superintendents' Curriculum, Instruction, and Assessment Groups, and professional conferences and meetings. The Governor's P-16 Council has committed to aligning the Comprehensive Education Reform Plan with its goals. RttT will enable a more concerted effort to vet practices, share 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 innovation networks at the state level.

The persistently lowest-achieving schools and districts will be matched with a support team consisting of an external partner and an NHDOE liaison and required to participate in specific capacity-building activities. These will include hands-on use of PerformancePLUS and its tools, National Institute of School Leadership (NISL) training of school leaders (building on effective NISL training in Manchester last year), and mentor training through the NH Mentoring and Induction of New Teachers Network.

In 2008, NHDOE put in place a highly sophisticated system of support for struggling schools under the requirements of No Child Left Behind. NH adopted and has become a national leader in the implementation of a model featuring three main components: 1) the Center for Innovation and Improvement's Rapid Improvement Tool; 2) Focused Monitoring (see Appendix E-2-2 for report on effectiveness in NH); and 3) Response to Intervention. The support team and district may continue to use these practices or another program that has proven effective in raising students' achievement scores and other indicators.

NHDOE has found that this system of support model has proven successful particularly for schools with significant achievement gaps for subgroups identified under No Child Left Behind. However, closing the achievement gap by more than a few percentage points has been more elusive as progress has also been made on the part of the whole student population. Due to this, NH has designed a new growth model in conjunction with the Center for Assessment in Dover, NH with support from the Nellie Mae Education Foundation. Crafted after the Colorado Growth Model and calibrated to NECAP student performance data for English Language Arts and mathematics, this system now gives the State a methodology by which to show complex

subgroup growth comparisons schoolwide, and create the system to follow individual student growth classroom by classroom.

When there is political will and capacity to carry forward an aggressive turnaround effort, success is within reach. However, NHDOE has learned that when political will is not present, district-wide conditions are problematic, or district and school capacity is lacking, the voluntary nature of even this well-designed system of support is not powerful enough to create dramatic improvements in student performance. For this reason, the NH State Board of Education in consort with Commissioner Barry has created an aggressive intervention strategy, based on a successful model employed in the State to implement its Dropout Prevention Plan and enforce School Approval rules (see Appendix A-2-9).

(A)(2)(i)(c) Providing effective and efficient operations and processes for implementing its Race to the Top grant. Under the leadership of Commissioner Barry and Governor Lynch, the NHDOE will establish positions to oversee the effective operation of the grant, led by the Race to the Top Director. Internally, the director will work with members of the Commissioner's Cabinet and Department staff organized into teams in the four education reform areas (see Appendix A-2-10 for staff bios). Externally, their work will be supported and enhanced by the State Board of Education, the Professional Standards Board, professional organizations and business (see Appendix A-2-11 for letters of support).

The Race to the Top Director and NHDOE staff will regularly monitor major contractors and district awards through a cycle of site visits, monthly program administrator meetings, and quarterly in-depth progress reports to keep everyone informed of the State's current performance toward its goals, and to ensure on-track attainment of the goals. The design and reach of progress reports will extend beyond basic ARRA requirements to provide an in-depth analysis of project development, implementation, and impact on student performance and teacher/leader effectiveness. If districts are not meeting their goals, timelines, budget, annual targets, or other applicable requirements, the State will institute its "roundtable process" (a collaborative review of comprehensive district data and determination of appropriate interventions to get the district back on track). If the district has made no progress in another year, the State Board and the Commissioner will review the plan with district and school leadership and provide greater focus

and urgency in implementation where needed. Federal and state funding will be at risk for non-compliance.

Twelve additional positions will be added to the Department to ensure effective and efficient operations. A Race to the Top director 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. In addition, an administrator and three staff for the longitudinal data system, two staff to work on effective teachers and leaders, one for standards and assessment, one for turning around lowest-performing schools, and one for early childhood will be recruited. The grants auditor, already a NHDOE staff member, will provide ongoing oversight of school districts' grants and awards and be responsible for budget reporting and monitoring. When ARRA passed in the spring of 2009, the NHDOE 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 being immediately posted on the NHDOE and NH ARRA Office websites.

NHDOE staff and external facilitators, when appropriate, will work with collaborative projects to monitor progress toward their goals and document effective practices. NHDOE liaisons and external partners will work with the lowest-achieving schools and districts to ensure they remain on track or to determine interventions to get them back on track.

(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 (Appendix A-2-12) and is further detailed in the budget narrative (Appendix A-2-13), the project-level budget (Appendix A-2-14), and the project-level budget narrative (Appendix A-2-15). The recent grant guidance provided by the U.S. Department of Education has offered NH the support and platform to create 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 catalyzed stakeholders in the state to embrace more rigorous approaches to transformation and turnaround.

The NHDOE approached the development of the State reform 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.

In writing the NH SIG grant, the NHDOE mirrored 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 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 reform outlined in the NH State plan.

The NHDOE has already begun the process of assessing the current allocation of funds and resources, and is redeploying efforts and resources to best support the NH State plan, promoting dramatic, fast-paced reform efforts (see Figure A-2 on pages A-11). It 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 services 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 those reforms funded under the grant for which there is evidence of success.

NH is very well positioned to sustain the major educational reform efforts and initiatives outlined under the 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 has developed goals and objectives that align with the New England Secondary School Consortium (NESSC) (see Appendix A-2-16). The NH P-16 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 (see Appendix A-2-17). To date, the Consortium has been funded by the Nellie Mae Education Foundation and the Bill & Melinda Gates Foundation. Recently, Connecticut became a member of the Consortium, and all five governors and legislatures maintain active leadership on its governing council. NH Council members and the process undergirding NESSC will endure to support the state goals.
- High Quality Standards and Assessments: New Hampshire has been a founding member of the New England Common Assessment Program (NECAP) now made up of four states: NH, Vermont, Rhode Island, and Maine. Over the last eight years, the NECAP states have been able to demonstrate how to construct and maintain a multi-state consortium, and demonstrate improvement in student performance without lowering performance standards. New Hampshire is now applying this learning to membership in three new consortia: the Smarter/Balanced Assessment Consortium, the Partnership for the Assessment for Readiness for College and Career, and the National Center for Education and the Economy's Board Examination/Move On When Ready Consortium (13 states). Once constructed, NH's assessment model, which will include its new growth model *will be maintained and supported* by the NHDOE's Accountability and Assessment Group, *with state-dedicated funds approved for assessment implementation*. As the Board Examination System, which will be piloted in through Years 2 and 3, proves to be a system worthy of going to scale, the NHDOE will seek state legislative support to gradually move NH schools into a board examination model for federal and state accountability purposes.

- Effective Teachers and Leaders: Once created with State and Federal funds, NHDOE will support the teacher and leader evaluation model and the bridge between PerformancePLUS (student data) and the new Educator Information System through state funding; credentialing and alternative certification programs through certification fees; and ongoing teacher preparation and professional development efforts through state school improvement and adequacy payments.
- Transforming Persistently Lowest-Achieving Schools: The work proposed with RttT funds will provide staging for legislation to further provide state-level support in turnaround activities. Internal research and demonstration of success in participating schools and districts will engender political will and the 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 policymakers 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 high schools, and middle 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 wisely 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 is 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 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 to reform 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) Use support from a broad group of stakeholders

(A)(2)(ii)(a) The State's teachers and principals, which include State's teachers' unions. NEA-NH, the NH Principals' Association, and the NH Association of School Administrators have been integrally involved in sharing ideas, providing feedback, and even writing portions of the proposal as a member of the team working on Section D (NEA-NH). Throughout the preparation period, venues for open discussion and sharing ideas have included the Commissioner's monthly meetings with superintendents, regional superintendent meetings, principals' meetings, teacher unions' meetings, regional meetings for all stakeholders, and webinars. It is estimated that over 1,000 stakeholders have participated in these events over the course of the last 10 months.

More importantly, these individuals and their organizations will be involved in critical aspects of the work moving forward. The NH Principals Association will provide mentoring to new and experienced leaders and work with an external provider and NHDOE staff to strengthen a mentoring/coaching model for leaders in the state's lowest-performing schools. The teachers' unions and administrator organizations will be co-defining effective teachers and leaders and creating teacher and leader evaluation systems, with evidence of student growth as one measure, and piloting and refining them. NEA-NH will expand its successful Future Educators Academies from nine to 29 high schools across the State leading to higher numbers of high school students entering the profession.

(A)(2)(ii)(b) Other critical stakeholders. Commissioner Barry and her staff have reached out to stakeholders beyond the education community to seek their input as well as feedback on the plan at various stages of its development through large and small group discussions,

individual appointments, regional meetings for the general public, and webinars. In meetings with districts that have one or more persistently lowest-achieving schools, they have had in-depth discussions with mayors, city councils, boards of alderman, state and local school boards, parents, and numerous business groups regarding the State's comprehensive reform plan and their involvement in it.

NHDOE met with the education and finance legislative committees in the fall and spring regarding the breadth and overall design of the comprehensive strategic plan, addressing their questions and concerns about the magnitude of the planned changes and potential costs. Legislative leaders enthusiastically encouraged them to pursue Race to the Top monies and pledged their support to NHDOE's overall efforts to bring about bold and substantial change to NH schools. Legislative changes, in particular the removal of the cap on Board-initiated charter schools⁶ and the extension of the state individual student identification system to pre-K and higher education⁷, indicate their support.

The Governor, the legislature, the State Board of Education, the Professional Standards Board, postsecondary partners, the School Boards Association, business, and other educational and community groups are committed to implementing the State's reform plan (see Appendix A-2-11 for letters of commitment and support). As we move forward, each of these stakeholders will be involved in attaining our vision. For example, the State Board of Education will hold districts accountable for student progress, while postsecondary partners will pilot site-based, residency preparation programs at the pre-service and master's degree level.

⁶ HB 1495 has been enrolled and is anticipated to be signed by the Governor, June, 2010.

⁷ A committee of conference version of SB 503 was developed on May 24, 2010. The House and Senate will vote on this version during the first week in June.

(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) The extent to which the State has demonstrated its ability to 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

Over the last 20 years, NH has made progress in the four education reform areas, most notably in standards and assessment and data systems to support instruction, as described below:

Standards and Assessment. NH has involved teachers in the development of its standards and summative assessments since 1992. The New Hampshire Education Improvement and Assessment Program (NHEIAP) was written into state law in 1993 in order to guarantee common, high quality standards and assessments for all students. With the passage of NCLB, NH, Rhode Island, and Vermont pooled their resources, both financial and human, in 2002 to build and administer a common summative assessment system (NECAP) in reading, mathematics, and writing based on identical curriculum standards, assessments, performance standards, and reporting. Beginning with science last year and now expanding to all subjects, NH leads a project with Nimble tools that has brought new technology to the NECAP assessment. Students can use an online accommodations tool that has significantly increased accessibility.

NHDOE worked with professional organizations in the State to promote understanding of the standards, to help teachers to align their curriculum to the standards, and to use summative assessment results with their own formative and benchmark assessments to inform instructional decisions in their classrooms. In addition, NHDOE's web site contains resources and materials on standards and assessment for educators, including the NH Literacy and Numeracy Plans and Curriculum Frameworks.

As NH's student population became more diverse, the state began in 2004 to actively participate in the World-Class Instructional Design and Assessment (WIDA) consortium, which has created world-class academic English language content standards and English language proficiency assessments (ACCESS for ELLs®) for students with limited English proficiency. In 2007, legislation was passed to require all NH high schools to develop and assess core competencies in all high school courses in order to allow students to demonstrate their learning in a variety of ways. With funding from the State, the Nellie Mae Education Foundation, and local funds, performance-based assessments were developed in 2009-2010 for assessing student mastery of high school competencies both in and outside the classroom, (see Appendix B-3-12).

In 2006, NH developed a growth model as part of the Follow The Child Initiative. Districts use this model to track the academic progress of their students and to set achievement goals. Early last year, the State began working on a new student growth percentile model that includes data visualization software that will allow teachers, administrators, and parents to not only track student growth, but track the growth and performance of schools and districts. Working with the Center for Assessment, and a newly formed consortium of states, this model will be part of New Hampshire's accountability system, and will also support the state's school improvement work. The model will help pair schools with similar demographics but with vastly differing achievement and growth profiles.

In 2009, NH joined the Common Core Standards Initiative, a collaboration of 48 states to create common K-12 academic standards in math and English language arts. The State has committed to adopting the Common Core State Standards by August 2010, and to supporting schools and districts in a gradual transition to new standards and assessments.

Data Systems to Support Instruction. In 1974, NH began student-level collections for subgroups within the State. These data systems helped address the needs of students such as career and technical education students and students with disabilities. In 2004, NH broadened its data collections to include all students by inaugurating its longitudinal data system—a move partially driven by the need for data in the NHDOE's "Follow The Child" initiative and its high school transformation efforts. In that same year, it created the Initiative for School Empowerment and Excellence (i4see), a web-based application that allows educators and schools access to these data.

The State developed tools and began a train-the-trainer program to build capacity across schools to access and use student-level data, purchased and implemented a data analysis and assessment building tool—PerformancePLUS—that was made available to all districts in 2007, developed a new Educator Information System that mandates identification of every teacher and every course they teach in 2008, and built a website for teachers to access training online. During 2009-10, the legislature passed a law that expands data collection in postsecondary to include courses, remediation, and additional information as well as early childhood data.

A Research Group was established early in 2009 and is convened by NHDOE throughout the year to focus on particular issues, e.g., effect of mentoring on matriculation to college (see Appendix A-2-5 for list of members).

Great Teachers and Leaders. Teacher certification changed dramatically in 1974 as the result of a recommendations of a Blue Ribbon Committee assigned to study the credentialing process. Major innovations included the establishment of the Professional Standards Board and the Council for Teacher Education, a nontraditional route to certification to address critical shortage areas, an opportunity to demonstrate competencies and equivalent experiences, professional development requirements for recertification linked to local master plans, and ending the issuance of nonrenewable life licenses. In 1996, the State Board of Education added another nontraditional route, which was not limited to critical shortage areas.

Since 2001, all NH educators have developed Individual Professional Development Plans (IDPD) that require evidence of student growth and achievement. The majority of the teachers' plans are aligned with Danielson's framework for teaching, and the administrators align with the revised standards of the Interstate Leadership Licensure Consortium (ISLLC). In fall 2010, the Professional Standards Board will recommend to the State Board that IPDP's be linked to an educator's evaluation plan. Bill 503 before the Senate, if passed, will require the submission of course information for students to be linked to educators who teach those students.

NH has also required schools to develop Professional Development Master Plans, which regulate the recertification process for the NH educator license and require a link between student achievement and professional learning goals. The NHDOE is working on a closer alignment of the PDMP requirements with those of the District Technology Plans and School Improvement Plans.

The Master Plans submitted to the NHDOE for review provide data upon which statewide professional development opportunities are determined. Since 1997, the State has provided online resources for "just in time" professional and curriculum development through the NH Educators Online website at NHEON.org. This resource was expanded in 2004, when the State became part of a ten-state collaborative through the federal Ready to Teach Program to create and deliver online professional development courses.

The NHDOE updated its certification rules in core content areas, increasing rigor in math and science requirements to align with NECAP in 2010. It also drafted an updated program approval process that is standards driven, based on students' learning and continuous improvement.

Turning Around the Persistently Lowest-Achieving Schools. Since 2003, NH has had the statutory authority to intervene in the lowest-achieving schools, and has required all schools and districts in need of improvement to conduct a needs assessment, attend professional development, and develop improvement plans based on their strengths and weaknesses. It is an option that has not been exercised in the past, but in 2009, the Commissioner and State Board pledged to use it vigorously.

NH's Statewide System of Support (SSOS), which was implemented in 2008, provides differentiated support to districts commensurate with their needs. It was refined in 2009-10 based on changing needs and data on the effectiveness of model practices.

Since 1995, NH has provided innovative learning and teaching in unique environments through charter schools, primarily serving at risk or underserved students in rural and urban settings. Currently, there are 11 charter schools open in twelve locations, one is scheduled to open in 2010, and three more are proceeding through the local authorization process.

During the past year, the State used some of its ARRA funds to support three Title I positions at the Department of Education. ARRA funds also saved or created 644 positions, mostly teaching positions in LEAs.

(A)(3)(ii) The extent to which the State has demonstrated its ability to improve student outcomes overall and by student subgroup since at least 2003

NAEP and NECAP results. Since 2003, New Hampshire's students in grades 4 and 8 have exceeded the national average in English language arts and mathematics on the National Assessment of Educational Progress, consistently scoring in the top five states (National Center for Educational Statistics). NH's standing among its peers in results on the NAEP is due to teachers and administrators aligning curriculum and pedagogy to teach the standards and using data to inform classroom and school-wide decisions.

But, those achievements mask two underlying realities: 1) although students' achievement in mathematics in grades 4 and 8 has increased since 2003, their performance in reading has been relatively flat; and 2) although there are exceptions, the achievement gap has widened among some groups since 2003 (see Figure A-3 below). English language learners, for example, situated primarily in four cities (Manchester, Nashua, Concord, and Laconia) have

shown no growth over the five-year period in reading, and are more than two standard deviations below the state average. The bold, italicized type indicates a narrowing of the achievement gap for specific subgroups.

Figure A-3. Disaggregated NAEP Results from 2003 to 2007 and 2009

| Grade Level and Subgroup | Mathematics % at or above proficiency | | Reading % at or above proficiency | |
|----------------------------------|--|------|--------------------------------------|-----------|
| | 2003 | 2009 | 2003 | 2007 |
| Grade 4 | | | | |
| White | 42 | 50 | 39 | 42 |
| African American | 10 | 15 | 12 | 14 |
| Hispanic | 15 | 21 | 14 | 17 |
| English Language Learners | 9 | 12 | 7 | 7 |
| Socio-economically Disadvantaged | 15 | 22 | 15 | 17 |
| Students with Disabilities | 12 | 19 | 9 | 13 |
| Grade 8 | | | | |
| White | 36 | 43 | 39 | 38 |
| African American | 7 | 12 | 12 | 12 |
| Hispanic | 11 | 17 | 14 | 14 |
| English Language Learners | 5 | 5 | 5 | 4 |
| Socio-economically Disadvantaged | 11 | 17 | 15 | 15 |
| Students with Disabilities | 6 | 9 | 5 | 7 |

Sources: New Hampshire Department of Education and nces.ed.gov/nationsreportcard/states.profile.asp.

While NAEP data reflect the proficiency level of a sample of NH students, the NECAP data in Figure A-4 represent 99% of NH’s students. The most dramatic decrease in the achievement gap from 2005 to 2009 for average percentages of students at or above proficiency is that between former limited English proficient (LEP) students in their first year of monitoring and non-LEP students at the elementary/middle and high school levels in reading and math. Other gains are posted by African Americans and Hispanics in reading at the elementary/middle school level and for economically disadvantaged students in both reading and math at the elementary/middle school level and in reading at the high school level. However, with the exception of former LEP students, these gains are not at a rate that would begin to close the gap with the state average.

The observed gains are due to the State’s overall focus on gathering, analyzing, and using data. It begins with data available to schools and districts in the state’s longitudinal data system—a central, accessible place to store assessment results. PerformancePLUS tools and training have assisted an increasing number of teachers and leaders to use summative and

formative data from classroom assessments to make informed instructional and programmatic decisions. This trend is expected to increase as more educators become comfortable with PerformancePLUS tools, the interpretation of data, and how they can use data to better understand an individual student's needs. Finally, the emphasis on Focused Monitoring has aided in raising awareness and expanding the skills of classroom teachers in gathering and analyzing data and positively impacted the academic outcomes for students. However, it will be critical to closing the Achievement Gap, particularly in the four cities noted above, that principals empower teachers to use data and the proper tools necessary to address the particular needs of their student population and that the school district provide the conditions necessary to support the principal in this work. In addition, the Department has created a taskforce dedicated to the learning progression, related instruction, and assessment systems to address the rising immigrant population, particularly those with little or no schooling prior to coming to NH.

Figure A-4. Disaggregated NECAP Results for Elementary/Middle Grades from 2005- 2009

| Elementary/Middle Grades | Mathematics Average % at or above proficiency | | | | | | Reading Average % at or above proficiency | | | | | |
|--|--|-----------|-----------|-----------|-----------|------------|--|-----------|-----------|-----------|-----------|------------|
| | 2005 | 2006 | 2007 | 2008 | 2009 | % Diff | 2005 | 2006 | 2007 | 2008 | 2009 | % Diff |
| All Students | 62 | 65 | 67 | 70 | 72 | 25% | 67 | 71 | 73 | 75 | 77 | 16% |
| African American | 40 | 39 | 41 | 43 | 46 | 16% | 46 | 50 | 55 | 56 | 58 | 26% |
| Hispanic | 37 | 40 | 42 | 45 | 49 | 33% | 42 | 46 | 50 | 53 | 58 | 39% |
| White | 63 | 66 | 67 | 71 | 73 | 16% | 68 | 72 | 74 | 76 | 78 | 16% |
| | | | | | | | | | | | | |
| Male | 62 | 65 | 67 | 70 | 72 | 16% | 61 | 66 | 68 | 71 | 73 | 18% |
| Female | 62 | 66 | 67 | 70 | 72 | 16% | 72 | 76 | 78 | 79 | 82 | 14% |
| | | | | | | | | | | | | |
| Currently receiving LEP services | 30 | 25 | 31 | 30 | 34 | 16% | 29 | 25 | 28 | 32 | 40 | 38% |
| Former LEP student – monitoring Year 1 | 42 | 48 | 53 | 68 | 77 | 83% | 48 | 50 | 62 | 74 | 83 | 74% |
| Former LEP student – monitoring Year 2 | | 59 | 58 | 60 | 76 | | | 65 | 71 | 66 | 85 | |
| Non-LEP students | 63 | 66 | 67 | 70 | 72 | 15% | 67 | 71 | 73 | 76 | 78 | 16% |
| | | | | | | | | | | | | |
| Students with an IEP | 24 | 28 | 30 | 32 | 34 | 39% | 24 | 28 | 32 | 35 | 37 | 57% |
| Students without an IEP | 68 | 72 | 73 | 76 | 78 | 14% | 74 | 78 | 80 | 82 | 84 | 14% |
| | | | | | | | | | | | | |
| Economically disadvantaged students | 40 | 44 | 46 | 50 | 54 | 34% | 45 | 50 | 63 | 57 | 60 | 34% |
| Students without economic disadvantage | 68 | 71 | 71 | 75 | 77 | 14% | 72 | 77 | 78 | 79 | 82 | 13% |

Source: New Hampshire Department of Education

Figure A-4. Disaggregated NECAP Results for High Schools from 2007 to 2009

| High School | Mathematics Average % at or above proficiency | | | | Reading Average % at or above proficiency | | | |
|--|--|-----------|-----------|-------------|--|-----------|-----------|-------------|
| | 2007 | 2008 | 2009 | % Diff | 2007 | 2008 | 2009 | % Diff |
| All Students | 28 | 32 | 33 | 9% | 67 | 72 | 73 | 9% |
| African American | 12 | 15 | 9 | -25% | 46 | 60 | 50 | 9% |
| Hispanic | 11 | 14 | 17 | 55% | 46 | 53 | 60 | 30% |
| White | 28 | 33 | 34 | 21% | 44 | 66 | 83 | 10% |
| | | | | | | | | |
| Male | 28 | 32 | 33 | 18% | 60 | 66 | 65 | 8% |
| Female | 29 | 34 | 35 | 21% | 74 | 80 | 82 | 11% |
| | | | | | | | | |
| Currently receiving LEP services | 10 | 5 | 5 | -50% | 25 | 21 | 26 | 4% |
| Former LEP student – monitoring Year 1 | 9 | 40 | 26 | 189% | 30 | 87 | 90 | 200% |
| Former LEP student – monitoring Year 2 | 14 | 20 | 20 | 43% | 46 | 46 | 80 | 74% |
| Non-LEP students | 28 | 33 | 34 | 18% | 67 | 73 | 74 | 10% |
| | | | | | | | | |
| Students with an IEP | 4 | 4 | 5 | 25% | 25 | 30 | 30 | 20% |
| Students without an IEP | 31 | 37 | 39 | 26% | 74 | 80 | 81 | 9% |
| | | | | | | | | |
| Economically disadvantaged students | 12 | 15 | 17 | 42% | 46 | 54 | 55 | 20% |
| Students without economic disadvantage | 30 | 35 | 37 | 23% | 70 | 75 | 77 | 10% |

Source: New Hampshire Department of Education

Dropout rates. Statewide, the four-year cumulative dropout rate has decreased from 14.4 percent in 2003-04 to 6.6% in 2008-09, which can be attributed to the State’s efforts in high school redesign that feature student-centered learning, bringing standards to the classroom through competencies, addressing student mastery over seat time, and offering extended learning opportunities—learning outside the classroom for credit (see Appendix A-3-18). However, these data also hide a dramatic difference. In 2009, 6.2 percent of white students dropped out of school between 9th and 12th grade, while 13.3 percent of their African American and 12 percent of their Hispanic classmates dropped out (see Figure A-5).

Consistent with the population, the large majority of dropouts are white in total number. But a closer analysis shows that students with a racial or ethnic background are dropping out at approximately twice the rate of white, non-Hispanic students. This trend is particularly significant in NH’s mid-size cities of Manchester, Laconia, and Rochester. When we further

breakdown the data by subgroups, again, students identified in need of special education services dropout at almost twice the rate of non-special education students (32%). Students, who are eligible for free and reduced lunch, dropped out of school last year at a 45.5% rate (see Figure A-6). During the past year, 60% of the dropouts were male, a significantly higher percentage of the overall enrollment, which suggests that engagement strategies with young men have not been as successful as for young women (see Figure A-7).

Figure A-5. Cumulative Dropout Rate for 2008-09 by Race

| | White, Non-Hispanic | American Indian or Alaskan Native | Asian or Pacific Islander | Hispanic | Black, Non-Hispanic | Native Hawaiian | Not Reported | Total |
|----------------------------------|---------------------|-----------------------------------|---------------------------|----------|---------------------|-----------------|--------------|-------|
| State Enrollment % 2008-09 | 91.33 | 0.35 | 2.45 | 3.45 | 2.15 | 0.05 | 0.28 | 100 |
| State Cumulative Dropout Percent | 6.2 | 11.5 | 2.8 | 12.6 | 13.3 | 0.0 | 4.3 | 6.6 |

Figure A-6. Numbers and Percentage of Dropouts by Subgroup

| Dropouts by Sub-Category | Total Number of Dropouts | % of Total Dropouts | % Total State Enrollment |
|--------------------------|--------------------------|---------------------|--------------------------|
| Special Education | 359 | 31.9 | 17 |
| Non-Special Education | 768 | 68.1 | 83 |
| LEP | 31 | 2.8 | 2.2 |
| Non-LEP | 1,096 | 97.2 | 97.8 |
| Free And Reduced | 513 | 45.5 | 19 |
| Non-Free And Reduced | 614 | 54.5 | 91 |
| Total Dropouts | 1,127 | 100 | 100 |

Figure A-7. Dropouts by Gender

| | Male | Female | Total |
|-------------------|------|--------|-------|
| Gender | 680 | 447 | 1,127 |
| Percent by Gender | 60% | 40% | |
| Annual Rate | 2.0% | 1.4% | 1.7% |
| Cumulative Rate | 7.9% | 5.5% | 6.6% |

Since 2002-03, increases in the graduation rates and decreases in the dropout rate have been observed statewide and in subgroups. The increase of 10.2% for Hispanic graduates is particularly noteworthy (see Figure A-8).

Changes in dropout and graduation rates are due to increasing the options for students through pathways in high school, extended learning opportunities, and the availability of charter schools in every region of the state (see Appendix A-3-19).

**Figure A-8. 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 |

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).

Gains in all of these areas are due to state investments targeted to the achievement of state and local goals, based on key data, and assessing progress toward those goals, and working collaboratively with districts, schools, educators, and policymakers to make informed decisions. The roundtables that engage schools and districts in structured conversations about data and options, proven tools, such as the Center for Innovation and Improvement’s Rapid Improvement process or Root Cause Analysis, an updated school approval process tied to student learning and focused on improvement, and competency-based assessments all help to maintain that focus. The state is currently piloting an early warning system in Manchester and Nashua, the state’s two largest cities with the most diverse student population, in conjunction with a six-state National Governor’s Association Collaborative. Dissemination of results of this project will be statewide in the next school year, with expectations for sign-on and implementation for districts in the following year.

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(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.

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

¹Phase 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.

Vision: Improve student performance and teacher effectiveness in all content areas through the development and implementation of a comprehensive preK-16 system of rigorous college- and career-ready standards and assessments that provide differentiated access for ALL students

(B)(1) Developing and adopting common standards

In 2002, New Hampshire, Rhode Island, and Vermont agreed to work together to build and administer a common summative assessment system in reading, mathematics, and writing based on identical curriculum standards for assessment, identical assessments, identical performance standards, and identical reporting. As a first step, the three states developed high-quality common career- and college-ready standards (see Appendix B-1-1 for NH Curriculum Frameworks). The work was hard, but successful as demonstrated by two studies by Achieve, Inc. for the Rhode Island Department of Education that detailed the alignment of NECAP high school expectations to world-class college and career readiness standards (see Appendix B-1-2).

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. Since its inception, the three states have also reached consensus on science assessment targets in grades 4, 8, and 11, 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 assessment consortium at grades 3-8 for reading, writing, and mathematics.

NH has a history of working with a consortium of states to develop and adopt high-quality standards, and has successfully built a nationally recognized multistate assessment system to support statewide school improvement efforts. We have experience at transitioning from state frameworks and assessments to consortium standards and assessment. And, as a result of the transition, student performance has increased.

Despite having a high-quality set of common standards and assessments, NH believes there is still more to be gained by expanding our collaborative work to a larger consortium. The adoption of a common set of curriculum standards nationwide will finally allow us to replace discussions of what to teach with conversations about how to teach effectively, engaging ALL students in real learning.

The NHDOE, along with 50 other states and territories, is participating in the 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 the Common Core State Standards (CCSS) in English language arts and mathematics for grades K-12. These standards, when final, will be research- and evidence-based, internationally benchmarked, aligned with college and work expectations, and include rigorous content and skills. Once completed, the State Board has the authority to adopt the CCSS.

As part of the work to adopt the new CCSS, NH has actively participated in the review and adoption process:

- Drafts 1 and 2: NHDOE reviewed with NH Teachers of Mathematics (NHTM) and literacy specialists and submitted comments and resource documents on text complexity.
- Drafts 3 and 4: NHDOE organized 14 two-hour feedback sessions in six locations around the state where over 200 teachers and curriculum leaders, representing more than half of our NH districts, and higher education faculty provided feedback to the writing group.
- Subsequent drafts: NH will continue to review and provide feedback to fine tune CCSS.
- On June 1, 2010, a policy roundtable discussion regarding CCSS will take place with key legislators and education officials in NH, supported by the Bill and Melinda Gates Foundation and facilitated by the Council of State Governments (see Appendix B-1-3).
- In June, the State Board, which has been briefed monthly, will hold a public hearing on CCSS adoption. Key constituencies, including educators, higher education, unions, community groups, business, and parents are invited to comment in public forums and online.
- In July 2010, the State Board will take up a review process of the Common Core Standards with a planned adoption date of August, 2, 2010.

Upon release of the final version, NH will complete a gap analysis between the Common Core State Standards and NECAP standards to plan for a controlled and deliberate transition of our assessment system to the new standards.

(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

Vision: Improve student performance and teacher effectiveness in all content areas through the development and implementation of a comprehensive preK-16 system of rigorous college- and career-ready standards and assessments that provide differentiated access for ALL students

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

The First Assessment Consortium in the Nation. Eight years ago, the states of New Hampshire, Rhode Island, and Vermont agreed to work together to develop common standards leading to the development of a common assessment. Thus was born the New England Common Assessment Program (NECAP).

- The NECAP program has been nationally recognized for high standards enforced by rigorous cut scores and challenging tests that include a *substantial* extended constructed response format representing more than 50% of the total possible score. NECAP science tests also incorporate *performance-based inquiry tasks* that engage students in authentic applications of scientific observation, data collection, and critical thinking skills. For a variety of reasons, including results, NECAP has been cited as “the best example of an assessment/accountability consortium to date” (Appendix B-2-4 for NASBE article).
- The NECAP program has earned national praise for rigor and quality—proven by data. 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 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 (see Appendix B-2-5 for *Ed Week* article on NAEP).
- NH and the NECAP states have repeatedly demonstrated commitment to improving the universal assessment design and accessibility for all learner populations while maintaining the highest academic expectations (Denham, 2004). NECAP states, working together as the extended New England Compact, obtained several grants from USED to research the learning characteristics and needs of “students in the gap,” whose abilities and skills are not fairly or accurately reflected on large-scale, statewide assessments (Bechard & Godin, 2007). In sum, the work with *Reaching Students in the Gaps* and the *Accessible Reading Tests (ART 2%)* projects showed promise for the use of innovative,

accessible items designs and new technology in adaptive assessment, while also drawing attention to the impact of quality classroom instruction on proficiency (Thurlow, et al., 2009). As a member of the NECAP consortium, and other substantial collaborative research groups, NH has repeatedly taken a national leadership role in conducting research and development in the area of universal design. These R&D grants have led to design breakthroughs that have had national impact including:

1. A highly effective design technology for providing computer-based accommodations and universal design (Russell, 1999; Madaus, Russell, & Higgins, 2009);
2. The subsequent *Accessible Portable Item Protocols (APIP)* project that will establish for the first time, *national standards of portability for universally accessible computer-based test items*;
3. A nationally used guide for documenting and evaluating the technical adequacy of alternate assessments based on alternate achievement standards (Marion, Pellegrino, Thurlow, & Fedorchak, 2005; Marion & Pellegrino, 2006).

As a direct result of our work:

1. Nimble Tools universal access online technology is now being actively used or explored by 16 partner states;
2. Nimble Assessment Systems, Inc., the company that evolved from the original NH-NECAP work, has been invited to serve as a technical advisor to the Smarter Balanced Assessment Consortium; and
3. The USED-funded NH Enhanced Assessment collaborative grant project, *Knowing What Students with Cognitive Disabilities Know*, (2005-2008) impacted 33 other states and territories, by providing direct training and materials support leading to improved technical adequacy in the design and documentation of the state alternate assessments based on alternate achievement standards (Gong & Marion, 2006) (see Appendix B-2-6 for NH project summaries and lists of state partners).

NH has also demonstrated commitment to the highest quality of instruction and assessment for students with limited English proficiency through our active membership in the World-Class Instructional Design and Assessment (WIDA) consortium of 22 states that, in

collaboration, have created world-class academic English language content standards and English language proficiency assessments (ACCESS for ELLs®). This pattern of investment of precious state resources shows very clearly the depth of our determination to get instruction and assessment right for *all of our students* (Parker, Louis, & O’Dwyer, 2009) and our understanding that the answers will come only through exhaustive collaborative efforts and great relationships with partners who hold similar values to those of our state (see Appendix B-2-7).

Finally, NH has made the commitment to design the best possible next generation assessment system. To do that, NH is actively participating in multiple assessment consortia (Smarter/Balanced Assessment Consortium, Partnership for Assessment of Readiness for College and Careers, and the Board Exam System). NH, along with 31 other states, has agreed to participate in the Smarter/Balanced Assessment Consortium. This group will focus on assessments that are grounded in a thoughtful, standards-based curriculum and are managed as part of a tightly integrated system of standards, curriculum, assessment, instruction, and teacher development (Darling-Hammond, 2010). NH assessment staff is part of the design team, specifically working on issues around universal access and the technology of computer adaptive testing and accommodations. 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. NH has also agreed to work with PARCC. Our interest in this consortium is based on its work toward end-of-course exams at high school (see Appendix B-2-8 for the Memorandums of Understanding and lists of states). NH elected to join these groups in order to enhance our current NECAP assessments and build on and share the experiences gained through our collaboration among four New England states (see Appendix B-2-9 for paper on NECAP Consortium).

(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

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

As stated in Section B1, NH has included NH educators and professional content organizations in the review and development of the Common Core State Standards since the first draft was released. This process will continue with the release of the final version this spring. Focus groups will be held not only with educators, but also legislators, school boards, parents and community resources, non-profit organizations, and business representatives in order to facilitate a universal understanding of the CCSS and why we need these groups to support our P-16 efforts to get students to reach rigorous college- and career-ready standards. The NHDOE will work with our statewide professional organizations (NH School Administrators Association, NH Association of School Principals, NEA-NH, AFT-NH, NH School Boards Association, NH Business and Industry Association, NH Teachers of Mathematics, NH Council of Teachers of English, and Granite State Reading Council) to promote understanding and support. By creating crosswalks between our current standards and the CCSS, we hope to ease the transition. Once these crosswalks are created, the NECAP Management Team will work to find ways to modify our current state assessment to support these efforts.

As we move to supporting schools in the alignment of their curricula, assessments, and instructional practices with the CCSS, the NHDOE will deploy our cadre of school improvement coaches to LEAs and our regional Professional Development Centers (see Appendix B-3-10). We will create teams of four coaches in the areas of mathematics, literacy, data, and leadership, who are skilled in implementing effective learning strategies powered by technology. These teams will go into our most needy schools, conduct audits, and provide coaching, modeling, and professional learning activities to promote effective 21st century instructional practices in the content areas as well as providing support to principals to become instructional leaders. In addition, they will increase assessment literacy by working with educators to develop formative and common benchmark assessments. Once we understand better the specific needs of these schools, our coaching teams will also be able to provide other support regionally, using our PD Centers, to schools with similar needs. In addition to our improvement coaches, the NHDOE will expand our OPEN NH eLearning for Educators Program (see Appendix B-3-11) by utilizing our existing array of professional development courses, as well as developing new courses and online communities to address specific needs identified by our persistently lowest-achieving schools.

This support system will not only build the capacity of all educators to articulate and implement the CCSS, but will also serve as a vehicle for advancing our current state initiatives that include the implementation of Response to Intervention/Instruction systems in our districts; expanding educator knowledge in the areas of differentiated instruction, assessment literacy, data analysis, and digital literacies; developing a cadre of instructional coaches and instructional leaders; and increasing educator knowledge, especially in the STEM content areas.

Part of our ongoing work with NH institutions of higher education (IHEs) has been to revise each teacher preparation program to meet the needs of our current students who, we believe, have a right to be educated using 21st century learning tools and strategies. To this end, we will convene the Professional Standards Board and the Council for Teacher Education to examine existing teacher preparation program approval standards to determine the degree of alignment with the CCSS. At the same time, we will be addressing the consistency of alignment of our newly developed teacher and principal effectiveness standards to ensure that from educator preparation to professional practice, our educational system provides strong support for the CCSS (see Section D).

While knowledge of the CCSS is a start, standards do nothing by themselves. The real work is in assisting our P-16 teachers in the implementation of these standards into daily instructional practices and assessments *for* and *of* student learning. NH will enlist the resources of our NH ASCD branch, NH Staff Development Council, NH Special Educators Association, NH School Administrators Association for Curriculum, Instruction, and Assessment as well as other professional education organizations to create an ongoing statewide system of professional development focused on this goal. This work will include gathering and disseminating clear examples of student work that demonstrate proficiency of our performance standards that will lead to more comparability of local assessments that support our statewide summative assessment and become part of our comprehensive assessment system. The ultimate goal is to convene teacher groups that will create a moderation system that will support the review and examination of student work within and beyond the school day. As part of a three year Nellie Mae Education Foundation grant, our Assessment Moderation System has already begun with the development of a NH High School Course Competencies Validation Rubric (see Appendix B-3-12) developed by a cadre of education practitioners and professional development experts and field tested by over 400 teachers in academic classes. That validation tool will be used by

schools and the NHDOE in internal and external review to assure reliability and validity of the course-level competencies against which demonstration of student mastery of course-level competencies, mandated by NH School Approval Standards, is required. NH is a front-runner in creating a competency-based assessment system that can be validly and reliably applied against uncommon student demonstrations of mastery both within and beyond the school day in a variety of settings where learning takes place. This work will support our assessment goals of incorporating curriculum embedded innovative item types into our statewide system, including performance assessments, competency-based assessments, and alternative assessments of our newly developed Learning Progressions in reading, writing, mathematics, and science. NH's work with the New England Secondary School Consortium and our collaborations with the UNH Institute on Disabilities and the Leadership and Learning Center will anchor this work by defining, refining, and validating our performance and competency-based assessments in high schools and helping define our Learning Progressions at all grades.

NH has had the goal of developing a comprehensive assessment system for a long time, and has built lots of “pieces” of the system. We have created Arts Assessment tools that are recognized nationally; we have passed state rules that require all high schools to develop and assess *core competencies* in order to allow students to learn both in and outside of classrooms and to grant credit for that learning based on *demonstration of mastery instead of seat time*; we have revised school approval standards to enable a dramatic shift in technology and ICT literacy instruction and assessment *from* the use of isolated computer labs and tests *to* the use of digital portfolios connecting ICT literacy to learning in core content areas; we have purchased and implemented a data analysis and assessment building tool that is available to all districts at no cost to them; we have developed learning progressions in reading, writing, mathematics, and science that will be the basis of our NH Alternate Learning Progressions Assessment (Clayton, Denham, & Schnittker, 2006); and we have been a leader in the development and implementation of sensory access research (Jorgensen, McSheehan, & Sonnemeier, 2010) and online accommodations for students. But what we have discovered is that all of the pieces are not yet a “system.” We are counting on our work with the Smarter/Balanced Assessment Consortium, the Partnership Consortium, the New England Secondary School Consortium, and the National Center on Education and the Economy’s (NCEE) Board Examination pilot project (see Appendix B-3-13), to integrate all these pieces into a comprehensive assessment system that

includes all content areas. Our system will include statewide adaptive testing; curriculum–embedded assessments that evaluate the full range of standards through local formative and benchmark assessments; competency-based course level assessments for determining high school credit; common summative assessments for content areas not currently in place (e.g., arts, social studies, world languages, health); a revised NH Alternate Assessment based on the newly developed Learning Progressions that link to NH grade level standards and the CCSS; and a system of gateway/readiness exams at high school that will ensure that our students are reaching college- and career-ready standards. We plan to share our learning from and with the other consortia states as we build this assessment system. It is important to us that the system: 1) be fully integrated into our system of standards, curriculum, instruction, assessment, and teacher development; 2) include evidence of actual student performance; 3) involve teachers at all levels; and 4) have the ultimate goal of improved teaching and learning.

RttT grant funds will go to extend our collaborative research in assessment and item design technology, helping us to provide intensive field support in the use of the tools and other augmented and assistive communication resources for both learning and assessing. Our professional development goals go beyond the new statewide assessments and will support a true comprehensive system that will *improve student performance and teacher effectiveness in all content areas and provide differentiated access for ALL students* as stated in our vision.

Our final goal is to expand our well-designed student data management system that currently allows our schools and districts to mine multiple measures of student performance in order to improve instruction and achievement. Real changes in teaching can occur when teachers review data and make daily decisions using that data paired with knowledge of effective instructional strategies, digital resources, and new media literacies. Although we have been working at assessment literacy since we introduced our PerformancePLUS System and have worked with over 4,000 NH educators in the past year (see Appendix B-3-14), we know that all teachers and leaders are not assessment literate, nor are they all technology literate at a level which we feel is required for effective teaching in a digital media-saturated society. Our plan includes expansion of our data coaching system to include data coaches and new media literacy coaches working as members of our school improvement teams. They will work on-site in schools and districts, as well as online and at our regional professional development centers, to offer a comprehensive professional development program on: 1) the use of Performance Tracker

to monitor student performance over time; 2) the use of Assessment Builder for embedding multiple item types into formative, benchmark, and end of unit assessments; and 3) the designing of tools and strategies for effective, engaging instruction and interventions which are informed by student performance data. This PerformancePLUS system already includes all of our state standards (and will be updated to include the CCSS upon adoption), as well as released items from our state assessment and from other states. Using these, districts can opt to use the system's curriculum mapping tool (Curriculum Connector) or any other mapping tool to connect their assessments to teaching and learning concepts. Our professional development will focus on expanding the use of these tools, supporting schools in specific areas of need, and connecting the use of data to instructional design for 21st century learners.

Implementing this robust system of data linked to students statewide has made a positive impact on student learning and progress. However, it has uncovered another area of need that we plan to address in our system. We have this PerformancePLUS system of student data that connects to our state level information system, i4see (Initiative for School Empowerment and Excellence), and is also connected to our special education data system (NHESIS) and our new Educator Information System (EIS). We need to work to improve the internal system of interconnectedness of all these systems to alleviate redundancy in reporting and also errors in transfer of data. Our goal is to close the gaps in our data collection systems and develop a statewide portal to link this data system to an online content system. The portal would provide a mechanism for accessing four inter-related elements: 1) student data; 2) open education resources providing a rich array of instructional content; 3) common core assessment features; and 4) digital portfolios containing student work. Once we have all of our teachers and leaders comfortable in the use of the portal, we plan to create a confidential portal for parents and students to gain access to student data and student work, enabling them to monitor growth and progress toward college and career readiness.

Lastly, we have begun to develop a student growth percentile (SGP) model (Betebenner, 2009) that includes all past assessment histories of our students and will allow us to visually track effectiveness of instruction and programs at the classroom, school, and district levels. Working with the Center for Assessment and nine other states (see Appendix B-3-15 for Student Growth Percentile Abstract and Consortium Agreement), we plan to integrate this model into our state reporting and accountability system so that educators, parents, and community members

can not only monitor how our schools are doing, but schools can connect with each other to share effective practices and successes. This very visual growth model will also serve to help our School Improvement Teams identify and target those schools with low achievement as well as schools that are not demonstrating sufficient growth toward helping ALL students be college- and career-ready.

The following chart defines our goals, activities, timelines, and responsible parties:

| | | |
|---|---|--|
| Goal 1: Adopt Common Core State Standards | | |
| Strategy: Adopt the Common Core State Standards | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Engage in the adoption process and adopt standards. | June-July 2010 | State Board of Education, Division of Instruction |
| Goal 2: Integrate and disseminate Common Core State Standards | | |
| Strategy: All preK-16 educators will become familiar with the Common Core State Standards | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Conduct a gap analysis to determine if NH curriculum frameworks align with Common Core standards. If a gap exists, create a crosswalk between the CCSS and the NH Curriculum Frameworks (including the NECAP standards and the NH-Alt Learning Progressions). Disseminate CCSS (and crosswalk) to educators, higher education institutions, policy makers, and the public. Plan for and implement a controlled and deliberate transition of NH's assessment system to the new standards. | Prior to start of the 2010-2011 school year Same Same By 2014-2015 | Division of Instruction, Division of Program Support, Council for Teacher Education, Division of Career Technology and Adult Learning, Health and Human Services, NEA-NH, AFT-NH |
| Goal 3: Collaborate with other states to create a powerful, comprehensive next generation preK-16 assessment system that informs the teaching and learning process and allows students to demonstrate their understanding of rigorous standards | | |
| Strategy: Design and implement a summative assessment aligned to CCSS | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Working with a variety of partners, including the SMARTER/Balanced Consortium, develop a state summative assessment aligned to CCSS that incorporates computer-adaptive testing structure, constructed-response items, and other innovative item types. | May 2010-June 2015 | Division of Instruction, Division of Career Technology and Adult Learning, Commissioner's Office |

| <p>Strategy: Design and implement a valid and reliable assessment system that allows for evaluation of student progress linked to the standards, that includes a statewide summative assessment as well as:</p> <ul style="list-style-type: none"> • Curriculum-embedded assessments that evaluate the full range of standards through local formative and benchmark assessments; • Competency-based course level assessment for determining high school credit; • Gateway/readiness exams at high school; • A revised NH-Alt assessment based on newly developed learning progressions that link to grade-level standards in reading, writing, mathematics, and science; and • Common summative assessments for content areas not currently in place (e.g., arts, social studies, world languages, health). | | |
|--|---|--|
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> • Working with a variety of partners, including the SMARTER/Balanced Consortium, develop curriculum-embedded assessments across grade levels that are linked to the standards and can be incorporated into LEA or school formative or benchmark assessments. • In collaboration with LEAs and high schools, coordinate local efforts in competency- and performance-based assessments in all content areas per state statute. • Pilot the Board Exam System in at least eight high schools. • Implement NH-Alt Learning Progressions assessment aligned to the CCSS. • Work with other states to create common summative assessments in curricular areas not included in the statewide summative assessment. | <p>June 2010 – June 2015</p> <p>By 2011</p> <p>By 2013 By May 2011</p> <p>Ongoing</p> | <p>Division of Instruction, Division of Program Support, Division of Career Technology and Adult Learning, NEA-NH, AFT-NH, New England Secondary Schools Consortium, National Center on Education and the Economy, The Leadership and Learning Center, UNH-Institute on Disabilities, Center for Assessment Measured Progress, Inc., Content Specialists from partner states</p> |
| <p>Goal 4: Build statewide, the capacity of all educators, preK-16, to articulate the new CCSS and implement them at the classroom level in their curriculum, instruction, and assessments</p> | | |
| <p>Strategy: Align curriculum, assessment, and instructional practices with Common Core standards</p> | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> • 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. • Host focus groups with legislators, business leaders, parents and community partners, and non-profits to develop understanding of the CCSS and gain support for student attainment of rigorous college- and career-ready standards. | <p>September 2010 – August 2012</p> <p>2010-2011</p> | <p>Division of Instruction, Division of Career Technology and Adult Learning</p> |

| | | |
|--|--|---|
| Strategy: Revise teacher preparation program approval standards to align with CCSS | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> 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, Council for Teacher Education |
| Strategy: Ensure comparability of locally managed and scored assessment components | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Create oversight/moderation/audit systems. Develop competency-based rubrics that embody the standards and clear examples of good work, benchmarked to performance standards. Convene LEAs and schools to engage in review and moderation processes to examine assessments and student work, within and beyond the school day. | August 2010 – December 2011 2011-2012 | Division of Program Support, Division of Instruction, Division of Career Technology and Adult Learning |
| Strategy: Ensure that teacher and leader education and development infuse knowledge of learning, curriculum, and assessment | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Continue and expand priority initiatives including: <ul style="list-style-type: none"> Response to Intervention/Instruction; Differentiated instruction; Instructional coaching; Instructional leadership; Assessment literacy and data analysis; and Content specific professional development, (i.e., Math Science Partnership projects, OPEN NH on-line professional development, NE Arts Assessment Institute). | February 2010 – September 2014 | NH Division of Program Support, Division of Instruction, Division of Career Technology and Adult Learning |
| Strategy: Incorporate formative assessments into the curriculum, organized around the standards, curriculum, and learning sequences to inform teaching and student learning | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Provide training online and at regional professional development centers in partnership with NH School Administrators Association, NH Principals Association, and NH higher education institutions. | September 2010 September 2014 | Division of Instruction Commissioner, OPEN NH, Higher Education Institutions, NH Principals Association, NH School Administrators Association, NEA-NH, AFT-NH |
| Strategy: Implement high-quality professional learning focused on examination of student work, curriculum and | | |

| assessment development, and moderated scoring | | |
|--|---|---|
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> • Provide professional development opportunities (both face-to-face and electronically) in: <ul style="list-style-type: none"> ○ PerformancePLUS tools; ○ Competency-based assessment; ○ Professional learning communities; and ○ Curriculum mapping (Curriculum Connector). | Ongoing | Division of Program Support, Division of Instruction, Division of Career Technology and Adult Learning, NH ASCD, NH NSDC |
| <p>Goal 5: Map and define differentiated paths so that all students can access the curriculum and assessments in ways that allow them to demonstrate their understanding of rigorous standards</p> | | |
| <p>Strategy: Ensure that NH teachers demonstrate effective implementation of Universal Design for Learning and Assessing by using research-based, innovative item design, test format design, and technology for learning, assessing, and processing student work</p> | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> • Research, evaluate, and develop innovative item designs and test formats that support multiple forms of student engagement, item presentation, and response formats, permitting students to demonstrate academic constructs in alternate yet highly rigorous ways (differentiated assessment). • Expand statewide training in appropriate selection and use of instructional and assessment accommodations that provide meaningful access while supporting rigorous performance expectations and maximum academic independence. • Provide intensive statewide educator training to administer curriculum-embedded NH Alternate Assessments of Learning Progressions (aligned to the CCSS) that demonstrate appropriate match to student sensory and communication needs (GSEG grant). • Expand use of Nimble Tools[®] Online System for delivery of NH computer-based assessments designed to support multiple access formats (EAG grant). • Develop statewide Computer-Adaptive Testing. • Provide intensive field support in use of augmented and assistive communication resources for learning and assessment. • Continue NH’s active program of collaborative research in assessment and item design technology and development of accessible portable item protocol standards (APIP-EAG grant). | <p>September 2010-June 2012</p> <p>Ongoing</p> <p>By Sept. 2010 and continuing</p> <p>2010-12</p> <p>By 2014 Ongoing</p> <p>2010-12</p> | <p>Division of Instruction with Grant partners: Nimble Assessment Systems, Inc.; UNH-Institute on Disability; and 15 Research Partner States already engaged in ongoing federally-funded Enhanced Assessment Grant (EAG) and General Supervision Enhancement Grant (GSEG) projects</p> <p>Smarter/Balanced Consortium</p> |
| <p>Strategy: Pilot the Board Examination system in at least eight high schools statewide</p> | | |

| Activities | Timeline | Responsible Party |
|--|---|---|
| <ul style="list-style-type: none"> Provide professional development on the adoption of a Board Examination System such as the Cambridge International Examination's International Certificate of Secondary Education (IGCSE) and their AICE program, the College Board's Advanced Placement (AP) Program, the International Baccalaureate (IB) Diploma Program, ACT's Quality Core or Pearson Edexcel's IGCSE and A-level programs. | September 2010- June 2015 | Division of Instruction, Division of Career Technology and Adult Education, National Center on Education and the Economy |
| <p>Goal 6: Expand NH's data system that allows schools and districts to powerfully mine multiple measures of student performance in order to improve instruction and student achievement through assessment literacy</p> | | |
| <p>Strategy: Ensure that NH teachers and administrators achieve high levels of assessment literacy enabling them to use data to effectively support learning and teaching</p> | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Mine statewide assessment data from sources currently in place to create longitudinal data views enabling schools, districts, and NHDOE to monitor student achievement and school effectiveness over time. Enhance our PerformancePLUS system to: <ul style="list-style-type: none"> Assist teachers and leaders in analysis of multiple forms of assessments over time (longitudinal student data) accessible at the school/district level [<i>Performance Tracker</i>]; Provide teachers and leaders with support in the use of <i>Curriculum Connector</i> and other curriculum mapping tools; and Assist teachers and leaders in the use of <i>Assessment Builder</i> to increase the number of and different types of assessments available to measure student progress at the local level. Continue professional development in data use and assessment literacy. Expand statewide professional training in development of e-portfolios. Make available to districts data on learner characteristics and usage of accommodations. Create a confidential portal for parents and students to access student achievement data and monitor growth and progress toward college and career readiness. | <p>Ongoing</p> <p>2010 and ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>2011</p> <p>2011-12</p> | <p>Division of Instruction</p> <p>Division of Program Support - Data Management Group</p> <p>NHDOE Data Coaches</p> <p>Division of Instruction</p> <p>UNH-Institute on Disabilities</p> |
| <p>Strategy: Develop a reporting system that allows parents and teachers to monitor student academic achievement and growth toward college and career readiness</p> | | |
| Activities | Timeline | Responsible Party |

| | | |
|--|---------------------------------|--|
| <ul style="list-style-type: none"> Develop and implement a student growth percentile (SGP) model to track effectiveness of instruction and programs at the classroom, school, and district levels. | September 2010 – September 2011 | Division of Instruction, Center for Assessment |
| Strategy: Identify and close gaps in data collection systems | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Work to improve the transition between internal data systems [i.e., Special Education (NHESIS), Teacher Information (EIS), Initiative for School Empowerment and Excellence (i4see), and Electronic Submission System (ESS)]. | September 2010 – June 2012 | All Divisions in the agency |
| Strategy: Develop an early warning system to catch students before they fail and provide reports from early warning system to districts and schools | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Provide technical assistance, as necessary, to schools and districts in the adoption and implementation of the State’s early warning system at the individual student level. Provide training in the use of data to identify and target supports for students identified through the RtI process. | 2010- 2014 Ongoing | Division of Career Technology and Adult Learning, Division of Instruction, Division of Program Support |

| Performance Measures for Standards and Assessment | Baseline | End of 2011 | End of 2012 | End of 2013 | End of 2014 |
|---|----------------------|---------------------------------|-------------------------|-----------------------------|--------------|
| Join national consortia to develop assessments based on the CCSS | April 2010 | | | | |
| Adopt CCSS | July 2010 | | | | |
| CCSS integrated into state standards | | 100% | | | |
| Develop summative assessment based on CCSS | | | | | Pilot year |
| Transition from NECAP performance standards to CCSS performance standards | | 5-10% | 10-15% | 15-25% | |
| Professional development to districts to integrate CCSS into curriculum, instruction, and assessments | | 50% of districts | 75% of districts | 100% of districts | |
| Pilot and implement Board Exam | 0 high schools | 8 high schools | 20 high schools | 50 high schools | 100% (86 HS) |
| Implement new /revised NH Alt | | 100% | | | |
| Develop and implement classroom level curriculum embedded assessments | 5% | 25% | 50% | 75% | 100% |
| Deploy School Improvement Teams to support transition and improve results | 5% | 25% | 50% | 100% | 100% |
| Create and implement moderation audit system for local scoring | Planning | System created | Pilot in HS first | Expand to MS and elementary | |
| Develop online resources for teachers on new standards, assessments, and state initiatives | Reaching 5% of staff | 25% | 50% | 75% | 100% |
| Implement item types and response formats that promote Universal Access | Science assessments | Reading and writing assessments | Math assessments | | |
| Enhance data system to allow for parent/student access | 1% | Pilot with 50% of districts | 100% | | |
| Develop and provide access to student growth percentile model | Develop | Pilot with districts | Go public with software | | |

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(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

Vision: A continuously improving student-level data system; responding to the needs of all stakeholders to provide a data resource central to improved education at all levels.

(C)(1) Fully implementing a statewide longitudinal data system

Since 2004-05, NH has been implementing a longitudinal data system that meets the requirements for the America COMPETES Act (see Figure C-1 below). This comprehensive system enables the State to assess its achievement of RttT's goals and those in the State's reform plan. As described in the State's recent grant proposal abstract, NH will expand upon the existing infrastructure to have a comprehensive P-20 system (see Appendix C-1-1).

NH's student-level collection tracks every public school student and ensures that each student is accounted for from year to year. A series of validation procedures are invoked to ensure accurate and complete data. Furthermore, educators' use of data offers another level of verification—between students physically in the class and the data available for analysis by the teachers.

Early in the development of its comprehensive statewide longitudinal data system (SLDS), the State implemented tools and, more importantly, developed training to build the capacity of educators across schools to access and use data to inform instructional decisions. The State has developed a solid infrastructure in its schools that follows the corporate model of data-driven decision making. Data teams in schools throughout the state are leveraging data and tools for a variety of purposes, e.g., to change curriculum, to personalize education, to collaborate across schools, to create mentoring and development plans for educators, to evaluate educators, and to provide parents access to data on student and school performance. From January 2009 to March 2010, logins to the system almost tripled from 236.8 logins to 607.8 per day. For a relatively small state, this magnitude of use is fantastic.

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. | Complete |
| <ul style="list-style-type: none"> Beginning with the 2004-05 school year, the State developed a full student-level collection. NH prides itself on not just the student data system, but on the processes, training, and audit procedures that ensure high-quality and accurate data. To implement the current student-level collection, the State developed the Initiative for School Empowerment and Excellence (i4see)—a system that includes the assignment of a randomized, unique pupil identifier. We deliberately named the initiative to emphasize the importance of collecting data, not just for the State, but to help schools leverage this data to improve their operations and the instruction of students—to <u>empower schools for greater excellence.</u> | |
| E2. Student-level enrollment, demographic and program participation information. | Completed |
| <ul style="list-style-type: none"> The NHD OE realized early in the process that schools must have access to more than ‘basic’ data to effectively inform instruction. As such, the system includes significant student demographics—both state-mandated information as well as locally-determined data on student and program involvement. Every student who leaves the public school system must be accounted for by our schools. | |
| E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs. | Completed |
| <ul style="list-style-type: none"> The student-level collection was created in large part to address our state’s desire to reduce the dropout rate. NH’s longitudinal data system collects data on alternative program enrollment, college enrollment, and college completion. | |
| E4. The capacity to communicate with higher education data systems. | Completed (partial) |
| <ul style="list-style-type: none"> The State has been working with higher education institutions for many years to exchange information about student enrollment as well as employment for our career and technical high schools. Over the past four years, the NHD OE has been able to track college enrollment for students who have completed or dropped out of high school. We have found that many dropouts are enrolling in college. Through this collaboration, we have been able to follow nearly every student to understand the success of these high schools as measured by college enrollment and college completion. During the 2009-10, the NH House and Senate voted to expand this collection¹. We will now be collecting course and other information through direct interfaces with all of the State’s public and many of the private postsecondary institutions. We will be able to track which high school students were enrolled in a dual enrollment course in a community college through Project Running Start. Data has shown that students who take at least one course in Project Running Start are less likely to need college remediation. This is significant, since the average rate of incoming freshmen in need of remediation is upwards of 50%, whereas two years of preliminary data with a subgroup of those that had enrolled in Project Running Start showed a less than 10% rate of remediation. | |
| E5. A State data audit system assessing data quality, validity, and reliability. | Completed. |
| <ul style="list-style-type: none"> NH has a multi-tiered process to ensure the data is accurate. When each school submits data, it is verified using hundreds of rules to ensure its accuracy. A second set of rules verify that data across the district is accurate. For example, if a school indicates a student transferred from one school to another in the district, the rules ensure the student was received by another district school. Third, state-level reports require schools to address anomalies across the state until none exist. For example, two schools across the state can not claim the same students (during the same time period—unless dual enrollment is identified). Finally, superintendents must verify and sign summary and detail reports to certify the accuracy of the district’s data. | |

¹ HB 1495 has been enrolled, and is anticipated to go to the Governor’s office for his signature by the end of June, 2010.

| | |
|--|----------------------|
| E6. Yearly test records of individual students with respect to assessments. | Completed. |
| <ul style="list-style-type: none"> Our collection has been designed to incorporate not only state assessments, (NECAP), but also national and local assessments administered by our schools. Schools are using these multiple assessments to inform instruction for individuals and groups of students, and compare success and needs across schools and teachers. | |
| E7. Information on students not tested, by grade and subject. | Completed |
| <ul style="list-style-type: none"> Our system tracks every student and his or her assessment results. The system can identify all students who are not tested for each subject assessed. In 2009, 99% of students statewide completed statewide assessments. | |
| E8. A teacher identifier system with the ability to match teachers to students. | Completed. |
| <ul style="list-style-type: none"> NH has recently implemented a new Educator Information System that mandates the identification of every teacher and course they teach. It not only tracks core teachers, but also every teacher and credentialed role in the schools (e.g., arts, guidance, principal). Beginning in 2008, the State began collecting student-teacher data. This collection has enabled schools to empower teachers to better understand how the students in their class(es) are performing on multiple assessments. In some districts and career and technical schools, teachers participate in professional development at the end of the school year to analyze data on the students they will teach in the fall, e.g., assessment results, absentee information, suspension data, and other data to begin differentiating curriculum before the students arrive. This is particularly helpful in STEM programs as the data allows tutoring and other supports to be established ahead of the school year. The information also allows teachers to know the level of competence in reading and math of all students, promoting an awareness that can lead to targeted instruction that results in better overall success. | |
| E9. Student-level transcript information, including information on courses completed and grades earned. | Completed (partial). |
| <ul style="list-style-type: none"> Recognizing that educators, particularly in high school, can use grade information to better understand their student success, the NHDOE's student data collection includes class grades. By collecting the class grades for all courses taught by teachers in NH, a full transcript system can be created. As part of this grant, we hope to expand our capabilities to take the transcript information collected in our student data warehouse and enable this information to be shared across K-12 and postsecondary schools throughout the state. Per a legislative mandate, the collection of transcript information will exist for every publicly funded student from early childhood through college completion¹. | |
| E10. Student-level college readiness test scores. | Completed (partial). |
| <ul style="list-style-type: none"> Through our student data collection, schools can analyze college readiness by considering state and high school assessments, curricular achievements (e.g., Advanced Placement courses), and college placement exams, such as the PSAT. Finally, as part of this RttT grant and through legislation that mandates college remedial and course information, our system will be collecting college course data that will help high schools understand how their programs translate into success in college courses. | |
| 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. | Completed (partial). |
| <ul style="list-style-type: none"> Almost three years ago, the Governor of New Hampshire formed the P-16 Governors Council. This group has brought together stakeholders from K-12, postsecondary, the legislature, and other state agencies. Through this collaboration and legislation passed this year, the State now has the infrastructure to track student success from high school to public and many private colleges in NH. This will enable analysis of remedial coursework at both private and public postsecondary institutions. | |
| E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education. | Completed. |
| <ul style="list-style-type: none"> As previously described, this data contains the critical details to enable educators to inform instruction. From information about specific programs schools are trying out, to many assessments including state, national, and locally designed formative assessments, to college and other indicators of college success, the system is instilling in our schools a culture of data-driven decision making. | |

(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.²

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

² 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.

Vision: Build the capacity of all stakeholders to make informed, data-driven decisions in their role of educator—as student, parent, teacher, policymaker, etc.

(C)(2) Accessing and using State data

Existing State infrastructure supporting this vision. NHDOE’s SLDS has become the central source for teachers, school leaders, policymakers, researchers, and other stakeholders to make data-informed policy decisions related to instructional improvement, program reporting, state assessment and accountability, education funding, and dropout reduction. NH and its stakeholders have found that increased use of a single source of data helps to verify and ensure quality of data as well as improve the ability to make critical policy decisions. In a 2009 report from the Regional Educational Laboratory Northeast and Islands (REL-NEI), NH was highlighted as having all the components required for schools to incorporate data-informed decision making—“Only New Hampshire appears to provide all four components to every school in the state” (REL, 2009, p. 2) (see Appendix C-2-2).

NH contracted with PerformancePLUS (now part of SunGard Public Sector) to implement an access portal for teachers and administrators 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. The system allows LEAs and the NHDOE to analyze the effectiveness of interventions and programs. For example, LEAs can consider the effectiveness of STEM programs such as Project Lead the Way and Biotechnology by annually analyzing the progress of students in the programs as well as their success in transitioning into postsecondary

The State’s data analysis and tools have been used by parents at home, policymakers in our statehouse, and researchers in postsecondary institutions. The NHDOE held trainings that highlighted the need for increased access to data for parents and students. Although many local schools use their own student information systems to allow parents and students to access data, this past year many schools took advantage of the PerformancePLUS system to give parents access to their student’s data.

A debate in the state legislature related to education funding led to different cost scenarios developed, based on data retrieved from the SLDS. Postsecondary institutions that are training future teachers have incorporated data warehouse tools, such as PerformancePLUS, into their curriculum.

State plan to move forward. Although great progress has been made, the State's plan 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. It builds upon the success of the Initiative for School Empowerment and Excellence (i4see) to further institutionalize the use of data to inform instruction, practice, and policy. Future efforts will include expanding the data collection from K-12 to P-20, enabling "real-time" transfer of data, continuing to build ability of stakeholders to access and use data, and working with researchers to use data to study effectiveness of programs.

Over the past year the NHDOE has been working with early childhood providers and postsecondary institutions to discuss the process for assigning student identifiers, how data will be transferred, and what data will be shared, e.g., course information, grades, postsecondary entry and exit data, and early childhood participation information. As defined in the budget narrative, the postsecondary and early childhood entities will be integrating their student systems through our i4see.

The grant will also enable real-time transfers between districts and the statewide data warehouse. To build upon this system, the NHDOE will create an automated connection with a state-sponsored student information system. Over the past year, the department has worked with vendors to identify the required scope for this integration.

To build the expertise and knowledge to access and analyze data in the SLDS, NH developed a train-the-trainer model. NHDOE staff will continue to build upon our prior success by developing and increasing support to trainers in every school. These trainers will learn how to interpret the data for the benefit of their LEAs, how to train other colleagues, and how to train an LEA to extend the use of data to parents, students, school boards, and other stakeholders.

To help the public use data in their own decision making and help encourage LEAs to ensure the highest quality in their data (beyond other existing verification processes), the NHDOE will further promote data access and use through our public web presence.

In 2009, the NHDOE convened a Research Group, consisting of individuals from public and private universities and research centers, to raise their awareness of the extent of data in the warehouse and promote its use by faculty and students. The group meets throughout the year to identify potential areas of research (e.g., understanding the elements of successful dropout programs). As a result, one college is using SLDS data to determine if mentoring programs would help students who have the aptitude for college, but have not applied.

Although the primary focus of the Department has been on leveraging data use in LEAs, we developed a model that enables NHDOE staff to further access SLDS data. Over the past year, the SLDS team has worked with staff to incorporate data use into existing programs, e.g., assisting the Response to Intervention team to incorporate PerformancePLUS in their work with LEAs. As we move forward, SLDS data will be used to evaluate teacher and leader performance and to support work in our persistently lowest-performing schools.

Finally, the state has found it very successful to connect with existing communities to build their expertise in data use and collection—a model we will continue to leverage and expand. For example, school districts have user groups for their student information systems, which bring together dozens of LEAs. The NHDOE has worked with these communities to train them in the use of data analysis. We will expand this effort to tap into additional communities and build their expertise and ongoing dialogue by leveraging 21st century tools to interact with them (e.g., virtual education, tools such as twitter and blogs).

| 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. | 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 |
|--|--|---------------------|---------------------|---------------------|---------------------|
| Use of SLDS by Department of Education staff—number of active users | 3 | 10 | 15 | 20 | 20 |
| Use of SLDS by Department of Education Staff for policy and research stakeholders—number of data requests | 5 | 10 | 15 | 15 | 15 |
| Use of PerformancePLUS by parents and students—number of schools | 5 | 20 | 100 | 200 | 300 |
| Use of PerformancePLUS by educators—number of logins per month | 7,000 | 10k | 15k | 25k | 30k |

| | | |
|---|------------------|--|
| <p>Strategy 2: Expand upon a framework of support that has been built to train teams of educators in every school, develop virtual training for all stakeholders, connect parents and students to data to assist them in personalizing their education, and identify and work with communities of stakeholders</p> | | |
| <p>Goal: Ensure all schools are leveraging this data by 2013 to include in the evaluation of teacher performance.</p> | | |
| <ul style="list-style-type: none"> (See action items in Section D.) Although the data systems include all the required elements of the America COMPETES Act, additional elements will be required to capture teacher evaluation data outside of student achievement. | By December 2013 | Division of Program Support |
| <p>Goal: Expand the Research Group that has been convened by NHDOE</p> | | |
| <ul style="list-style-type: none"> Dedicate staff for the Research Group to facilitate work-sessions with research institutions to identify priority topics for research. Provide grants to individual and institutional research entities to conduct research on priority topics. Develop and disseminate best practices to LEAs and other stakeholders, based upon research findings. | By July 2011 | Division of Program Support, Division of Instruction |
| <p>Goal: To further build NHDOE's capacity to leverage the SLDS</p> | | |
| <ul style="list-style-type: none"> Build capacity in NHDOE to use and integrate data tools into services they provide to LEAs and other stakeholders. Develop data stewards in each program at the NHDOE. Develop online training to expand capacity. | By July 2012 | Division of Program Support |
| <p>Goal: By 2012, publish data on teacher and school success for public consumption</p> | | |
| <ul style="list-style-type: none"> Determine breadth of data that can be published for public consumption, develop public reports in digestible formats, and provide access in a meaningful format. Create and implement communications strategy to build knowledge and use of public data by the public. | By July 2012 | Division of Program Support |
| <p>Goal: By 2012, have regular communities of support meeting (virtual and/or in person) throughout the state for school personnel, policymakers, and other stakeholders</p> | | |
| <ul style="list-style-type: none"> Identify critical communities of support to meet the overall goals of the State's reform plan. Develop baseline and target metrics to guide success. Expand upon existing regional professional development centers, Research Group, Superintendents' Curriculum, Instruction, and Assessment Group, principals association, teachers' unions, special education association, and other groups to enhance and build communities of support. Enhance existing tools (e.g., instructional listservs, professional development webinars), build upon existing infrastructures (e.g., virtual learning), and create new tools where needed to enable communications for these communities. | By July 2012 | Division of Program Support |

(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

Vision: Foster a culture of data-informed decision making in all school personnel

(C)(3)(i) Increase the adoption and use of local instructional improvement programs

Over four years ago, New Hampshire recognized that data must be used to inform instruction and that educators must be the primary ones who embrace its use. Improvement in instruction is the foundation of our P-20 goals, and data helps to identify what works. To enable educators to reach this goal, the NHDOE partnered with PerformancePLUS to deliver to all LEAs a solution, which included three critical components: 1) the ability to analyze data and tie the analysis to specific state and local standards, effectiveness of program, and outcomes such as college success; 2) the ability to connect the analysis to the district's curriculum; and 3) the ability to create new benchmark assessments when needed to inform decisions.

By partnering with PerformancePLUS, we have built the infrastructure to achieve this vision. The system allows administrators and teachers to examine the success of programs for an individual child or specific subgroups, to identify individual needs, and to target instruction. Through agreements with major assessment providers, the State is able to include local student assessment results in the data repository, so schools are able to access to state and local assessment data from one central location. For example, we warehouse data from the following assessments: Measures of Academic Progress (Northwest Evaluation Association), DIBELS (Dynamic Indicators of Basic Early Literacy Skills), AimsWeb (Response to Intervention Assessment), College Placement (e.g., PSAT, SAT), and other assessments. This information, along with student characteristics such as suspension, course completion, specific program participation, attendance, etc. provides educators with a wealth of data upon which to make wise decisions about their schools, their curriculum, and their instructional strategies. A training presentation found in Appendix C-3-3, describes how the PerformancePLUS solution is used by different stakeholders in our schools (e.g., principal, teacher, special education coordinator).

PerformancePLUS allows schools to create their own local formative and summative benchmark assessments to further identify student needs and refine their instruction. The solution also allows teachers to map their daily curriculum to allow analysis of when state standards are taught in the curriculum as well as the ability to share lessons with their colleagues. All the components of the solution are tied to state standards so that educators can follow student

progress, assess progress, and plan their curriculum in a tight process that ensures the acquisition of standards.

Some examples of the current success across the state include:

- Teachers are using multiple assessments to triangulate their understanding of student performance with quantitative data, to identify students' success, and their challenges with given state standards (Franklin).
- Districts are looking across schools to increase collaboration, e.g., bringing together math leads after realizing two feeding elementary schools were outperforming a third in a specific topic (Haverhill Cooperative).
- Schools are using data to inform their reading initiative as they focus on literacy (Pembroke).
- Curriculum directors are analyzing the connection between their students' performance on standards with the curriculum being taught in their schools. Strengths, weaknesses, and gaps in the curriculum are quickly identified when analyzing the data. (Derry).
- Special education coordinators and case managers are monitoring and tracking individual student growth and needs (Allenstown).
- Districts are using data to build personal learning plans to guide the education for every student (Lin-wood).
- Schools are building their own local assessments to monitor student progress throughout the year (Manchester, Derry).

(C)(3)(ii) Support participating LEAs and schools that are using instructional improvement programs

We have built a training team that visits schools around the state to engage educators with and build their capacity to leverage data. This team has provided training for prospective teachers in preparation programs, completed targeted work with struggling schools and districts, and constructed a website for teachers to access training online, (e.g., case profiles, videos, and other helpful documents). A snapshot of the NHDOE's training calendar provides a view into a few of these trainings (see Appendix C-3-4). As identified in our State reform plan, NHDOE will continue to build upon the work we do to infuse data-driven decision making in our LEAs. Schools are able to use the data to look for trends that predict success or failure in their schools.

Through a grant from the National Governors Association, we are developing an early warning system that focuses on dropout prevention, college enrollment, and reduction in college remediation. By using data in the SLDS, we can create reports that help schools identify students who are likely to drop out. Similarly, we can identify students who may be good candidates for college enrollment and target them for assistance to encourage enrollment.

Our State reform plan expands upon our current training to reach out to more educators and schools, and will be coordinated with school improvement teams, assessment teams, and other grant components. Finally, we will build upon existing communities of support to promote the sharing of best practices among educators, e.g., the use of PowerSchool as one of our student information systems. This community of users meets monthly to share expertise. This year, we also began a PerformancePLUS user group to share data analysis expertise. We will create additional specialized groups, e.g., a special educators' user group. Along with these face-to-face opportunities for growth, we will collaborate with our State's virtual training experts to provide virtual communities so that travel does not limit access to participation in these user communities.

(C)(3)(iii) Make data from instructional improvement systems, together with statewide longitudinal data system data, available and accessible to researchers

Since 2009, the NHDOE has convened a group of researchers from colleges, universities, and nonprofit policy organizations across the state to increase their awareness of the data available in the SLDS, to generate topics for research, and to begin to develop a research agenda for the state. The department has built a webpage to share knowledge of the scope and depth of the data warehouse with researchers and the public. It has also crafted a Memorandum of Understanding, which researchers can use to request student-level data. If awarded Race to the Top funds, the State will provide grants to researchers and research institutes to undertake efforts that would further the State's reform agenda.

| 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. | 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 |
|--|--|---------------------|---------------------|---------------------|---------------------|
| Number of school trainings | 250 | 400 | 500 | 400 | 300 |
| Use of PerformancePLUS by Parents and Students – number of schools | 5 | 20 | 100 | 200 | 300 |
| Use of PerformancePLUS by Educators – number of logins per month | 7,000 | 10k | 15k | 25k | 30k |

| Activities | Timeline | Responsible Party |
|--|-----------------|--|
| <p>Strategy 3: Foster a culture in our schools to recognize the value in using data to inform instruction and ensure appropriate growth for every student; expand upon a framework of training and support that has been built in NH to train educators/school teams in every school to leverage data to inform instruction on a daily basis, and build upon prior success to expand the Research Group’s capacity to translate data into effective policy decisions and educational practice</p> | | |
| <p>Goal: By 2011, build a repository of online training tools that demonstrate the success of data-informed instruction and provide knowledge for those motivated to implement it</p> | | |
| <ul style="list-style-type: none"> Expand online training guides (presentations, videos, help documents) to provide guidance for wide range of user levels. Develop a series of data literacy online courses through our OPEN-NH eLearning for Educators Program. Develop online Q&A tool, blog, and other online social networking tools to enable dialogue between educators using data to inform instruction. Create 10 case studies that describe how schools have leveraged data to inform instruction. Ensure the case studies include wide gamut of educator roles. | By July 2011 | Division of Program Support, Division of Instruction |
| <p>Goal: By 2012, develop an early warning system</p> | | |
| <ul style="list-style-type: none"> Build upon existing work with NGA to confirm early warning indicators. Integrate early warning system into the existing data system used by educators. Create and provide professional development to build expertise and capacity across all schools. | By July 2012 | Division of Program Support |

Goal: By 2012, identify and train an educator in every NH school and increase teacher use of data in SLDS from the current 607 per day to 1,500 logins per day; using a combination of crowd-sourced expertise and a train-the-trainer model.

| | | |
|--|-------------------------|---|
| <ul style="list-style-type: none"> • Work with every school and district to identify the individual(s) in each school who will become the champion of data-informed decision making. • Increase the resources available to train the trainers. • Integrate training with the other activities to support trainers (e.g., communities of support, virtual training). | <p>By July 2012</p> | <p>Division of Program Support, Division of Instruction</p> |
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(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

Vision: Each and every New Hampshire student is educated by effective teachers and principals.

D)(1)(i) Legal, statutory, or regulatory provisions that allow alternative routes to certification.

New Hampshire has a long history of maintaining rigor while supporting innovation in the preparation and licensure of its teachers and administrators through its regulatory and statutory provisions and authority. The New Hampshire State Board of Education has statutory authority relative to the certification of teachers, supervisors and administrators in New Hampshire public schools; approval of teacher preparation programs; procedures for the electronic certification of educator credentials; and the establishment of certification fees; (RSA 186:11 X). The State Board retains the authority to enter rulemaking and adopt final administrative rules governing the teaching profession. And, for more than three decades, the state has partnered with school districts in the management of non-traditional, alternative routes.

The Professional Standards Board (PSB) (RSA 186:60) and the Council for Teacher Education (RSA 190) were established by law as advisory to the NH State Board of Education. These two bodies work independently (and often in joint committee or sub-committee), as charged by the state board of education on an annual basis, on policy issues including, but not limited to pre-service education, continuing education, professional growth, educator certification for teachers, administrators and paraprofessionals (initial and renewal), revocation of credentials, performance evaluation, and staffing patterns (see Appendix D-1-1 for NH Regulations and Statutes).

In its 2009-2010 charge, the State Board directed the PSB to review specific rules regarding teacher preparation and certification and make recommendations to the state board as follows:

- *“Review proposed certification rules and make recommendations to the State Board relative to Computer Technology Educator, Technology Education, General Special Education, and Professional Development Master Plans.*
- *Review the requirements for Beginning Educator Credential, Experienced Educator Credential and Master Teacher Credential with a focus on demonstration of competence in meeting the needs of 21st Century learners.*

- *Examine the teacher preparation program approval process to ensure that it both supports the continuous improvement of preparation programs and aligns with emerging new state and federal program accountability requirements.*
- *Continue the review of nontraditional routes to certification (Alternative methods 3, 4, and 5) and recommend an accountability system that will ensure consistency and rigor of plan development and implementation.*
- *Continue to work collaboratively with the Council for Teacher Education and the Professional Standards Board on areas of common interest including quality preparation and professional development of educators.”*

On May 24, 2010, the PSB submitted a preliminary report to the NH State Board of Education with its initial recommendations in response to the current state board charge (See Appendix D-1-2 Report from PSB to New Hampshire State Board of Education).

D(1)(ii) Alternative routes to certification that are in use

New Hampshire delineates five pathways to educator certification: two traditional certification pathways and three non-traditional, or alternative, certification pathways. The traditional certification pathways are available to candidates who successfully complete an approved teacher preparation program either in-state (**Method 1**) or out-of-state (**Method 2**). The three non-traditional, alternative certification pathways are available to individuals who meet specific criteria depending upon the alternative certification pathway pursued: **Method 3** requires demonstration of teacher competencies through an interview and submission of portfolio, regional- or national-level certification (i.e., National Board of Professional Teaching Standards), or through transcript analysis. **Method 4** requires successful completion of a professional development plan within a listed critical shortage area, successful teaching under an approved mentor, and recommendation by the Superintendent of Schools. **Method 5** requires completion of a Bachelor’s degree, 30 hours of course work in a particular academic area, one year of successful teaching under an approved mentor, and recommendation by the Superintendent of Schools. Districts are required to provide certified mentors as well as formative and summative evaluations on competencies met for Methods 4 and 5 (see Appendix D-1-3 for NH Regulation Part Ed. 505 and Description of NH Certification Pathways).

In addition to the three alternative certification methods described above, **NH's Upper Valley Educators Institute (UVEI)** provides an innovative approach to the Method 1 traditional certification pathway. Candidates with strong academic backgrounds and career and life experiences are prepared for teaching through an intensive ten-month internship program. Successful completion of the UVEI program and meeting testing requirements provides candidates with a beginning educator credential.

(D)(1)(iii) A process for monitoring, evaluating and identifying and filling areas of teacher and principal shortage

New Hampshire's educator critical shortage area selection methodology has been in place for over a decade. Critical shortage areas are determined on an annual basis through an analysis of three data sets: *statewide Critical Shortage survey data; reports from NH approved teacher preparation programs indicating the number of candidates who complete programs, receive certification, and are hired within all endorsement areas; and a report of the number of candidates who have received certification through one of the non-traditional, alternative certification pathways.*

These data sets are analyzed collectively to determine gaps in supply and demand for all of the NH endorsement areas. Based on this analysis, endorsement areas that are "difficult to fill", where the demand significantly exceeds the supply, are identified as critical shortage areas for a given school year. The critical shortage area list is posted on the NH DOE website and sent to all superintendents to assist them in the hiring process and in recommending qualified candidates for one of the non-traditional/alternative certification pathways in order to fill hiring gaps. This information is also shared with the Council for Teacher education and used in their deliberations about expanding teacher preparation programs.

For the past decade, special education has been a persistent critical shortage area. In response to this need, Granite State College provides an initial program to support non-traditional/Alternative 4 candidates in completing necessary coursework and ultimately transitions them to a traditional pre-service program for completion of their degree and/or professional development plan. In 2009, Granite State College recommended 58 teacher candidates for a general education certificate with 70% of those candidates now employed in NH schools. Critical shortage area data are also used to inform the NH educator pipeline (see

Appendix D-1- 4 Teacher Completers Report). The NH Future Educator Academy (FEA), jointly sponsored by NEA-NH and the NHDOE, encourages high school students to consider a teaching career. Critical shortage areas are promoted as areas of high demand with increased likelihood of employment upon graduation from college.

Evidence for (D)(1)(i) A description of the State’s applicable laws, statutes, regulations, or other relevant legal documents See Appendix D-1-1 for NH Regulations and Statutes Governing Alternative Certification

Evidence for (D)(1)(ii) List of alternative programs operating in the State under the State’s alternative routes to certification

Total number of teachers certified statewide in 2008-09: 1434

Total number of principals certified statewide in 08-09: 83

Total number of alternative 3 teacher candidates issued certificates in 08-09: 9

Total number of alternative 4 teacher candidates issued certificates in 08-09: 45

Total number of alternative 5 candidates issued certificates in 08-09: 28

Total number of principals certified by alternative pathway in 08-09: 5

(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

During the 2005-2006 school year, New Hampshire established the Follow the Child (FTC) initiative defining the purpose of NH’s educational system—to *preserve the individual education of each child by helping schools and teachers foster student aspirations to promote student achievement through an emphasis on personalized learning and assessment*. Through the Follow the Child initiative, student growth is measured within personal, social, physical, and academic facets of each student's life while also defining the necessary support systems needed for each student's success through the development of personalized learning plans. NH has implemented processes and procedures to assess and monitor the four facets of child development identified in the initiative, e.g., NECAP, My Voice Survey©, local benchmark and formative assessments, competency-based course assessments (at the high school level) end-of-course tests, and student portfolios (Appendix D-2-5 Student Work Samples).

Student growth—the *change in student achievement for an individual student between two or more points in time*—requires multiple measures for multiple reasons. First, all classrooms are not created equally, e.g., non-random assignment of students. Therefore, “point-in-time” snapshots of student growth are highly inaccurate measures of student performance. Measures of student achievement over time to assess student learning gains and the impact of teachers and schools on student learning are necessary (Domeleski and Hill, 2010; Harris, 2009). Second, student growth as measured by NECAP, can only be applied easily in grades 3, 8, and 11 in mathematics and reading, grades 5, 8, and 11 in writing, and grades 4, 8, and 11 in science excluding such measures of student growth in other grade levels and subject areas. NH will continue to strengthen and employ multiple measures of student growth to make accurate inferences about the relationship between teacher and principal effectiveness and student growth.

Beginning in June 2010, NH will work other states through the Smarter Balanced Assessment Consortium to develop and implement definitions of appropriate student growth over time for all grade levels and subject areas. Membership in this consortium will help develop coherent assessment systems comprised of multiple integrated components including a variety of formative assessments to support and inform classroom instruction. Assessments will include evidence of actual student performance on challenging tasks that evaluate standards for 21st century learning.

NH will continue to measure and track student achievement over time using data from the statewide NECAP, local summative and formative assessments, third party standardized assessments such as the Measures of Academic Progress (MAP), DIBELS, and AIMSWEB, samples of student work, and evidence from teacher portfolios. Initially, local evaluation processes that look at classroom evidence of student achievement and results of standardized testing will provide the measures of student achievement used in the overall definition of student growth.

The State is currently working with the Center on Assessment to develop a normative growth model that can be used as part of its State Accountability System to assess student growth in all academic areas. School level data using a normative growth model will provide the initial measurement of a *school's* growth to be followed by the opportunity to measure growth by team, grade level, and individual educator contribution to growth as measured in the tested subjects as the NH growth model matures. As NH's data system develops, multiple years of data will be linked to individual educators and will provide trend data for the calculation of student growth that could be attributed to individual educators using a form of value-added analyses. As NH's Comprehensive Assessment System evolves to include common formative and summative assessments, these data points will also be included. Teacher and principal involvement in determining the relative weighting of the various measures of student growth and achievement for the state definition will be paramount.

Performance Tracker (part of Sungard PerformancePlus product line) is an assessment reporting tool that has been available to and used by NH educators since 2007. Performance Tracker is New Hampshire's single online system that is used to measure and monitor student progress, make inferences about the effectiveness of prior year instruction, plan and align curriculum to identified gaps in student learning, and make inferences about school effectiveness. School administrators, district data teams, and educators have been using the Performance Tracker reports to identify curriculum standards that need more focus by grade level, class, and individual student. Districts have flexibility about the assessments they choose to use to supplement the NECAP data to make accurate inferences about student learning. The reporting tool contains results from multiple assessments including national tests as well as those locally designed and administered. School administrators have the ability, from the perspective of state assessments, to review evidence of a teacher's performance over time using NECAP

performance results. While multiple years of data have been available to conduct analysis at the local level, the PerformancePlus tool now makes this analysis easier and provides the mechanism for expanding the available data in order to use multiple measures of student growth beyond NECAP results.

D(2)(ii) Design and Implement Evaluation Systems for Teachers and Principals.

NH’s reform plan will create a radical shift in the evaluation system for teachers and principals. This represents a shift from the status quo to a new approach.

Figure D-1.

| From | To |
|--|--|
| A silo approach to certification, recertification and evaluation | An approach that aligns these systems |
| Measuring educator effectiveness solely based on inputs | Measuring educator effectiveness based on inputs and outcomes |
| Individual district approaches to educator evaluation | A statewide model for educator evaluation |

The State’s educator evaluation system will align the three-year educator certification cycle with a three-year educator evaluation cycle and include several key features:

- Annual evaluation of all teachers and principals;
- Differentiated evaluation system based on levels of experience and performance;
- Teacher evaluation based on five domains: *planning and preparation; classroom environment; instruction; professional responsibilities (Danielson, 2007); and student growth;*
- Principal evaluation based on six domains of principal professional practice (CCSSO, 2008) and aligned with NH principal performance standards (see Appendix D-2-6 Ed 506 Rules for Principal Certification);
- Performance standards for beginning, experienced and master levels for all educators;
- Incentives that are equitable, based upon performance and contribute to positive and collaborative school culture and climate;
- On-going involvement of teachers, principals and other stakeholders in the development of differentiated performance standards and the overall implementation and assessment of a statewide educator evaluation model; and

- Use of multiple measures of educator effectiveness including multiple measures of student growth.

There is strong support for New Hampshire's bold approach to educator evaluation as evidenced by signed Memoranda of Understanding (MOU) from a total of 83 NH school districts including all 12 of New Hampshire's persistently lowest performing schools (see Appendix A-1-3) and letters of support from state education leaders, legislators, and other partners (see Appendix A-2-10). Additionally, on May 24, 2010, the New Hampshire PSB submitted a set of policy recommendations to the New Hampshire State Board of Education requesting changes in administrative rules governing the recertification of educators including explicit alignment between the three-year recertification cycle and a three-year teacher evaluation model; and the use of teacher evaluation data to determine professional learning and development needs for New Hampshire teachers. These changes, proposed to go through rule-making in Summer 2010, will provide increased accountability for professional growth opportunities and requirements that are identified through a comprehensive evaluation system.

Defining teacher effectiveness. A quality educator evaluation system must be based upon a clear and agreed upon definition of the knowledge, skills, and performance levels expected in teachers and principals. In spite of New Hampshire's long-held tradition of autonomy and local control, New Hampshire school districts have coalesced around what defines an effective teacher.

A December 2009 survey of the New Hampshire school districts' teacher evaluation practices (with 100% of NH's 163 districts reporting) revealed that 62% of the school districts in New Hampshire are evaluating teachers based on Charlotte Danielson's Framework for Teaching, 32% of school districts are using Jon Saphier's Skillful Teacher pyramid (Saphier, Haley-Speca, and Gower, 2008) and 12% reported that they were basing teacher evaluation on some other set of standards (see Appendix D-2-7 NH Survey on Teacher and Principal Evaluation). New Hampshire's Administrative Rules for Teacher Certification provide a parallel construct for defining the knowledge, skills and performances required for teachers in the various certification areas and fall into five broad domains: Content & Pedagogical Knowledge; Effective Classroom and Schools; Professionalism; Instruction, Assessment & Feedback; and Student Performance.

All of these systems are tightly aligned forming the rationale for a statewide teacher evaluation model based on the five domains for New Hampshire’s Statewide Teacher Evaluation System as listed below (see Appendix D-2-8 for Description of Danielson Framework and Saphier Skillful Teacher Pyramid).

The following table illustrates the alignment between the NH Administrative Rules for Certification, Danielson’s Framework for Teaching and Saphier’s Skillful Teacher Pyramid.

Figure D-2.

| NH Domains for Statewide Teacher Evaluation System | NH Administrative Rules for Teacher Certification | The Framework for Teaching Charlotte Danielson | The Skillful Teacher Pyramid Jon Saphier |
|--|---|--|--|
| Planning and preparation | Content and pedagogical knowledge | Planning and preparation | Curriculum planning |
| Classroom environment | Effective classrooms and schools | Classroom environment | Motivation |
| Instruction | Instruction, assessment and feedback | Instruction | Instructional strategies |
| Professional responsibilities | Professionalism | Professional Responsibilities | NA |
| Student growth | Student performance | NA | NA |

In May 2010, Commissioner Barry and members of her staff had two meetings with Charlotte Danielson to discuss ways to scale up New Hampshire’s existing use of the Framework for Teaching to include measures of student growth linked to assessment of teacher performance in all grade levels and all subject areas. As a result of these meetings, a “three-pronged approach” to educator evaluation was identified. The evaluation of teacher and principal effectiveness will be based on: measures of individual educator effectiveness, multiple measures of student growth and school effectiveness related to student achievement on state assessments.

Defining principal effectiveness. Similarly, the NH Administrative Rules for Principals align with the revised standards of the Interstate Leadership Licensure Consortium (ISLLC) (CCSO, 2008). The table below illustrates this alignment (Appendix D-2-9 ISLLC Standards for School Leaders).

Figure D-3.

| New Hampshire Administrative Rules for Principal Certification | Interstate Leadership Licensure Consortium (ISLLC) Principal Standards |
|--|---|
| Philosophy of learning | Setting a widely shared vision for learning |
| The culture of teaching and learning | Developing a school culture and instructional program conducive to student learning and staff professional growth |
| Management of the organization and operation of the school, including effective use of its resources | Ensuring effective management of the organization, operation, and resources for a safe, efficient, and effective learning environment |

| | |
|---|---|
| Relationships with the broader community to foster learning | Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources |
| Integrity, fairness and ethics in learning | Acting with integrity, fairness and in an ethical manner |
| The political, social, economic, legal, and cultural context for learning | Understanding, responding to, and influencing the political, social, legal and cultural context |

New Hampshire’s Administrative Rules for Educator certification provide a legally-defensible foundation for teacher and principal evaluation systems. And, the development and implementation of a rigorous and sustainable educator evaluation system requires that these systems be developed collaboratively with teachers, principals and other stakeholders. The development of an effective evaluation system is a shared enterprise based upon a common understanding of what is *valued* and, therefore, *evaluated*.

Implementing teacher and principal evaluation systems. New Hampshire has a goal to create a strong evaluation system that uses appropriate methods for making sound personnel decisions as well as improving teacher practice. (Goe and Croft, 2009.)

In the summer of 2010, Commissioner Barry will convene two statewide task forces: The Commissioner’s Task Force on Teacher Evaluation and The Commissioner’s Task Force on Principal Evaluation. Members of these task forces will include current members of the PSB, CTE and representatives from other organizations including, but not limited to: NEA-NH, NH-AFT, the NH Association of School Principals, the NH School Administrators Association, the NH School Boards Association, NH legislators, parents, community groups and students.

Outgoing NH House Education Committee Chair, Emma Rouse, will chair the Commissioner’s Task Force on Teacher Evaluation and Dr. Robert Lister, former NH superintendent, will chair the Commissioner’s Task Force on Principal Evaluation. The primary purpose of these task forces will be to oversee the implementation and assessment of high quality, sustainable educator evaluation systems. The task forces will be convened in August 2010 with an interim report due in November 2010 with a goal of filing legislation in January 2010. A final report will be submitted by April 2011. Implementation of these statewide teacher and principal evaluation models and the related training will commence in the summer of 2011 beginning with the 12 persistently lowest performing schools (as identified in Sections A and E of this proposal) and other participating school districts.

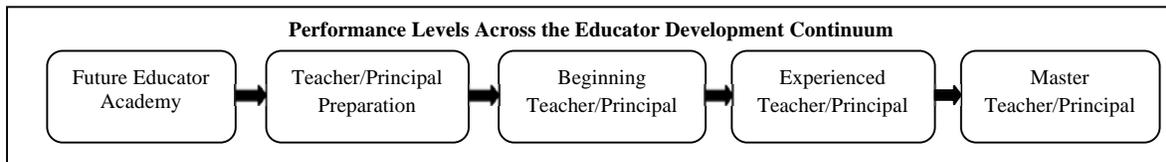
In consultation with national experts (e.g. Laura Goe, Doug Harris, Charlotte Danielson, and Jon Saphier), the NH Teacher and Principal Evaluation Task Forces will develop criteria to guide the development of differentiated performance standards and the implementation and assessment of the NH educator evaluation system informed by current research on existing educator evaluation systems in other states as well as the Standards for Evaluation (Joint Committee on Standards and Educational Evaluation, 2010). Results of the work of the tasks forces include:

- Examination of research on performance-based educator evaluation systems that measure the impact of teachers and principals on student learning including: value-added models, classroom observation, principal evaluations, instructional artifacts, portfolios, teacher or principal self-report and student surveys;
- Identification of performance levels for teachers and principals at the beginning, experienced and master levels;
- Development of a process by which districts can identify their own performance levels to best fit their context;
- Collaboration with the NH DOE research team to establish mechanisms for gathering data on teacher and principal effectiveness to determine professional development needs; and
- Examination of educator incentive models that are equitable, based on performance and contribute to a positive and collaborative school culture and climate.

The stakeholders involved in the development of New Hampshire's Educator Evaluation system will recommend modifications to existing NH rules based on the latest revised INTASC Standards, as well as the work from the Partnership for 21st Century Skills (Partnership, 2010) and the National Educational Technology Standards for Teachers (NETS-T), to ensure the identified teacher and principal domains are current and reflect the latest understandings about what teachers and principals should know and be able to do.

Task force members will articulate expectations and performance levels for teachers and principals within each of the identified domains along the educator development continuum from entering the pipeline through master performance level as depicted by the table below.

Figure D-4.



The performance standards developed by these task forces will be used to guide the work of mentors paired with beginning teachers and principals and inform the content of state and local teacher and principal professional development.

Finally, evaluation systems must include the following standards: *propriety standards* that ensure evaluations are conducted legally, ethically, and with due regard for those involved with the evaluation; *utility standards* that guide evaluations to ensure they are informative, timely and influential; *feasibility standards* that guide evaluation systems to ensure they are as easy to implement as possible, efficient in their use of time and resources, adequately funded and viable from a political standpoint; and *accuracy standards* that determine whether an evaluation has produced sound information from which accurate inferences can be made (Joint Committee on Standards for Educational Evaluation, 2010). Each task force will ensure that such standards are identified to guide the continual development, implementation and assessment of the NH Educator Evaluation system (see Appendix D-2-10 Standards for Educational Evaluation).

New Hampshire will develop a system that (a) defines artifact types for each of the expected teacher and principal domains to be assessed and (b) provides training to ensure that accurate inferences about teacher and principal performance on the evaluated domains are made and that the evaluation systems adhere to the accuracy standard outlined earlier.

Once the task force members have articulated the outcomes and performance indicators for the beginning, experienced, and master levels of teacher and principal performance, NH will select pilot sites from among the participating districts to implement the teacher and principal evaluation system along with the 12 persistently lowest achieving schools. These pilot sites will implement models for both teacher and principal evaluation. Additional districts throughout the state will be offered participation in the program in successful cohort cycles to ensure full statewide implementation by 2014.

(D)(2)(iii) Conduct Annual Evaluations of Teachers and Principals. Annual evaluations will be conducted for all teachers and principals. Evaluations will be differentiated

based upon the number of years of service and prior evaluations. Beginning teachers and principals will be evaluated on each domain in the evaluation system during their first three years in the profession. For experienced teachers on continuing contracts and for experienced principals, summative evaluation will coincide with their certification renewal cycle. During intermediate years of the evaluation cycle, experienced educators will be responsible for engaging in professional development activities and for gathering data on the five domains for use in their summative three-year evaluation and recertification.

Figure D-5.

| Experience Level and Certification Status | Evaluation Components | Professional Development Supports | Alignment |
|---|---|---|---|
| Beginning Educator Credential Teacher | <p>Frequency: Annual</p> <p>Purpose: Summative each year</p> <p>Focus: All five domains</p> <p>Artifacts: Examples of student work, teacher work, classroom observation data, evaluator summative assessment</p> | <ul style="list-style-type: none"> • Induction and mentoring • Site-based professional development linked to IPDP and evaluation goals | <ul style="list-style-type: none"> • Aligned with 3 year certification cycle • Goals identified through evaluation also identified in IPDP |
| Experience Educator Credential Teacher | <p>Frequency: Annual</p> <p>Purpose: Formative for first two years of cycle. Summative in third year of cycle</p> <p>Focus: Domains that most connect to learning goals as identified in IPDP and summative evaluation</p> | <ul style="list-style-type: none"> • Innovation networks • Site-based professional development linked to IPDP and evaluation goals • Leadership training | <ul style="list-style-type: none"> • Aligned with 3 year certification cycle • Goals identified through evaluation cycle also identified in IPDP • Incentives for experienced teachers aligned with performance i.e. stipended roles |

Data gathered through field work by New Hampshire Department of Education personnel underscores the diverse needs of schools across the state. Schools have differing resources and significantly varied student populations. Consequently, New Hampshire’s statewide evaluation system will have flexibility for local schools and districts to address their most pressing student

needs. While districts will have common evaluation criteria for student growth, the focus on the other domains can be weighted differently by different districts to ensure specific needs of local contexts are addressed by the evaluation system.

(D)(2)(iv)(a) 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, year 1 pilot participants will 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 of effectiveness expectations;
- Deepen their knowledge of principal effectiveness and of effectiveness expectations;
- Learn what evidence is collected, synthesized and evaluated to make inferences about educator performance in each domain;
- Enhance their knowledge of effective instructional practices and common formative assessments (as two key teacher effectiveness categories) within the context of an increasingly digital learning environment; 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.

Site-based coaching of evaluators will be provided by external providers and NH DOE educator effectiveness coaches.

(D)(2)(iv)(b) The results from the NH Educator Evaluation system will be used as a basis for providing teachers and principals with additional compensation and for determining the

eligibility of teachers to assume additional responsibilities. Teachers and principals in schools who meet targets for students' growth and other targets identified by the district will be eligible for additional compensation. This compensation will take a variety of forms including options of school wide bonuses, additional time for planning and professional development, additional school resources, or, in the case of teachers, stipends for assuming additional leadership roles. Teachers who are consistently rated highly on facets of the teaching domains over the course of several years will be eligible to assume leadership roles in schools related to their evaluated performance. For example, a teacher rated highly on the implementation of differentiated instruction would be eligible to assume a coaching role to assist other teachers with the implementation of instructional practices and would be compensated for the increased responsibilities.

(D)(2)(iv)(c) Educator evaluation results will be used in a formative manner by mentors and administrators to guide the beginning educator's professional development. After three years, the evaluation results will be used in a summative manner to decide whether or not to recommend beginning educators for a continuing contract.

Once an educator earns continuing contract status, they will engage in a summative evaluation every three years. During the intermediate years, they will gather evidence in each of the five domains to inform their professional development and the school's staff development. This evidence will be used for the summative evaluation and for recertification.

Regarding tenure and/or full certification, New Hampshire has a continuing contract law, RSA 189:14-a (I) and (II), that provides rights for notification and hearing to educators who have taught for three consecutive years in a school district in the state or an additional two consecutive in any other district in the state.. In NH, the evaluation that occurs at the end of the first three years of teaching is the determination for what would be considered "tenure" in many states. New Hampshire already has the law in place to prevent a continuing contract for an educator who is unable to meet the standards for effective teaching.

(D)(2)(iv)(d) Regarding the removal of 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, New Hampshire districts, per RSA 189:14-A (III), have the authority to choose not to re-nominate an educator due to unsatisfactory performance.

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

| Goal: Design an educator evaluation system to be used statewide that informs decisions regarding developing, compensating, promoting, and retaining teachers and principals. | | |
|--|--------------|---|
| Strategy 1: Include multiple measures of student achievement as part of comprehensive teacher and leader evaluation system to increase educator accountability. | | |
| Strategy 2: Provide resources to assist schools in collecting and storing the evidence of professional practice and measures of student growth and achievement that are part of demonstrating educator effectiveness. | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> Create the foundation for a statewide model teacher evaluation system based on four performance domains and an additional outcome domain for student growth. Allow districts to substitute other researched evaluation models to replace criteria for the individual domains. Use the <i>Joint Committee on Standards for Education Evaluation</i> to guide the system development. | June 2010-11 | NH DOE, Division of Program Support and Division of Instruction, NHSAA, NHASP, NEA, AFT, Professional Standards Board |
| <ul style="list-style-type: none"> Convene stakeholders across the state to define how NH will measure student growth using multiple measures at the local level. The NHDOE has identified and recruited members of the professional standard board subcommittees to serve on the Effective Educator Task Force. New Hampshire will use the first year of the grant period to refine guidance for measuring student growth. | June 2010-11 | NH DOE, Commissioner Task Force on Accountability |
| <ul style="list-style-type: none"> Create a statewide principal evaluation system based on the ISLLC standards and performance indicators and the work of the Wallace Foundation. | July 2011-12 | NH DOE, External partners |
| <ul style="list-style-type: none"> Provide training for evaluators of both principals and teachers to ensure that the evaluation system is fair and accurate. | July 2011-12 | NH DOE, External partners |
| <ul style="list-style-type: none"> Develop an online tool to collect evaluation results and store portfolio artifacts. This material will be maintained at the local level. | July 2011-12 | A vendor to be selected through an RFP process |

| 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). | 0 | 10 | 20 | 50 | 85 |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for teachers. | 0 | 5 | 10 | 30 | 50 |
| (D)(2)(ii) | Percentage of participating LEAs with qualifying evaluation systems for principals. | 0 | 5 | 20 | 50 | 85 |

| | | | | | | |
|--|---|---|---|----|----|----|
| (D)(2)(iv) | Percentage of participating LEAs with qualifying evaluation systems that are used to inform: | | | | | |
| (D)(2)(iv)(a) | • Developing teachers and principals. | 0 | 5 | 10 | 30 | 50 |
| (D)(2)(iv)(b) | • Compensating teachers and principals. | 0 | 5 | 10 | 20 | 30 |
| (D)(2)(iv)(b) | • Promoting teachers and principals. | 0 | 5 | 10 | 30 | 50 |
| (D)(2)(iv)(b) | • Retaining effective teachers and principals. | 0 | 5 | 10 | 30 | 50 |
| (D)(2)(iv)(c) | • Granting tenure and/or full certification (where applicable) to teachers and principals. | 0 | 5 | 10 | 30 | 50 |
| (D)(2)(iv)(d) | • Removing ineffective tenured and untenured teachers and principals. | 0 | 5 | 10 | 30 | 50 |
| [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. | | | | | | |
| Total number of principals in participating LEAs. | | | | | | |
| Total number of teachers in participating LEAs. | | | | | | |
| [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. | | | | | |

| | | |
|---------------|--|--|
| (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 of effective teachers and principals*

In 2007, the Regional Education Laboratory for the Northeast and Islands conducted a fast response study to look at New Hampshire's equitable distribution data. At that time, the analyses of available data showed an equitable distribution of highly qualified teachers compared to beginning/non-HQT educators across high-poverty and high-minority schools compared to low-poverty and low-minority schools across the state (Appendix D-3-11 NH Equitable Distribution Study). However, the shift from measuring educator quality to measuring educator effectiveness presents a new challenge. We must shift from a singular focus on licensure and credentials measures of teacher and principal effectiveness to one where educator effectiveness is measured by individual performance, multiple measures of individual student growth and school effectiveness results based on state assessment results.

N.H. Demographics include a 91% White, non-Hispanic population with the highest minority districts having 74-75 % White, non-Hispanic enrollment. There are seven schools within the N.H.'s two large urban districts that contain less than 62% White, non Hispanic students, with four of these schools at 50% or less white, non-Hispanic demographic. While N.H is a low-minority state, the percentage of minority students is rising due to increased immigration and the fact that N.H. continues to be a refugee resettlement area.

N.H.'s public schools have increased from 12% to 17% (following the national average) in overall poverty rates in the state. Moreover there is growing concern in the increase of young males and females in our juvenile corrections system (see Appendix D-3-12 Department of Corrections Data). New Hampshire has a commitment to providing opportunities for students who are incarcerated to complete their high school diploma before parole status to ease entry into the community. The alarming increase of young males entering correctional institutions has solidified New Hampshire's focus on early warning systems in elementary schools and programs that focus on mentoring and assistance from families to aide in the prevention of early criminal activity. The NHDOE and The NHDOC and NHJJC have entered into interagency agreements to work closely with our schools Pre-K -12 schools and share personnel and resources to better serve the state.

Equitable distribution of effective teachers and principals in these communities requires innovative approaches to linking need, evaluation results and performance incentives to ensure that students in highest need are served by these educators. NH will utilize its robust data system

to determine what gaps exist between high-poverty/high minority schools and low-poverty/low-minority schools with regard to the equitable distribution of educators. When, and if, gaps are identified, NH will fill those gaps through incentives that are equitable, performance-based and that contribute to a positive and collaborative school culture and climate while ensuring the equitable distribution of effective educators across the state.

The NH Teacher and Principal Evaluation task forces will research models for equitable distribution of highly effective teachers and principals including the examination of incentive models to support equitable distribution. NH will provide incentives in the form of stipends and bonuses and enhanced professional development to acknowledge teachers and principals who achieve effective and highly effective levels of performance. Additional incentives will be provided to effective teachers and principals to teach in high-poverty/high minority schools for a minimum of three years. Student growth and achievement data will be analyzed in these schools to assess the impact of utilizing incentives to ensure equitable distribution of effective educators in New Hampshire's highest need schools.

New Hampshire is in the third year of a five year contract to develop a new 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 on intern licenses 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 effective teachers and principals.

Currently, New Hampshire has a data tool, Performance Tracker, which provides teachers and administrators with assessment results for each student. NH is collecting student level course information (grades, assessment scores, yearly progress) which can be tied to individual educators from schools that choose to submit the data.

NH is defining a statewide process for linking teacher evaluation to student growth. NH is currently engaged in developing a mathematical model based on the Colorado system for calculating student growth with support from a Nellie Mae Educational Foundation grant. Local administrators are already 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. For example, it allows them to connect ELL students with teachers who have a positive track record with ELL students. It facilitates grouping students for differentiated instruction and assigning teachers to the particular students that would benefit from their particular expertise.

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

NH's definition of high poverty is a Free and Reduced Lunch rate of 34.6% or higher. This figure is based on the cut-off of F/R % at the top quartile of schools. New Hampshire's definition of high minority is 25% of the total population and is based on census data.

(D)(3)(ii) *Increase Number and Percentage of Effective Teachers in Critical Shortage Areas.*

Through New Hampshire's Alternative 4 certification pathway, 153 teachers of math, science, world languages, and special education have been certified and become teachers of record in NH schools during the past three years (see Appendix D-3-13 New Certifications Through Alternative Pathways). In an effort to enhance and streamline the preparation and certification of critical shortage area teachers, a subcommittee of the New Hampshire Professional Standards Board reviewed and revamped the certification process for Alternative 4. The materials pertinent to Alternative IV certification were revised to reflect rigor and consistency. The group recommended additional monitoring and coaching for each candidate and implemented workshops at the beginning of each school year for districts with large numbers of candidates pursuing certification through Alternative IV.

Beginning in July of 2010, Alternative 4 candidates must complete an online introductory course. This online course is a specific step-by-step framework to guide each candidate through the process of designing a rigorous action plan that meets the statutory provisions and educator competencies as outlined in the NH Administrative rules for certification. Each candidate is given immediate access to assistance and coaching. Candidates are still expected to design and complete a professional development plan that meets or surpasses the comprehensive intent of the NH certification regulations.

The NH Future Educators Academy provides an additional avenue to feed the NH educator pipeline in critical shortage areas. NH high school students engage in a rigorous course of study and are informed about critical shortage areas, including math, science, world languages and special education. Currently, there are approximately 100 students enrolled in the program at nine New Hampshire high schools. An evaluation of the program revealed that 70% of the students who participated in the FEA and received FEA scholarship funds enrolled in New Hampshire educator preparation programs. The FEA program involves two vocational technical centers and three colleges. The two-part foundation course was developed by a team of educators with both classroom and administrative experience. The curriculum aligns with the National Board Standards for Professional Teaching, and each lesson reinforces one or more of the NBPT standards. The FEA has articulation agreements with vocational technical centers allowing FEA students to earn college credit. Through its school reform initiative, New Hampshire will expand the FEA by adding five high schools each year to bring the total number of participating high schools to 29. The increased number of high schools participating in the FEA program will bring the total number of high school students enrolling in educator preparation institutions to approximately 250-300 per year.

Newly implemented data systems that span from high school through higher education provide information about the number of FEA students who complete the requirements for certification in critical shortage areas.

NH’s personnel policies and decisions in recruitment and compensation are made at the LEA level through local collective bargaining agreements.

| | | |
|--|-----------------|------------------------------|
| Goal: Expand resources to support rigor in the alternative pathways to certification, particularly with regard to New Hampshire’s critical shortage areas. | | |
| Strategy: Increase the number and quality of candidates to teach in the critical shortage areas. | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> • Provide incentives and financial supports to recruit and train teacher candidates in the critical shortage areas. • Work with the math science partnership to provide content support to the math and science alternative pathway candidates. • Strengthen the Future Educators Academy and target recruitment for the critical shortage areas beginning in high school. | 2010-2014 | IHE’s, NH DOE, and districts |

| | | |
|---|-----------|--|
| Strategy: Maintain rigor in the alternative pathways to preparation/certification and provide resources for development, support and evaluation of the candidates. | | |
| <ul style="list-style-type: none"> Provide a menu of resources to assist alternative candidates and their mentors to meet the certification standards with rigorous experiences and coursework. Leverage the knowledge, skills and abilities across the state to create systematic mentorship resources that will be packaged and delivered statewide. | 2010-2014 | IHE's, NH DOE, and districts |
| <ul style="list-style-type: none"> Create teacher leader programs and recognition options that provide areas of specialization that are offered within the state IHEs. | 2010-2014 | |
| Strategy: Provide regional support to alternative pathway candidates in areas of the state with the highest need. | | |
| <ul style="list-style-type: none"> Conduct an analysis of information in the NH educator data system combined with interviews of district personnel to determine patterns of turnover across the state as well as examine the distribution of alternative certification candidates by region. | 2010-2011 | NH DOE with contractual research partner |

| Performance Measures for (D)(3)(i) | Actual Data: Baseline (Current) | End of SY 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 |
|--|---|---------------------|---------------------|---------------------|---------------------|
| <i>Note: All information below is requested for Participating LEAs.</i> | | | | | |
| 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 | n/a | n/a | n/a | 75 |
| 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 | n/a | n/a | n/a | 75 |
| 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 | 10 | 8 | 6 | 4 |
| 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 | 75 | 85 | 90 | 95 |
| 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 | 75 | 85 | 90 | 95 |
| Percentage of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice) who are ineffective. | n/a | 25 | 15 | 10 | 5 |
| Percentage of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice) who are ineffective. | n/a | 25 | 15 | 10 | 5 |

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. Principal evaluation data will be available sooner than teacher level data due to our already having the school level data in our data system.

| | | |
|---|--|--|
| General data to be provided at time of application: | | |
| Total number of schools that are high-poverty, high-minority, or both (as defined in this notice). | | |
| Total number of schools that are low-poverty, low-minority, or both (as defined in this notice). | | |
| Total number of teachers in schools that are high-poverty, high-minority, or both (as defined in this notice). | | |
| Total number of teachers in schools that are low-poverty, low-minority, or both (as defined in this notice). | | |
| Total number of principals leading schools that are high-poverty, high-minority, or both (as defined in this notice). | | |
| Total number of principals leading schools that are low-poverty, low-minority, or both (as defined in this notice). | | |
| [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 | n/a | 20 | 40 | 60 |
| Percentage of science teachers who were evaluated as effective or better. | n/a | n/a | 20 | 40 | 60 |
| Percentage of special education teachers who were evaluated as effective or better. | n/a | n/a | 20 | 40 | 60 |
| Percentage of teachers in language instruction educational programs who were evaluated as effective or better. | n/a | n/a | 20 | 40 | 60 |
| 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 and implemented statewide one year later. | | | | | |
| 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 | | | | |
| 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. | | | | | |
| 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) Link student achievement and student growth data to students' teachers and principals and to the in-State programs where those teachers were prepared for credentialing.

Preparing teachers to educate 21st century learners requires that they become such learners themselves. Consequently, teacher preparation programs must mirror the experiences teachers are expected to provide their students. Specifically, teacher candidates require:

- Robust, supervised field experiences early on and throughout their preparation period;
- Opportunities to participate in cross-generational learning teams that include peers, college faculty, and teacher supervisors;
- Site-based coursework so that they can immediately apply theory to practice in real life settings;
- Planned collaborative learning experiences with learning organizations where they work side-by-side with scientists, mathematicians, literacy experts, artisans and other professionals; and
- Ongoing engagement with student learning data to deepen understanding of student thinking and misconceptions and instructional strategies that best support them.

New Hampshire is well positioned for making this shift in how its teachers are prepared and ensuring that student learning data become central in all coursework and field experiences. Drawing on lessons learned from over a decade of investment by the National Science Foundation in reforms in STEM education, New Hampshire has undertaken a systemic approach to transforming the preparation of educators and leaders. This systemic approach includes the following core elements: state policies; teacher residency models; P-20 Networks; and sustained statewide dialogue among P-20 educators and NH DOE personnel.

Senate Bill 503 has received overwhelming bipartisan support in conference committee and is on the docket of the full House and Senate on June 4, 2010 (see Appendix D-4-14). This legislation will provide for the connection of early childhood, K-12 and postsecondary student data. By linking student and postsecondary program information, over time the State will be able to see if specific college course work translates to success in student achievement. For example, the State can see if certain educator preparation program data or success in initial math or science courses in college correlate to success in teaching based upon student outcomes. While there are many internal and external factors that can also impact a teacher's ability to manifest student growth, the quality of the teacher is the most important predictor (Darling-Hammond, 2002,

NCTAF, 1996). NHDOE will have a complete data system up and running to gain some insights into early predictors of teacher success by the spring of 2011.

NH is creating both the technological and analytical capacity to link student achievement and growth data to 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 can help to drive ongoing improvements in our educator preparation systems.

(D)(4) (ii) Expand Preparation and Credentialing Options and Programs.

State Policies. Many of the policies needed to foster and hold New Hampshire teacher educators accountable for effectively educating children are already in place. Given NH's consistently high national rankings on the National Assessment of Education Progress' tests, the state has demonstrated clearly its ability to produce and recruit educators who serve children effectively. However, the skills students need in the 21st century for lifelong learning and educational and economic opportunity are changing rapidly and like many New England states, the demographics are changing daily in NH. Also changing are the learning dispositions and demographic diversity that students bring to school. The recent increase in online and hybrid learning presents further challenges for educators and those who prepare them.

In 2005, the New Hampshire Department of Education enacted policies governing school approval that included two key revisions. One now requires all high schools to identify the competencies students are expected to master in every course and require schools to allow students to demonstrate mastery of that course's competencies through a variety of traditional and authentic performance measures. This policy created a paradigm shift in P-12 education in New Hampshire, one in which P-12 education is no longer based on place or "seat time", credit hours, or even traditional courses, but instead is based upon ensuring all students master essential competencies. Another policy revision in 2005 has enabled a dramatic shift in technology and ICT literacy instruction and assessment *from* the use of isolated computer labs and tests *to* the use of digital portfolios connecting ICT literacy to learning in core content areas. The NH DOE research group, PSB, and CTE will work collaboratively to research, pilot and fully implement policies and practices to effectively prepare educators for this new vision in education.

A subcommittee of the NH Professional Standards Board (PSB) has met to revise regulations governing the *criteria* for assessing preparation programs and to ensure these criteria fully align with this vision for performance-based mastery of essential competencies. For two years, the NH Council for Teacher Education (CTE) has been revising the preparation program approval *process* to ensure that the focus of institutions of higher education (IHEs) and of external reviewers of their programs is not on “inputs” (e.g., number of courses taught) but on outcomes (e.g., demonstrated mastery of skills required for certification). In light of new federal expectations regarding pre-service program accountability to contribute measurably to P-20 student achievement, the New Hampshire Department of Education is also revising policies for program approval criteria and processes to ensure IHEs are held accountable for the extent to which their graduates produce high levels of P-20 student achievement, as assessed through multiple assessment measures.

The New Hampshire Department of Education has initiated a statewide conversation among the several NH institutions of higher education that seek national accreditation by NCATE (National Council for the Accreditation of Teacher Education) or TEAC (Teacher Education Accreditation Council). This conversation has included asking personnel from IHE’s to identify and eliminate those aspects of the state’s program approval process that duplicate national accreditation. Given the commitment of NCATE and TEAC to align their accreditation criteria to the Council of Chief State School Officer’s Interstate New Teacher Assessment and Support Consortium (INTASC) standards, this elimination of duplications will ensure alignment of the NH program approval process to those of NCATE and TEAC. Notably, INTASC has just completed a revision of the core principals to reflect the compelling need to produce future educators who can demonstrate the ability to equip students with 21st century skills.

Teacher residency models. Building on their successful teacher preparation programs, three of New Hampshire’s institutions of higher education will implement teacher residency models through New Hampshire’s state reform initiative. Those institutions are: Granite State College, Keene State College and Southern New Hampshire University. In 2009, these institutions, collectively, prepared 311 certified new teachers representing 31% of the total number of new teachers prepared by all 15 NH teacher preparation institutions (see Appendix D-1-4). While each model will have its unique features, there are several key elements that these residency models will hold in common including:

- Intensive, supervised field experiences for teacher candidates;
- Course work provided by higher education faculty at the school site;
- Cluster assignments of teacher candidate cohorts (versus isolated placements);
- Collaborative action research options for teacher candidates, cooperating teachers and university faculty; and
- Assessment of teacher candidates and college faculty based on New Hampshire’s Teacher evaluation performance domains.

The following table provides an overview of each proposed residency model (see Appendix D-4-15 Descriptions of Proposed Teacher Residency Models).

Figure D-6.

| Residency Models | Schools/Districts Served | Program Features |
|---|--|---|
| Granite State College (GSC) | Statewide Model | <ul style="list-style-type: none"> ▪ K-12 -- academic focus on special education ▪ Web-based Professional Development School structure ▪ PLC for college faculty based on using student achievement data to evaluate teacher candidates ▪ Provision of site-based course work ▪ Intensive, supervised field experience |
| Keene State College (KSC) | Marlborough School District designated a District in Need of Improvement | <ul style="list-style-type: none"> ▪ K-6 grade span ▪ Academic focus on STEM ▪ Development of personal learning plans for KSC teacher candidates ▪ Provision of some site-based course work ▪ Intensive, supervised field experience |
| Southern NH University (SNHU) | Manchester One of NH’s persistently lowest achieving school districts | <ul style="list-style-type: none"> ▪ Elementary level ▪ Academic focus across all academic areas taught at elementary ▪ Development of personalized learning plans for SNHU candidates ▪ All coursework provided at school site ▪ Intensive, supervised field experience and development of PDS |
| Upper Valley Educator Institute (UVEI) | Statewide Model | <ul style="list-style-type: none"> ▪ K-12 grade span ▪ Academic focus in all areas ▪ Emphasis on content-specific pedagogy ▪ Intensive 10 month internship ▪ Supervised field experience |

Statewide network of P-20 partnerships. Changes in state policy regarding educator preparation, credentialing, the state longitudinal data system, and the assessment of educator effectiveness are *essential* for achieving meaningful school and pre-service program reform on any scale. However, educational change is also an intensely social process, where the many key stakeholders – school board members, administrators, inservice and pre-service educators, state legislators, taxpayers, and the media – must be involved in making the proposed changes become reality. Policies, exhortations, and sanctions alone will not lead to meaningful changes in local educational practice. Educators must *see* what these practices really are. In May 2010, the State of New Hampshire launched a statewide network of P-20 partnerships committed to learning about, adopting and demonstrating what these practices look like, that produce quantitative and qualitative evidence of their efficacy, and give educators, policy makers, and other key stakeholders statewide a practical, visceral understanding of what 21st century education means and what they can do to replicate it.

Sustained statewide dialogue among P-20 educators and NH DOE personnel.

Real change – at a meaningful statewide scale – in teacher and principal preparation and in P12 education requires sustained statewide conversations, in which those outside the statewide network of P20 partnerships can inform and learn from the partnerships’ efforts.

In December 2009, nine New Hampshire education reform leaders participated in an invitational summit for 100 such leaders nationwide in Austin, TX. The topic of the summit, “Redefining Teacher Preparation for Digital Age Learners” sparked five days of intense dialogue and examination of research resulting in a set of policy recommendations which will be presented in June 2010 to a joint committee including the Council of Chief State School Officers, National Commission on Teachers and America’s Future and ten other national education organizations. (see Appendix D-4-16 Texas Summit Agenda).

New Hampshire is the first state in the nation to move on the agenda addressed at the Texas summit. In May 2010, and in collaboration with the National Commission on Teaching and America’s Future, Promethean (a global leader in interactive whiteboard and personal response system technology), and the George Lucas Education Foundation, the NHDOE along with 11 other state associations held an invitational summit for 150 educators and policy makers on “Redefining Educator Development for 21st Century Learners” (see Appendix D-4-17 NH Summit Agenda). Members of P-20 partnership teams from each of the 15 NH institutions that

offer preparation programs joined state policy leaders to (1) strengthen existing and create new P20 partnerships committed to learning about, adopting and showcasing 21st century educational practice, (2) develop a new statewide network of these partnerships, and (3) begin to identify additional state resources, systems and policies needed to institutionalize and expand this network. Educators and key stakeholders engaged in conversation and committed to a sustained effort to better understand and implement fundamentally new approaches to pedagogy, student assessment, pre-service and in-service educator development, educator accountability, the teacher's role and career path, and technology integration. They examined what constitutes adequate field experiences prior to certification and by what multiple measures teacher competency will be assessed from pre-service- to novice- to experienced- to master-level performance.

Supporting this network, the leaders of the state's teacher unions (NH-AFT and NEA-NH) and state associations for school board members, superintendents, principals and special education administrators have committed to mobilizing their resources and their membership to support the work of these P-20 partnerships and to replicate lessons learned from their efforts. These associations also have conducted statewide surveys of their members, asking them: (1) in what ways do schools most need to transform to equip P-12 students with 21st century skills; and (2) how can other educators and state leaders support their respective members' ongoing efforts to realize this vision? The initial results of their research were presented at the summit.

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

| | | | | | | |
|---|--|--|------------------------|---|------------------------|------------------------|
| Goal: Expand Preparation and Credentialing Options and Programs. Create a statewide network of P-20 partnerships with sustained statewide dialogue among P-20 educators, NH DOE personnel and related youth-serving state agencies. | | | | | | |
| Strategy: Invest in a model of educator preparation that resides almost exclusively in the K-12 schools. | | | | | | |
| Activities | | Timeline | | Responsible Party | | |
| <ul style="list-style-type: none"> Support a residency model that provides a rich clinical experience for pre-service preparation that extends across all four years of the baccalaureate program. | | 2010-2014 | | Selected IHE's and NH DOE | | |
| <ul style="list-style-type: none"> Evaluate the residency model to determine if the graduates of the residency program perform better in their summative performance evaluation than their traditionally prepared peers. | | 2010-2014 | | Selected IHE's | | |
| Strategy: Create linkages (connections) between existing state, district, and school data systems from P-20. Use the resulting data to inform state policy. | | | | | | |
| <ul style="list-style-type: none"> Make transparent the connections in P-20 learning outcomes and achievement at individual, school, district and state levels of resolution. | | 2010-14 | | NH DOE Bureau of Data Management, IHE's, other state agencies | | |
| Strategy: Build widespread support for New Hampshire's reform agenda from pre-service through the educator career continuum. | | | | | | |
| <ul style="list-style-type: none"> Conduct a statewide summit on "Redefining Educator Development for 21st Century Learners" and create follow-up action plans Conduct regional meetings to create an opportunity for dialogue, input from the public and stakeholder constituencies, and an explanation of NH's reform agenda | | May 2010 2010-2011 | | Multiple stakeholders and NH DOE | | |
| 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 | 0 | 0 | 0 | 100 |
| 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 | 0 | 100 | 100 | 100 |

| | | |
|--|--------|--|
| [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] Principal evaluation data will be available sooner than teacher level data due to our already having the school level data in our data system for at least three years. | | |

(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.*

Since 1974, the New Hampshire Department of Education has focused on providing data-informed, high-quality professional development for practicing teachers and principals. While, several data sources are utilized to identify the professional development needs of NH educators, the most prominent is the New Hampshire Professional Development Master Plan (PDMP). Each NH school district is required to develop and submit a PDMP to the NHDOE for approval every 5 years (Appendix D-5-18 Ed 512). Local professional development committees are selected within each school district to oversee the development and implementation of the PDMP.

The PDMP serves multiple purposes including:

- Regulation of the educator recertification process including oversight of Individual Professional Development Plans;
- Linking evidence of teacher and principal performance (based on the identified domains) to student growth and achievement;
- Providing an explicit link between the three-year recertification cycle and the three-year educator evaluation cycle;
- Providing a flexible structure for educators to accomplish professional learning targets including job-embedded professional development, use of portfolios, and accrual of CEU's; and
- Identification and implementation of procedures used for collecting, interpreting and using data to determine professional development needs within each school district setting as related to student learning and achievement.

In addition, NHDOE is working on a closer alignment of the PDMP requirements with those of the District Technology Plans, and School Improvement Plans to further determine specific professional development needs for NH educators. One result of this integrated analysis is the development of an online course available through OPEN-NH to support district planning teams as they revise their local plans.

Lastly, the NH DOE and its external partners regularly assess the impact of professional development through a variety of ways including: surveys, written evaluations, focus groups, classroom walkthrough data, pre-post content assessments to ascertain the impact and efficacy of existing professional development opportunities and the implications for future initiatives. One

such example is the evaluation summary of NH's Response to Intervention professional development institute (see Appendix D-5-19 RtI Evaluation Data).

Collectively, these data are analyzed by the NH DOE staff to determine how to target professional development resources in ways that solidify alignment of the educator development systems of recertification, professional learning, educator performance and evaluation.

The NH DOE continues to maintain twin goals with regard to the analysis of professional development needs and the related allocation of resources. The first is to provide content and professional learning experiences that increase educator knowledge, skill and achievement of performance standards at the experienced and/or master levels. The second is to structure professional learning opportunities and expend resources in ways that explicitly build the capacity and develop the leadership of NH educators.

Analysis of these data for the 2010-11 school-year led to the identification of the following statewide content priorities for NH districts over the next three-four years:

- **Assessment** e.g. formative assessment; analysis and use of benchmark and state assessment data; International Board Exam
- **Data-informed instructional practices** e.g. early learning and ELL, Response to Intervention – RtI;
- **Teacher effectiveness** e.g. mentoring new teachers; content-based coaching; teacher evaluation model
- **Leadership** e.g. mentoring beginning principals, leadership institutes, principal evaluation model
- **High school redesign** e.g. early warning indicators, personalized learning, dropout prevention, extended learning opportunities
- **STEM** e.g. content-based courses, institutes and workshops in mathematics, science and technology.

Professional development in these priority areas will be differentiated for different levels of educator experience and expertise, build on current successful efforts, further develop and expand outreach and build statewide capacity to deliver similar professional development to future NH educators.

A core principle of New Hampshire’s robust professional learning agenda is to move ...”from managed reform to empowered innovation” (NCTAF, 2009). Building on policy recommendations generated from the May 2010 NH Redefining Educator Preparation Summit, professional development opportunities will be structured around cross-generational learning teams, student learning data, include site-based coaching and support and utilize online social networks and web-based learning tools and strategies.

New Hampshire’s professional development system will be supported through five delivery mechanisms:

- Technology integration
- Innovation networks
- New Hampshire Induction and Mentoring
- Leadership academies
- Content-based professional development

Technology Integration for Professional Learning. New Hampshire currently provides educators with a variety of professional development opportunities including coursework, workshops, conference, job-embedded professional development such as study groups and Critical Friends groups. Since 1997, New Hampshire has provided online resources for professional development and curriculum development through the New Hampshire Educators Online website at NHEON.org. We expanded this resource in 2004 with www.opennh.org when we became part of a ten state collaborative through the federal Ready to Teach Program to create and deliver online professional development courses. Research conducted by Boston College as part of this program has yielded statistically significant results of its effectiveness. Using RttT funds, NHEON and its accompanying OPEN-NH online courses will expand to create a statewide portal for professional development that will ensure a rich integration and use of technology into the professional development system, providing teachers and principals with “just in time” professional development that that will meet educators’ need for immediate information. Educators from throughout the state will be able to instantly access resources through the portal. The portal will also provide teachers with opportunities for social networking and opportunities to view effective practices related to the five domains and principals and administrators with networking opportunities around the six domains represented by the ISLLC standards.

Another instrument that has been used by several districts for the past several years is the Level of Teaching Innovation (LoTI) Digital Age Survey, which has provided data on the extent to which classroom practices are integrated with digital tools and strategies. Results have been used by districts to inform professional development initiatives and measure progress in meeting the goals of their district technology plans. As part of New Hampshire's evaluation of grants funded through the federal Enhancing Education Through Technology Program this year, working in collaboration with grantees from 19 school districts, we have developed another set of evaluation tools which include an educator survey and a classroom observation tool. As part of the development of these tools, the Danielson framework was used and aligned where applicable. These evaluation tools will be made available to all districts in 2010-11.

New Hampshire Innovation Networks. New Hampshire has identified six priority areas 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. Through New Hampshire's RttT grant, NH will include specific professional development content within each Innovation Network area that will integrate across all areas. In each area, participants will engage in both face-to-face and online communities, through regularly-scheduled workshops, institutes, and online courses. Figure 1: Professional Development Matrix for NH Innovation Networks outlines the professional development content for these networks.

Figure D-7: New Hampshire Innovation Networks

| Standards and Assessment Network | STEM Network | Teacher Effectiveness Network | Leadership Network | High School Transformation Network | Board Exam/ Move 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 NIM) *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 (NHLA) *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 Integrates 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 | | | | | |

New Hampshire Network for Induction and Mentoring (NHNIM). The average age of New Hampshire teachers is 47 with a fast growing percentage of boomers approaching retirement and an increasing percentage of Gen Y teachers entering the profession. New teachers continue to leave the profession at the alarming rate of 30% within the first three years of teaching. While several reasons are cited as to why teachers leave, issues around school culture and climate are at the top of the list. In particular, Gen Y teachers show up ready to lead, wanting to contribute to decision making and problem solving and with a strong desire and preference to work in collaborative teams. At the same time, boomers are looking beyond retirement to encore careers where they can continue to contribute (NCTAF, 2009).

These conditions provide the rationale for New Hampshire’s approach to induction and mentoring of new teachers. As with all of its professional development approaches, the New Hampshire Network for Induction and Mentoring will create cross-generational learning teams within which new teachers will receive induction, mentoring and coaching support.

Implementation. The NH Department of Education will convene a P-20 advisory group comprised of personnel from schools and districts, professional associations, teachers' associations, higher education, and the NHDOE who currently have responsibilities for designing and implementing induction and mentoring programs for teachers and principals. The primary goal of this group is to develop the criteria, design and evaluation criteria for the NHMIM. An external expert provider will serve as a member, lead facilitator, and partner for ensuring that the work of the NHNIM statewide collaborative is carried out in a timely and effective manner. Using the newly designed NH web portal as a dissemination platform, this network will provide face-to-face and online professional learning components and will increase the capacity of New Hampshire educators to provide induction and strong mentoring support for beginning teachers and principals.

Unique design elements will be identified for educator groups who will require specific supports within the mentoring and induction context including new teachers and administrators at the elementary and secondary levels, Alternative 4 and 5 teacher candidates, pre-service teacher candidates, and teachers in critical shortage areas i.e. mathematics, science, ELL, special education, guidance and school psychology.

The NHNIM model will include an academy structure bringing together teams from school districts, professional associations, teachers unions and personnel from higher education from across the state. The NHNIM 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 ongoing delivery of mentoring and induction professional development for all NH educators.

During Year 1, the NHNIM 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 1 NHNIM 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 use both online and on-site resources to 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 2, 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 3, 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.

New Hampshire has several resources upon which to draw for improving the mentoring and induction of new teachers and principals. The New Hampshire Principals Association offers a mentoring program with support to new school principals (Appendix D-5-20 NHASP mentoring information). This mentoring support is particularly important as the number of administrators applying for principalship openings has fallen from an average of 40 candidates per opening to about a dozen. NEA-NH also works with districts to train mentors and provide specific supports new teachers. During June of 2010, Plymouth State University will be holding a three day mentor camp to train mentors and to support the implementation of high-quality educator induction. There is also a statewide group of school mentoring program coordinators that meets on a monthly basis to share successful strategies. Additionally, the NH DOE developed a mentoring and induction toolkit to assist districts with their mentoring of new teachers and to provide districts with guidance about how to design, implement and evaluate high quality induction programs (Appendix D-5-21 mentoring toolkit). These resources will be used to implement NHNIM.

Leadership Academy. The NH DOE will issue an RFP to select an organization that can provide an intensive professional development experience for leaders that focuses on instructional improvement. It will search for an organization with solid evidence of experience 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. The use of online assistance, interactive classroom time, and action research projects will support and provide real-life applications. The organization selected will identify how it will effectively carry out this task in a manner that will enable this new academy to be woven into other successful leadership development efforts already in play in our state. Instead of layering on another program, this academy will compliment and add vitality and rigor to other

programs, ensuring greater consistency across leadership work and bringing our efforts into stronger systemic alignment statewide.

Each cohort will consist of teams of two or three individuals from each school—a principal, a district leader, and a teacher 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 and attend a facilitator institute. They will be observed and evaluated during their first few trainings by the organization’s master consultants and NHDOE staff.

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 and NHNIM 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 NHNIM 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 NHNIM structure.

New Hampshire’s Response to Intervention (RtI) is a significant ongoing professional development activity guided by the NH RTI Task Force “white paper” and the NH RTI State Plan. The SEA recently hired a consultant to chair the task force and coordinate RTI professional development. Over 30 percent of the state LEAs have teams participating in the current Cohort I Training; specifically over 300 educators are involved. The program delivers high quality training in effective strategies for consensus building, developing collaborative teams, and the use of data to modify and differentiate instruction to reach all students. Districts continue to inquire about joining the RTI Initiative. NH will sponsor another RTI Institute during the summer of 2010 for a second cohort.

NH Instructional Coaching project provides year-long professional development and training to content-based coaches. This project is designed to train 100 coaches from across the State. The goal of the project is to engage teacher coaches in deepening their knowledge and skills in content-based collaborative coaching through a yearlong professional development series. The coaching project utilizes a “train the trainer” model. Coaches trained in the first cohort and who meet selection criteria will be prepared as teacher leaders and facilitators and will assist in the delivery of professional development across the state for the second cohort of instructional coaches.

With RttT funding, New Hampshire will continue to provide statewide professional development, targeted to high need schools and districts that responds to the needs identified by our State System of Support’s needs assessments.

(D)(5)(ii) *Measure, Evaluate and Continue to Improve Effectiveness.*

Several measures of effectiveness of the Innovation Networks, NHNIM 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 NHNIM will develop electronic portfolios that track their work and performance based on the NH teacher and leader performance standards. Their 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.

| | | |
|--|-----------------|---|
| Goal: Provide a data-informed professional development system to support the educator career continuum from pre-service preparation through hiring, mentoring and induction, classroom teaching, the development of teacher leaders and recruiting/preparing administrative leaders. | | |
| Strategy: Align pre-service standards with the K-12 evaluation system. | | |
| Activities | Timeline | Responsible Party |
| <ul style="list-style-type: none"> • Include NH evaluation standards in program approval standards. • Ensure that pre-service preparation concludes with performance assessment that is aligned to the NH educator evaluation framework. | 2010-2011 | NH State Board of Education and Professional Standards Board |
| Strategy: Develop and implement effective induction with mentoring to provide support for beginning teachers and leaders. | | |
| <ul style="list-style-type: none"> • Provide regional train-the-trainer academies to build local capacity for training mentors. Build upon previous materials that were developed with NH's Teacher Quality Enhancement grant. Utilize existing professional learning community of NH practicing mentors. | 2010-2014 | NHDOE and external partner |
| <ul style="list-style-type: none"> • Support the development of Plymouth State University's mentoring certificate program by brokering with school district administrators | 2011-2014 | NH DOE and PSU |
| <ul style="list-style-type: none"> • Expand and support a statewide virtual community of educators and leaders to share best practices and provide mentorship through collegial collaboration. | 2010 - 2014 | NH DOE, VLAC, External partners |
| Strategy: Support common planning time and collegial learning communities to support high quality job-embedded professional development. | | |
| <ul style="list-style-type: none"> • Continue to provide high quality professional development through the NH Professional Development Master Plan process. | 2011-2012 | NH DOE, local professional development committees, and PD centers |
| Strategy: Provide professional development on using formative assessment and benchmark assessments to increase student achievement and for ongoing curriculum adjustment. | | |
| <ul style="list-style-type: none"> • Collaborate with the NH Bureau of Accountability and School Improvement's assessment system professional development program. | 2010-2014 | Division of Program Support and Division of Instruction, NH DOE |

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|---|-------------|--|
| Strategy: Provide incentives for teacher leadership roles that support distributive school management. | | |
| <ul style="list-style-type: none"> Develop models of compensation that reward individuals for taking on roles such as instructional coaches, data team leaders, mentors, etc. Provide professional learning opportunities to nurture the development of these roles. | 2010-2014 | NEA-NH, NH-AFT, NHASP, NHSAA, NH DOE NH DOE and IHE's |
| <ul style="list-style-type: none"> Provide a clearinghouse (personalized professional development "match up") for an individual identifying knowledge gaps and illuminating educational resources, opportunities, and learning outcomes and expectations (demonstration) that match state standards---<i>creating a road map to career success that is tied to standards</i> | 2010 - 2014 | NH DOE, IHEs, vendors, and professional organizations |
| Strategy: Develop a leadership pipeline to recruit and train aspiring administrative leaders. | | |
| <ul style="list-style-type: none"> Work with the NHSAA and the NHASP to design leadership training programs. | 2010-2014 | NH DOE, NHSAA, NHASP, NISL |
| <ul style="list-style-type: none"> Support the NISL project that is being used in the struggling schools assurance area. | 2010 - 2014 | NH DOE, External partners |

Plan for Leadership Training

| Activities | Timeline | Person Responsible |
|---|--|---|
| Year 1 (2010-2011) | | |
| Strategy: Prepare training for principals and determine vehicles to ensure a common focus and coordinated effort among providers in schools | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Identify two cohorts of 20-25 participants and 7 potential trainers (one north and one south) | | |
| <ul style="list-style-type: none"> In this order, identify principals from persistently lowest-achieving schools and districts, additional team members, other principals in that district, key personnel 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 |
| Strategy: Conduct monthly two-day trainings with online follow-up support | | |
| <ul style="list-style-type: none"> Training sessions on variety of topics. | August or September through August | Provider; coordination provided by external partner and NHDOE |
| Strategy: Coordination of program with other efforts in school, assess effectiveness, make adjustments | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Begin train-the-trainers program | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Evaluate training's impact on participants and student achievement | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Identify trainers for the third and fourth cohort of principals and teams | | |
| <ul style="list-style-type: none"> 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 |
| Year 2 (2011-2012) | | |
| Strategy: Continue training of cohort 1 and 2 and train-the-trainers program | | |
| <ul style="list-style-type: none"> Provide training sessions on variety of topics. | August – January 2011 | Provider; coordination provided by external partner and NHDOE |
| Strategy: Evaluate training's impact on school culture/climate and student achievement | | |
| <ul style="list-style-type: none"> Develop, administer and analyze final evaluation from participants, surveys of teachers in buildings and student | Ongoing | External partner and NHDOE |

| | | |
|---|--|--|
| achievement data (latter will be an ongoing process to track progress over time). | | |
| Strategy: Identify two cohorts of 20-25 participants and 5 potential trainers (one north and one south) | | |
| <ul style="list-style-type: none"> 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 I schools. Communicate information about training and calendar to participants. | June 2011 | NHDOE |
| Strategy: Conduct training monthly two-day trainings with online follow-up support | | |
| <ul style="list-style-type: none"> Training sessions on variety of topics. | August 2011 – January 2013 | NH trainers, with support in first 3 months from external partner; coordinated by external partner and NHDOE |
| Strategy: Assure coordination of program with other efforts in school, assess effectiveness, make adjustments | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Assess quality of training provided by newly-minted trainers | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Begin train-the-trainers program in conjunction with leadership training | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Begin coaching program with cohorts 3 and 4 | | |
| <ul style="list-style-type: none"> Match trainers, facilitators or coaches with new principals. | August – January 2012 | Trainer/facilitator/ coaches; coordinated by external partner and NHDOE |
| Strategy: Establish a NH trainers’ work/support group | | |
| <ul style="list-style-type: none"> Convene trainers to ensure they have enough support; answer questions; problem solve challenges. | Quarterly (more frequently in beginning) | NHDOE and external partner(s) |
| Strategy: Evaluate training’s impact on participants and student achievement | | |
| <ul style="list-style-type: none"> 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 |
| Strategy: Continue to evaluate training’s impact on school climate/culture and student achievement | | |
| <ul style="list-style-type: none"> Administer and analyze final evaluation from participants, surveys of teachers in buildings and student achievement data | Ongoing | NHDOE, external partner and schools |
| <i>Years 3-4 will be similar to previous ones, but with summative data collected in last year.</i> | | |

| 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. | 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 | | | | | |

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(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

Vision: The New Hampshire State Board of Education, through existing state legislative authority, authorizes the NH Commissioner of Education to implement an intervention plan to improve student achievement in the state’s persistently lowest-achieving schools

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

The New Hampshire Department of Education has a long standing history of working with the New Hampshire legislature to meet the needs of students attending NH schools. Enacted in 2003, New Hampshire law (RSA 193-H: School Performance and Accountability) provides statutory authority to both the State Board and Commissioner of Education to identify and intervene in public schools and districts not meeting state performance targets. The law further establishes a legislative oversight committee to work with the State Board and Commissioner in identifying the operational principles upon which the intervention plan should be based (RSA 193-C-IV).

The NH statute Chapter 193-H: School Performance and Accountability, includes the following sections:

Statewide Performance Targets (Section 193-H:2) RSA 193-H established a rigorous process for setting performance targets for schools and LEAs. The NHD OE oversees the improvement and corrective action process of the LEAs in conjunction with a legislative oversight committee, established by RSA 193-C. NH measures schools based on the following indicators:

- student achievement
- attendance
- student growth and achievement gaps
- graduation rates

Identification and Public Disclosure of Schools in Need of Improvement (Section 193-H:3)
The NH Commissioner annually compiles a list of schools that (a) are not meeting the statewide performance targets established in RSA 193-H:2 and (b) are designated as schools and districts in improvement status for not meeting the established targets. The list is disseminated to the governor and council, the president of the senate, the speaker of the House of Representatives, local school boards, superintendents of schools, and the public, and is made publicly available on the Department’s website.

Local Education Improvement Plan; Strategic Responses (Section 193-H:4) Please see the flow chart in Appendix E-1-1 outlining the process described below. A NH school or LEA is given one year from the date that a school or LEA has been designated as in need of improvement pursuant to RSA 193-H:3 to take action to remedy identified problems at the local level. The school or LEA must create a turnaround plan that identifies actions that it will take to correct the areas of concern. This plan must be submitted to the state board within 90 days of the date that the school or school district was designated as in need of improvement. These plans are carefully reviewed by the NHDOE. If the turnaround plan meets the requirements of the NHDOE and federal guidance, the plan is approved. The LEA/school implements the plan and the NHDOE monitors progress. If the plan does not sufficiently address the areas of concern, the state board does not approve the plan and a designee/progress review team is assigned by the state board to work with the school or LEA to amend the plan so that it meets state board approval. If the school or LEA does not revise the turnaround plan within 60 days or the state board does not approve the revised turnaround plan, the commissioner of education submits a turnaround plan for the school or LEA, including methods for implementing it, to the state board for approval. At that point, the state board directs the local school board to implement the plan. For further detail on what the turnaround plan needs to include refer to the MOU and Appendix E- 1-2.

In addition, the state's authority is reinforced under federal accountability statutes to withhold or redirect federal funding to LEAs that are not demonstrating improved achievement. NH state and federal laws position NH to impact the development and implementation of the reform plans and intervene when performance targets are not met.

Through discussions between the NHDOE and the State Board, a process of intervention into NH's persistently lowest achieving schools has been outlined to increase the use of the authority by both groups. In the past, NH has had a more cooperative approach to the development, approval, and oversight of school and district improvement plans. The revised approach dramatically strengthens the NHDOE and State Board use of authority in advancing reform in the targeted schools and expanding the use of recognized promising practices in all schools and LEAs. This approach includes the assignment of external partners that have a proven track record of success for bold school and district reform.

(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

Vision: To annually identify New Hampshire’s persistently lowest-achieving schools and support reform efforts in these schools and districts that target the elimination of the achievement gaps by restructuring, enhancement of teacher and leadership skills, effective use of data, and the implementation of a strong, comprehensive curriculum and assessment system.

E(2)(i) Identifying New Hampshire’s Persistently Lowest-Achieving Schools

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

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. (NH 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 above referenced state definitions and in accordance with guidance provided within the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document, items B-V-4 through B-V-18, New Hampshire developed the following:

New Hampshire’s “persistently lowest-achieving schools” are:

- (a) Any Title I school in improvement, corrective action, or restructuring that —
 - (i) Is among the lowest-achieving 5% of Title I Schools in Need of Improvement, Corrective Action, or Restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or
 - (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60% over a number of years;

AND

- (b) Any secondary school that is eligible for, but does not receive, Title I funds that —

- (i) Is among the lowest-achieving 5% of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or
- (ii) Is a high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60% over a number of years.

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. In New Hampshire’s RttT round one application, the list of schools was based on four years of student achievement data (2005 – 2008) for elementary and middle schools, and two years of student achievement data (2007 and 2008) for high schools. The timing of the round two application allows for the inclusion of our most recent student achievement results from administration of the 2009-10 NECAP. As a result, the list of schools in the Round two application is updated from that included in round one, due to the inclusion of the new data in the identification process.

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 index system is consistent with items B-V-8 and B-V-16 through B-V-18 of the Frequently Asked Questions Concerning Phase II of the State Fiscal Stabilization Fund document. The annual combined scores were then totaled (five years for elementary or middle schools and three years for high schools) to produce a cumulative achievement score for each school. New Hampshire chose not to weight data used in identifying the persistently lowest-achieving schools.

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, Corrective Action, or Restructuring list, and five high schools from the Title I Eligible list were selected (as of January

2010). Based on the most recent data, no New Hampshire high school meets the criteria for low graduation rate (graduation rate less than 60 percent over a number of years).

E(2)(ii) Supporting LEAs in Turning Around Their Lowest-Achieving Schools

The initial implementation of New Hampshire’s framework for a Statewide System of Support (SSOS) provided the most support to schools and districts with restructuring and corrective action designations. Through comprehensive guidance and targeted assistance, NH’s SSOS resulted in promising, if gradual results, with schools definitely improving if not hitting performance targets. The rationale for the approach being outlined here is that it is research based; retains some of the effective components of the original approach while expanding the focus to pinpoint and leverage change in critical areas that are likely to have more robust payoff for student achievement.

New Hampshire’s revised school turnaround approach includes increased local stakeholder involvement, a focus on implementation based on student performance, an assigned external partner based on expertise in the areas designated for improvement, technical assistance from a state-level focused monitoring team, and reciprocal accountability (of school, external partner and NH DOE focused monitoring team). New Hampshire’s turnaround model features a continuous cycle of: needs assessment, action planning, implementation and monitoring and evaluation. The focus of our approach includes:

- Effective school leadership
- High quality teaching
- Rigorous, standards-based curriculum and assessment to guide instruction
- Targeted, ongoing professional development
- Safe school environment and a supportive climate
- Alignment of fiscal and human resources to support student achievement.

As discussed in Section D, our approach in schools will utilize cross-generational learning teams in every phase of a school’s turnaround effort.

The approach to turnarounds will include some of the specific initiatives from the current NHDOE SSOS that have shown results when targeted to address specific needs of individual schools and LEAs.

- **Roundtables** bring NHDOE staff together with a particular district to review program progress and areas for continued improvement to increase understanding, support and

action taking.

- **Root Cause Analysis** is a process utilized to peel back to the underlying cause for certain conditions, and informs improvement plans, professional development and create partnerships for support to improve student achievement.
- **Center for Innovation and Improvement (CII) Rapid Improvement Process:** Recently, all NH schools in restructuring have been required to use this tool which involves a needs assessment based on 82 indicators, prioritizing of needs, creation of an action plan, and monitoring of evidence towards development in each of the indicators.
- **Focused Monitoring** involves teams of experts working with LEAs that have the largest achievement gaps between general and special education student populations to delve into data and focus on policy, leadership and instructional improvement to increase special education student performance and reduce gaps between this population and the general education students.
- **National Institute for School Leadership (NISL):** Principals from NH's largest district participated in a fifteen-month principal training program geared to prepare and support leaders to reform their leadership and school structure to increase student performance.
- **District In Need of Improvement (DINI) Meetings** are monthly meetings of DINI Coordinators to provide technical assistance and professional development. This type of support will be made more robust and implemented with the leadership of the 12 schools being supported as turnaround efforts.
- **Title I, Part A 1003(g) School Improvement Grants** and support for these districts has focused on building the leadership capacity of principals and other instructional leaders within NH's lowest-achieving Title I schools, and will be expanded under the new 1003g grants and coordinated with support under RtT.
- **Response to Intervention** has been extensively supported as an approach to differentiation and the state with other service providers (RtI national center and the NECC) has developed a strategic action plan for full implementation located in Appendix E-2-2.
- **NH PreK – 16 Literacy and Numeracy Action Plans:** Supported by the deployment of school improvement content coaches, statewide literacy and numeracy plans have been developed and put into action (see Appendix E-2-3 and Appendix E-2-4).

- ***NH High School Redesign:*** Beginning in 2004, the High School Reform Leadership group was formed to provide leadership and guidance for secondary schools as they engaged in providing each student with a rigorous and personalized education that expands their knowledge and opportunities based on a competency model.

The effectiveness of NH school and LEA improvement practices described in the appendices has been documented as contributors to increasing student achievement throughout our school systems. The common components of these practices have been:

- Establishment of clear and measurable goals, supported by the implementation of successful research-based practices;
- Analysis and use of qualitative and quantitative longitudinal data (from school to individual student) to drive instruction and track progress; and
- Creation/enhancement of school leadership teams and professional learning communities focused on data analysis and shared decision-making.

NH is committed to accelerating the improvement progress by providing rapid and intensive support to its persistently lowest-achieving schools and LEAs, while expanding promising practices to all schools. State, LEA, school, and community leaders have met numerous times over the past year to discuss plans for statewide reform. The main focus of these discussions has been how to support the persistently lowest-achieving schools in NH in selecting bolder and faster reform measures. With our previous SSOS and LEA improvement plans, many of our schools have increased student achievement gradually over time. However, there has not been enough of an increase and the pace has been too slow. NH educators realize that too many students are being denied equal access to learning and more robust changes need to be made to ensure that all students have the resources to succeed. The NHDOE has refocused staff and resources on efforts to more significantly increase student performance. NH's experience mirrors Schmoker's findings (Schmoker 2006), that when state education departments clarify and simplify their requirements for schools, those schools will redirect any time wasted on extraneous distractions (such as generic SEA created improvement plan templates) to improving teaching and produce increased student performance.

New Hampshire's School Transformation Systems

Aligned with the reform efforts outlined above, as part of NH's proposed RttT reform plan, six LEAs, including the 12 persistently lowest-achieving NH schools, will receive the most

intensive support services. The NHDOE will develop an Office of Innovation and Improvement to support LEAs as they reform the 12 schools. The NHDOE will create a specific Request for Proposal (RFP) that will recruit external providers that have a proven track record of successful, bold school reform. The NHDOE will review all RFPs and select the most appropriate external providers to meet the needs of the schools and successfully implement one of the four school intervention models, described in the RttT RFP. The NHDOE has had discussions with external provider groups interested in applying to serve as external partners, will encourage application, and then review and vet providers based on a proven track record for success. The NHDOE will then have an approved list of external providers and work with each LEA to select one of the providers that best fits their target performance issues, chosen model, and action plan.

In addition to the external providers, the NHDOE will hire consultants to work within a Focused Monitoring Team. This team will be deployed to the 12 schools, providing targeted coaching support (based on specifically selected expertise) and serve as liaisons between the external providers, NHDOE, and the LEA. They can also provide targeted coaching support in areas such as data analysis, assessment, curriculum, instruction, leadership, and high school redesign. All external providers, and SSOS leadership will meet on a regular basis to monitor progress of the schools and work with LEAs if there are adjustments needed to their action plans.

Each of the six LEAs has signed a Memorandum of Understanding that binds them to choosing one of the four school intervention models and at minimum the following to support their persistently lowest-achieving schools:

- Be matched with an external partner and NHDOE designated personnel, 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, LEA leader, and/or lead teacher) in an 18-month leadership development program, and build their own capacity by identifying future trainers;
- Participate in professional learning experiences focused on instruction and using an array of online resources, with the NH longitudinal data system (i.e., PerformancePLUS). PerformancePLUS is a comprehensive learning management system designed to assist LEAs build a data-informed culture and increase student achievement;
- Engage new 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 capacity building. The goal is to build a critical mass of highly effective teachers and leaders in the identified schools;

- 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.

During the ninety day period following the acceptance of the NH RtT grant, the NHDOE and the selected external partners would work with the six LEAs to develop custom reform plans for each of the 12 schools. Some of the additional projects that the LEAs/schools will participate in, based on NHDOE requirements and individually proposed LEA projects that have already been submitted will include:

- For all LEAs: Work with staff from the Parent Information Resource Center (PIRC) to complete the School-Community Index tool, a data-driven model, to help schools formulate targeted short- and long-term improvement plans for engaging parents and community support programs in the turnaround efforts;
- For all LEAs with identified elementary schools: Participate in professional development and NHDOE and community projects focused on early learning/early intervention, outreaching to students before they enter the school system to assist with preparation and provide interventions to students new to the school system with recognized performance gaps;
- For appropriate LEAs: Participation in professional development focused on aligning school curriculum and instruction to support English Language Learners (ELL). This will include teachers and administrators preparation to take the English as a Second Language (ESL) teaching certification test. This will address the shortage of teachers with this certification, currently a need in many of the identified schools;
- For all LEAs with identified high schools: Participation in the NH Secondary School Network, which is focused on providing each student with a rigorous and personalized education that includes extended learning opportunities—hands-on learning outside of

the normal classroom structure and schedule; and

- LEA specific/targeted projects that have already been submitted, with the following focus: Alignment to core curriculum standards; Use of student data to inform differentiated instruction; Improving school climate and culture; Build leadership capacity; Upgrade curriculum to Common Core, comprehensive assessment system; High school redesign; Extended learning opportunities

Each entity in this intensive work has specific roles and responsibilities. The NHDOE will select and assign an external partner and deploy a team of consultants to provide additional targeted coaching support and serve as liaisons. The NHDOE and external partner will co-lead the LEA planning effort, providing for LEA collaboration and focused professional development.

An outline of the work plan for persistently lowest-achieving schools is included below in Figure E1. This plan shows the shift that will occur within the NHDOE as a result of the RttT resources and guidance. These funds coupled with our new data system would allow the NHDOE to focus on schools and LEAs in greatest need of improvement. This opportunity would allow NH to provide a comprehensive, differentiated support structure for every student.

Evidence:

Since FY2004, New Hampshire has required all schools and districts in need of improvement to conduct a needs assessment, attend professional development, and develop improvement plans based on their individual strengths and weaknesses. The strongest state-led reform has been conducted through the Title I school restructuring process (see Appendix E-2-5 for historical trend on improvement). Early in the process, NHDOE required all restructuring planning year schools to use the Center for Innovation and Improvement (CII) Rapid Improvement online system to prioritize needs and create an action plan.

During 2008-2009, six schools went through this process. Four of the six schools exited SINI/restructuring planning status before they were required to implement the plan for the 2010-2011 school year; however, the leadership in these schools expressed that the process was extremely worthwhile, resulted in comprehensive plans that school communities supported and that regardless of their improvement status, they would implement the plans. Actions that were taken by schools included the following:

- Change in school leadership
- Reconfiguration of school staff
- Formation or strengthening of school's leadership and data teams
- Changes in curriculum and instruction

Through this experience the NHDOE has decided that the Center for Innovation and Improvement (CII) Rapid Improvement online system is an effective and comprehensive process, when a school district and identified schools have the wherewithal to apply it. Based on requests from other schools and LEAs throughout NH, the NHDOE is currently expanding the system to allow all NH schools or LEAs free access to this system. The process will be mandatory for the persistently lowest-achieving schools.

Throughout the restructuring process, the NHDOE found that the majority of the schools in restructuring chose the option of “other major restructuring” (as part of the Title I US Department of Education restructuring guidance). NHDOE found that the requirements under this choice were not strict enough, did not push for major reform, and NHDOE staff and external providers had to use additional state authority to insist on bolder reform initiatives. The NHDOE has found that the reform model selections provided through the RttT and the new Title I School Improvement Grants are more rigorous and have already begun to promote more bold and significant improvement plans, including much more rigorous, on-going support at the school level.

Another promising practice that the NHDOE would like to expand is the Focused Monitoring Process, which was first implemented in 2006-2007. This process has targeted the largest achievement gap between students with Individualized Education Plans (IEPs) and all other students. The process involves the NHDOE assigning a team of experts to directly facilitate the deep analysis of student data and policy, practice, and structures in the school. The team then works with the district to develop an action plan and monitors the implementation of the plan to track results. See Appendix E-2-6 for the results of this work. Based on the success of this model, the NHDOE is planning to implement a Focused Monitoring Process specific for all persistently lowest-achieving schools.

Evidence Chart:

| Approach Used | # of Schools Since SY 2004-05 | | Results and Lessons Learned |
|--|-------------------------------|------------|--|
| Center for Innovation and Improvement (CII) Rapid Improvement—used with all Title I restructuring schools. NHDOE coach and New England Comprehensive Center staff were assigned to each school to assist them through the needs assessment, action plan development, and implementation. | 2008 | 6 schools | 4 of the 6 schools in restructuring planning during 2008 did not enter restructuring implementation status (made AYP) |
| | 2009 | 14 schools | 2 of the 14 schools in restructuring planning during 2009 did not enter restructuring implementation status (Made AYP) |
| 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. | | New SINIs | Many schools increased student performance, but few were able to exit School In Need of Improvement (SINI) status: |
| | 2003 | 0 | 2003 3 schools |
| | 2004 | 67 | 2004 1 school |
| | 2005 | 5 | 2005 0 schools |
| | 2006 | 21 | 2006 7 schools |
| | 2007 | 50 | 2007 5 schools |
| | 2008 | 49 | 2008 7 schools |
| | 2009 | 65 | 2009 12 schools |
| | 2010 | 34 | 2010 6 schools |

| Performance Measures | (Current | Baseline | Actual Data: | 2010-2011 | End of SY 2011-2012 | End of SY 2012-2013 | End of SY 2013-2014 | End of SY |
|---|----------|----------|--------------|-----------|---------------------|---------------------|---------------------|-----------|
| The number of schools for which one of the four school intervention models will be initiated each year. | 0 | | | 9 | 1 | 4 | 1 | |

Notes on performance measures: 1) The actual number in 2015 will be determined after the completion of the 2010 SIG process. There may be additional schools in 2013-2014 based on the same process. 2) The numbers above are a combination of SIG and RTTT schools and represent a purposeful implementation timeline with respect to the capacity of districts with multiple persistently lowest-achieving schools.

Figure E-1. Goal, Strategies, Activities, Timeline and Responsible Parties for Turnaround Work

| Activities | Timeline | Responsible Party |
|---|-------------------|---|
| <p>Goal: Use the NH statute Chapter 193-H: School Performance and Accountability to the fullest extent-targeting intervention by the New Hampshire Department of Education to NH’s persistently lowest-achieving schools.</p> | | |
| <p>Strategy: Redefine how the NHDOE and state board will maximize the use of NH RSA 193-H - dramatically increasing the intervention in the persistently lowest-achieving districts/schools.</p> | | |
| <ul style="list-style-type: none"> Meetings were held between NHDOE and the state board, which resulted in strengthening the process of school and district improvement plan development support, review, approval, and appointment of progress review/monitoring teams. | May 2010 | NHDOE leadership, NH State Board |
| <ul style="list-style-type: none"> Restructure NHDOE staff and consult with external providers to maximize the effectiveness of NHDOE intervention into the persistently lowest-achieving schools. | Began in May 2010 | |
| <p>Strategy: Identify New Hampshire’s persistently lowest-achieving schools</p> | | |
| <ul style="list-style-type: none"> Analyze longitudinal data of all schools, rank schools by index scores, develop an application, and require LEAs to sign Memorandum of Understanding. | By May 2010 | Office of Assessment and Accountability and Title I |
| <p>Strategy: Realign NHDOE staff and resources to support new state and local reform efforts</p> | | |
| <ul style="list-style-type: none"> Create an Office of Innovation and Improvement and expand upon the current NH Focused Monitoring Model (as a state board designee under NH RSA 193-H) to work across the persistently lowest-achieving schools, to deploy a team of consultants (with a variety of expertise) to the 12 persistently lowest-achieving schools, serving as reform coaches focused on increasing student performance. Continue working groups within the NHDOE focused on reform in the four assurance areas: longitudinal data, teacher and leader effectiveness, struggling schools, and assessment and accountability | By July 2010 | NHDOE leadership |

| Activities | Timeline | Responsible Party |
|---|--|---|
| Strategy: Support NH’s persistently lowest-achieving schools implementation of one of the four reform models and monitor to ensure meeting AYP targets within two years of implementation | | |
| <ul style="list-style-type: none"> • Conduct needs assessment, identify appropriate turnaround model and develop action plan; draw on resources within the department (e.g., introduction and use of specific instructional strategies, data analysis training to inform instructional and programmatic decisions, literacy and numeracy plans, and Response to Intervention) and outside resources. • Oversee timeline of requirements and benchmarks for all NH persistently lowest-achieving schools. | <p>July-August 2010</p> <p>Ongoing</p> | <p>NHDOE leadership, specific program leads, external partners</p> |
| <ul style="list-style-type: none"> • Continue to hold webinars and in-person meetings to discuss the reform models and specific LEA and school plans. • Require all identified schools to use Center for Innovation and Improvement Rapid Improvement tool. • Require participation by identified schools in the following professional development: <ul style="list-style-type: none"> • Instructional leadership training (new cohorts starting each year); • Positive Behavior Intervention Services (PBIS) training; • Performance PLUS training; • Parent Information Resource Center workshop series on Solid Foundations; and • ELL Academy training to certify additional staff in ESL. • Require identified schools to: <ul style="list-style-type: none"> • Use scientifically evidence-based curriculum materials; • Increase student access to virtual high school, State Scholars Program and college course work; and • Develop early learning (pre-K) programs targeting high needs/at risk students and families. • Assess school climate • Involvement of community-based programs in Supporting parents and students. | <p>By June 2010</p> <p>August 2010-ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | |
| Strategy: Increase use of data informed decision making in the persistently lowest-achieving schools | | |
| <ul style="list-style-type: none"> • Establish a professional learning community (PLC) focused on sharing data and using the analysis to drive instruction. • To be done in all schools, but targeted support from the NHDOE provided to persistently lowest-achieving schools with the following focus: <ul style="list-style-type: none"> • Utilize longitudinal data system to analyze teacher effectiveness and student achievement; • Monitor effectiveness of data teams; and • Ensure that units and lesson plans reflect use of data to | <p>Begin in August 2010, but ongoing</p> | <p>NHDOE Office of Innovation and Improvement, Focused Monitoring teams, External partner</p> |

| Activities | Timeline | Responsible Party |
|---|---|---|
| inform instruction. | | |
| Strategy: Strengthen support beyond NHDOE resources to support persistently lowest-achieving schools | | |
| <ul style="list-style-type: none"> • Create and post RFP for external providers, review submissions, interview and hire; induct external partners into the initiative and the NHDOE’s goals; match external partners with schools and districts based on needs; sign reciprocal accountability clause (school, district and external partners are responsible for student achievement gains). • Combine resources and needs assessment information to enhance services of the regional professional development centers. • Continue participation in New England Secondary School Consortium (NESSC) aimed at high school redesign. • Strengthen and expand current leadership development and mentoring programs throughout the state. | <p>Beginning in July 2010, but ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>NHDOE staff, NH Higher Education System, Regional professional development center staff, NH educational facilitators</p> |
| Strategy: Increase statewide knowledge base of promising practices and successful reform efforts | | |
| <ul style="list-style-type: none"> • Strengthen monitoring and data collection systems to include more specific improvement and reform initiative results. • Identify model schools and structure visitations/discussions. • Hold focus groups with various stakeholders throughout the reform process. • Make presentations (based on data outcomes and goals achieved) at state meetings, professional organizations, etc. • Participate in statewide networks (Mentoring, Leadership Institute). | <p>Beginning in May 2010, but ongoing</p> | <p>NHDOE Office of Innovation and Improvement, LEAs, schools</p> |
| <ul style="list-style-type: none"> • Develop tools, processes, and products to share with networks, educators; write a journal article as a school or team. | <p>August 2013-ongoing</p> | <p>Districts/schools</p> |
| Strategy: Recruit, develop and retain effective teachers and improve current teaching practices | | |
| <ul style="list-style-type: none"> • Teachers participate in induction/mentoring program to continue their development (first of three years); accompanying program for preparing experienced teachers to be mentors. • Teams from district and school (district leader, principal, and lead teacher) participate in leadership institute. • 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 • All persistently lowest-achieving schools participate in the pilot of the NH statewide teacher and leader evaluation models (including implementation, focus group participation, interviews, etc.) • 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, | <p>August 2010-ongoing</p> | <p>Collaboration among NHDOE staff, higher education institutions</p> <p>NEA-NH, AFT-NH, NHASP, NHASA, external providers</p> |

| Activities | Timeline | Responsible Party |
|---|-------------------------------------|---|
| and structured classroom visitation with follow-up discussions on observations, etc. <ul style="list-style-type: none"> Use summative evaluation of student, teacher and school data: celebrating successes and making needed refinements to policy and practices | | |
| Strategy: Strengthen early intervention programs. | | |
| <ul style="list-style-type: none"> Participate in extensive public outreach and partnerships with Head Start, Department of Health and Human Services, Parent Information Resource Center, refugee relocation centers, English Language Learners support organizations, and early childhood programs. Require personalized learning plans for at risk students. | Beginning in June 2010, but ongoing | NHDOE staff, Department of Health and Human Services, Various community organizations |
| Strategy: Leverage greater access for students to prepare them for college and careers | | |
| <ul style="list-style-type: none"> Develop a study team and conduct an audit, exploring opportunities for the collapsing or bridging of School Administrative Units, districts and school. Continue to support policy for compulsory education until 18 years-old. Assist LEAs in the development of multiple pathways to completion of secondary school. Increase the opportunity for post secondary work in secondary schools (e.g., Running Start and E-Learning). | By June 2010-ongoing | NHDOE staff, external facilitators, LEA and school staff, state and local school boards, higher education institutions, various community representatives |
| Strategy: Partner with parents/guardians and the community | | |
| <ul style="list-style-type: none"> Establish regular communication lines with parents, e.g., developing parent groups, increasing face-to-face meeting opportunities, phone conversations, notification and progress update emails, Web site posting of assignments, parenting education; broker services from community organizations to meet students' and families' needs. | Ongoing | Parent Information Center, wraparound service providers |

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(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) Percentage of total revenues available to the State that were used to support elementary, secondary, and public higher education

New Hampshire operates on a biennial State budget, and for the last 12 years Adequacy Aid, the State's primary education funding formula, has been recalculated for each biennium. As a result, there is a significant funding increase in the first year of each biennium and no increase in the second year. Since FY08 and FY09 are the first and second year of the same biennial budget, comparing those two years shows no increase in Adequacy Aid. Comparing biennial budgets shows that Adequacy Aid increased \$109 million (6.5%) from FY06/07 to FY08/09 and \$100 million (5.6%) from FY08/09 to FY10 /11. Adequacy Aid represents about 75% of State education funding.

The only way to fairly show NH's commitment to education funding, while using FY08 and FY09 figures as required, is to convert the \$109 million Adequacy Aid increase for the FY08/09 biennium into two incremental step increases of 4.3% each. Instead of FY08 and FY09 both being \$54.5 million higher than FY07, FY08 would be only \$36 million higher and FY09 would be \$73 million higher.

Figures from the summary page from the biennial budget (see Budget table below) can be used to analyze strictly State (i.e., non-federal) funding (see Statistics table below). Budgeted State funds for education (elementary/secondary and higher education) are \$1,211,831,105 and \$1,223,339,541 for the two years. With the Adequacy Aid adjustment described above the new education totals are \$1,193,331,105 and \$1,241,839,541, representing a 4.1% increase from FY08 to FY09. Total budgeted State funds are \$3,632,901,715 and \$3,729,007,373. When the Adequacy Aid adjustment is applied the new total figures are \$3,614,401,715 and \$3,747,507,373, representing a 3.7% increase from FY08 to FY09.

The education increase of 4.1% is significantly higher than the overall increase of 3.7%. As a percentage of the total budget funded from State revenues, education increased from 33.02% of the State budget (\$1,193,331,105 of \$3,614,401,715) in FY08 to 33.14% of the State budget (\$1,241,839,541 of \$3,747,507,373) in FY09.

Table F-1. New Hampshire 2008/2009 Biennial Budget

| <i>from page 550 of the State Budget</i> | FY 08 | FY 09 |
|--|----------------------|----------------------|
| TOTAL APPROPRIATION FOR CATEGORY 06 EDUCATION AS INCLUDED IN SECTION 1.06 | 1,458,949,429 | 1,470,180,444 |
| ESTIMATED SOURCE OF FUNDS FOR CATEGORY 06 EDUCATION AS INCLUDED IN SECTION 1.06 | | |
| FEDERAL FUNDS | 247,118,324 | 246,840,903 |
| OTHER FUNDS | 966,347,656 | 969,827,486 |
| GENERAL FUND | 237,302,514 | 245,351,289 |
| SWEEPSTAKES FUNDS | 8,180,935 | 8,160,766 |
| TOTAL | 1,458,949,429 | 1,470,180,444 |
| TOTAL APPROPRIATION AS INCLUDED IN SECTIONS 1.01 THRU AND INCLUDING 1.06 | 5,111,164,942 | 5,236,012,880 |
| ESTIMATED SOURCE OF FUNDS AS INCLUDED IN SECTION 1.01 THRU AND INCLUDING 1.06 | | |
| FEDERAL FUNDS | 1,478,263,227 | 1,507,005,507 |
| OTHER FUNDS | 1,694,862,406 | 1,716,948,101 |
| GENERAL FUND | 1,563,832,988 | 1,625,753,043 |
| HIGHWAY FUNDS | 276,455,391 | 286,354,455 |
| FISH AND GAME FUNDS | 12,364,494 | 12,562,280 |
| SWEEPSTAKES FUNDS | 8,811,202 | 8,810,152 |
| TURNPIKES FUNDS | 76,575,234 | 78,579,342 |
| TOTAL | 5,111,164,942 | 5,236,012,880 |

Table F-2. Statistics for Strictly State Funds (i.e. no Federal Funds)

| With Adequacy Aid Adjustment described in narrative | FY 08 | FY09 |
|--|----------------------|----------------------|
| Education | 1,211,831,105 | 1,223,339,541 |
| Remove Adequacy Aid Biennial Increase | (54,500,000) | (54,500,000) |
| Apply Adequacy Aid Increase as 4.3% each year | 36,000,000 | 73,000,000 |
| Adjusted Education | 1,193,331,105 | 1,241,839,541 |
| All Budget Sections | 3,632,901,715 | 3,729,007,373 |
| Remove Adequacy Aid Biennial Increase | (54,500,000) | (54,500,000) |
| Apply Adequacy Aid Increase as 4.3% each year | 36,000,000 | 73,000,000 |
| Adjusted All Budget Sections | 3,614,401,715 | 3,747,507,373 |
| Education Increase FY08 to FY09 | | 4.1% |
| State Total Increase FY08 to FY09 | | 3.7% |
| Education as a Percentage of State Total | 33.02% | 33.14% |

(F)(1)(ii) State's policies lead to equitable funding

NH'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%.

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% to Adequacy Aid. Allocations for special education and English Language Learners add another 8%. (There is a separate categorical program that provides additional State 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). This plan is designed to prevent districts from experiencing a precipitous loss of State income, while immediately delivering aid to districts with the most need. The full implementation of tiered per pupil funding and accountability for school level spending will begin July 1, 2011.

(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

(F)(2)(i) Description of laws, statutes, and regulations

In 1995, the NH legislature enacted the Charter Schools and Open Enrollment Act (RSA 194-B), which authorized the creation of public charter schools in the state. Locally-approved charter school applications are submitted to the State Board of Education (the State Board) for consideration to determine if the obligations of the state statute are met. When approved by the State Board, schools are granted a five-year charter after ratification by a vote of the local school district's legislative authority, RSA 194B, section B:3 (X).

In 2003, the NH General Court amended the charter school law to create a ten-year pilot program authorizing the Board of Education to grant up to 20 state charter school applications during that period. The State Board's approval of an application constituted the granting of charter status and the right to operate as a public charter school.

There is no limit or restriction on the number of charter schools that can be established on the local level. This spring, the legislature lifted the moratorium it had placed on State Board-initiated charters¹.

NH's charter schools provide an example to the state of the possibilities that exist for education. They are the R& D of the public schools and there are a variety of charter school models that have opened in the state. In addition, charters provide high-quality schools for students and their families, as well as for educators who are seeking options in education.

(F)(2)(ii) Regulation and management of charter schools

Authorization of a charter school in NH requires an extensive application as well as submission of an accountability plan by December 1 of the opening year. This plan must follow the guidelines documented in the NHDOE's publication, *The New Hampshire Charter School Accountability Process*, which is posted on the NHDOE website.

The objectives of the charter program have been clear since its inception: 1) to increase the number of high-quality charter schools, particularly those serving educationally disadvantaged students most at-risk in rural and urban settings; and 2) to lower dropout rates and increase career/college-ready graduates. Among the performance measures for charter schools are: 1) inclusion of charter schools in redesign efforts; 2) at least 80% of charter school students

¹ HB 1495 has been enrolled and anticipated to be signed by the Governor, June, 2010.

will meet or exceed statewide average assessment scores; 3) graduation rates will continue to meet or exceed the statewide average; 4) existing charter schools that have improved secondary student achievement will highlight and share their progress at an annual state conference; and 5) 85% of charter school students will meet or exceed personally established goals set by students themselves that are measurable and recorded in the annual report of their charter schools.

Under the charter school law, the State Board is responsible for assuring the completeness and compliance of all applications. It reviews the proposed charter school's application, using review standards specified in the law and can suggest amendments or additions to the application.

Application disapprovals by the State Board shall include a written statement. There is a rigorous appeals process if a charter school deems it has been treated unfairly.

To date, 16 charters have been approved via this program. Eleven state-authorized charter schools are currently in operation, while three have closed due to lack of students or financial challenges, one never opened, and one will open in the fall of 2010 (see Appendix F-1-1). This represents 6.7 percent of the total number of schools in the State. NH is the only northern New England state to support charters, and successful charters have made a significant impact on this small, rural state.

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 an effective means to retain or reclaim disengaged students or students on the periphery.

Each charter school is held accountable by the State to the same academic achievement standards expected of all public schools. The NHDOE reviews all public schools, including charter schools, annually to determine their progress toward the State's four Annual Yearly Progress (AYP) objectives.

As part of the accountability process, all NH charter schools are required to report board minutes on a monthly basis, quarterly financial statements, and annual accountability evaluations to the NHDOE, which in turn is required to report to the State Board. Four questions serve as the framework for assessment of the State's charter schools:

- Is the school making progress toward achieving its mission?
- Is the school responsibly using public funds?

- Is the school promoting student attainment of expected knowledge/skills?
- Is the school sustainable?

By collecting information throughout the year from charter school periodic reports and annually in the charter school’s progress report, the NHDOE is able to monitor schools’ performance throughout the term of their charters.

In addition, the NHDOE has established Grade Level Expectations (GLE) at the elementary level and Grade Span Expectations (GSE) at the high school level as part of the State’s Curriculum Frameworks. Charter schools must meet or exceed these academic requirements, ensuring that all NH charters maintain a high level of quality. All public as well as charter schools must administer the New England Common Assessment Program, per RSA 104-B:3, II(h); 8, V; 10, II; 16, VI. These results are available to the general public on the NHDOE website.

NH charter school law, RSA 194B, was changed this legislative session to require that all charter schools in NH be reviewed and evaluated at least once every five years. This review and evaluation is used to determine whether the school is meeting the terms of the school's charter, and is meeting or exceeding the student academic achievement requirements and goals for charter schools as set forth under State law.

No later than one year before the end of its five-year Charter, the NHDOE will arrange to conduct a comprehensive on-site review and evaluation of the charter school before renewal. The reauthorization process will begin by July 1 of the fourth year of operation and culminate in the State Board’s decision by April 1 of the fifth year of operation. The Department considers the growing body of evidence from each year of the school’s operation, along with the on-site renewal evaluation, to determine if the school has adequately fulfilled the promises of its original charter.

Table F-3. 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: October 1 October 15 | Staff qualifications Enrollment Health, fire and safety inspection reports Evidence of insurance coverage Calendar of instructional days | Compliance check 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 charter school law defines the conditions for renewal of charter schools. 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 State Board 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, material violations of the charter, financial instability or legal violations.

(F)(2)(iii) Equitable funding of charter schools

In 1995, RSA 194-B required each charter school pupil’s resident school district to pay 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 FY 2010, the State allocated a \$3,450 adequacy payment for each student in the state. Charter schools in the NH Charter School Pilot program (State Board-initiated charter schools),

receive an additional \$2,000 per student, or \$5,450 per student. They also receive additional payments based on need. For example, for each special needs student, there is an additional payment of \$1,800. They are also eligible for all entitlements.

(F)(2)(iv) Funding for Facilities

The State does not provide funding for any school facilities. It did provide funding to local districts at a 28-42 percent rate. A legislative study committee has been appointed to examine the issue of providing funding for all school facilities, including equal access to facilities funding for charter schools.

(F)(2)(v) Innovative, autonomous public schools

The State enables LEAs to operate innovative, autonomous public schools (as defined in this notice) other than charter schools. In 2009, a powerful and promising consortium of innovation was established by five New England states, the New England Secondary School Consortium, aimed at "empowering the next generation of citizens, workers, and leaders to be prosperous, knowledgeable, and responsible participants in our global community."

With funding from the Nellie Mae Foundation and the Bill and Melinda Gates Foundation, a year of planning for this consortium effort is drawing to a close. The next stage will involve schools in New England working together as a League of Innovative Schools, with the specific aim of supporting graduating students who are career- and college-ready. The consortium has established a website at www.newenglandssc.org to help in rapid dissemination of its mission, has garnered public policy support, and is moving to its next stage. Funding from RttT will leverage this work, increasing the momentum to provide all students with skills they need in the 21st century and creating learning communities in which every participant is actively involved in the learning process. NH's goal is that each student will receive a rigorous and personalized education. Every student deserves a course of study that allows him or her to learn in a deep, meaningful and practical way.

(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 2005, the Standards for School Approval included an innovation at the heart of education. It asked for outcome-based proof of competency. 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.”

The rule does not ask for evidence of seat time, it requires students to show evidence of competency. It provides conditions favorable to education reform and innovation, and has resulted in increased graduation rates—including those for underserved students, in declining dropout rates, and in increased credit recovery.

Course-level competencies for all high school courses are required to be aligned with the same NECAP standards and the State’s Curriculum Frameworks to ensure that students have multiple methods through which to translate standards and information into classroom practice. The State’s accountability system is based on Grade Level Expectations and Grade Span Expectations, which are based on a three-state mutually agreed upon set of standards. High schools were given three years in which to build, create, or refine their course-level competencies with assistance from NHDOE, consultants, and contracted professional development organizations. Model course-level competencies are available on the NHDOE’s website, and the NHDOE is currently engaged in extensive statewide training in course-level competencies in teaching and assessment, performance-based assessment, and competency-based grading.

Other significant education rules, laws, and regulations that have fostered similar outcomes are:

- A requirement that all high school courses be based on explicit course-level competencies.
- A requirement that credit towards graduation will be based on student demonstration of mastery of course-level competencies rather than instructional time.
- A rule that allows for rigorous out-of-school learning, called Extended Learning Opportunities, overseen by a highly qualified educator, in which a student may earn credit towards graduation through demonstration of mastery of course level competencies. This allows a student to work in a real world learning situation and

to be intentional about what he/she learns in that process and, subsequently, he/she may receive credit for that work.

- A rule allowing that 16–18 year olds at risk for dropping out may engage in alternative pathways to graduation, including extended learning opportunities, while remaining enrolled in school.
- Through a program called “Running Start”, college credit is acquired for courses taken in high school that meet community college standards. Through, E-start, the Virtual Learning Academy Charter School has made that option readily available to more isolated and rural schools by providing calculus, AP courses, world languages to every interested student in the State.
- An ongoing collaboration with the National Center on Education and the Economy will provide training for the choice of a Board examination system for high schools. It also offers the possibility of high school graduation “when ready” and early matriculation into a higher education if appropriate for the learner.

NH is also engaged in a regional collaboration with Connecticut, Maine, Rhode Island, and Vermont in an effort to improve secondary schools in New England. The states are examining high leverage state and local policies, global best practices, student demonstrated competency, performance assessment practices, digital media literacy, and measures and common definitions of 21st century skills. Legislators in all four states unanimously passed joint resolutions in support of the New England Secondary School Consortium—a multi-state partnership working to foster forward-thinking innovations in the design and delivery of secondary education across the region. New Hampshire believes innovation in education has multiple pathways and may be evident in charter as well as in traditional schools. Our work with the five Consortium partners demonstrates that belief. We are working in concert to close persistent achievement gaps, promote greater educational equity and opportunity for all students, and lead our educators into a new era of learning for students.

In addition to the support received from public policymakers, the conversation among educators from the five states has been robust, focused, and collegial. In a recent demonstration of promising high school practices across the states, there was much excitement and discussion about the professional learning community created in one of NH’s inner city high schools. They use the summative yearly accountability test to measure the progress of each student and have

developed a series of formative assessments that help them track progress throughout the year. They, as a team, are drilling down and making sure all high school students show growth. This is possible because the State has a performance tracker system that is available, without cost to schools, and the state offers extensive training in the use of this data. The released questions from our testing company, Measured Progress, are used throughout the year to benchmark progress. This is not about teaching to a test. It is about making sure that students meet Grade Span expectations and can prove competency in the state standards. As a state, policies and practices have been developed that demand that students meet a level of rigor that will produce college/work ready students.

NH seeks to build on all of our initiatives through this RttT application in a variety of structures from the development of our high school network, to the expansion of our pilot work on high school competencies, to our high school redesign efforts through our consortium, to the Board Examination options, and to increasing the number of our high-quality charter schools. Our developing high school network will include teacher and leader effectiveness training, technical assistance, and embedded professional development leading to increased student achievement. The conditions for educational innovation that have been outlined in this section are the platform on which to build the world-class education that our students will need in order to meet the challenges they will face.