



New Hampshire ESEA Flexibility Request for Window 3

September 6, 2012

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

Commissioner: Virginia M. Barry, Ph.D

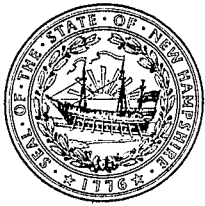
Vision Statement

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

Mission Statement

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

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JOHN H. LYNCH
Governor

State of New Hampshire

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September 6, 2012

Secretary Arne Duncan
Lyndon Baines Johnson
Department of Education Building
400 Maryland Ave, SW
Washington, DC 20202

Dear Secretary Duncan:

In your letter of September 23, 2011, inviting states to submit waiver requests from major provisions of the No Child Left Behind Act, you noted, "Over the past few years, States and districts have initiated groundbreaking reforms and innovations to increase the quality of instruction and improve academic achievement for all students." This has certainly been the case here in New Hampshire. During the past eight years, New Hampshire has lowered the high school dropout rate to less than one percent, while continuing to maintain some of the very highest standards for our students. New Hampshire's innovation and progress in reducing dropouts and implementing a student-centered, competency education system has been recognized as a model for other states across the nation.

Despite this progress, New Hampshire school districts are increasingly hampered by inflexible provisions of the No Child Left Behind Act. For this reason, I heartily endorse Commissioner Virginia Barry's waiver request on behalf of New Hampshire. We believe that New Hampshire has developed a ground-breaking waiver application, with an approach that will support our students, parents, and schools, over the next decade, with particular emphasis on schools with the greatest needs. The design of our new accountability system is transformative, with an aim to prepare all our students for college or a career once they leave high school.

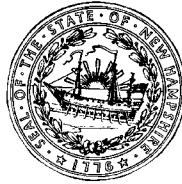
This waiver request has been developed collaboratively, and has broad support from educators and education stakeholders across our state. We appreciate your review of New Hampshire's waiver request, and look forward to a favorable response. Please do not hesitate to contact me if you have any questions.

Sincerely,

John H. Lynch
Governor

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



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**STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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September 6, 2012

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan:

The State of New Hampshire is pleased to present this flexibility request describing its vision for innovative approaches to improve student learning outcomes. Because of dedicated leaders and teachers, New Hampshire has a long history of education excellence and this excellence is derived from a strong commitment to a shared vision for student achievement. We appreciate this opportunity to accelerate our reform efforts.

The NHDOE has received widespread support of the waiver application, working extensively with multiple stakeholders, including educators, local and state policymakers, business leaders, and representatives from higher education and the community. Here in New Hampshire, we have approached the waiver process from the perspective that anything we do must be consistent with our collaborative efforts to enhance student learning at all levels. A competency education system, to which New Hampshire aspires, starts with a system of true college- and career-ready standards. These standards are implemented through a comprehensive networked strategy which connects and uses educator, school, and district development and supports as the foundation for our accountability system. The NHDOE networked system will have all stakeholders – teachers, leaders and the community – engaged and sharing the intention and desire to help every student reach proficiency – a theory of positive intent.

We look forward to hearing your feedback and providing any additional information that would be helpful.

Sincerely

A handwritten signature in cursive script that reads "Virginia M. Barry".

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

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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

| | |
|--|--------------------------|
| Legal Name of Requester: | Requester's Mailing Addr |
| <p>State Contact for the ESEA Flexibility Request:</p> <p>Name</p> <p>Position and Office:</p> <p>Contact's Mailing Address</p> <p>Telephone</p> <p>Fax</p> <p>Email address</p> | |
| Signature of State Official (Printed Name): | Telephone |
| Signature of State Official (Signature):  | Date |
| The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility. | |

WAIVERS

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

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

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

Optional Flexibilities:

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

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

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

ASSURANCES

By submitting this request, the SEA assures that:

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

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

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

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

CONSULTATION

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

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

OVERVIEW

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

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

Task forces have been formed over recent years on a variety of the reforms that the NHDOE has embarked upon, including:

- the development of a state accountability system;
- implementation of the Common Core State Standards (CCSS);
- principal effectiveness; and
- effective teaching.

To prepare this waiver request, work teams were formed to review the waiver requirements and guidance and to provide concrete input into its contents. These teams included teacher and principal association leaders, superintendents, special education administrators and other administrators, internal NHDOE staff, and higher education and community organization representatives. A list of work team members, along with members of each task force that has been meeting to build the elements included in the waiver request can be found in **Supplemental Attachment A**.

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

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

Stakeholder Groups

Educators:

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

Education Associations:

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

State Policymakers:

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

Business Leaders:

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

Higher Education

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

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

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

Other Outreach Efforts

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

FEEDBACK ON THE WAIVER APPLICATION

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

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

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

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

A COMPREHENSIVE APPROACH AND SHARED VISION FOR STUDENT ACHIEVEMENT

The New Hampshire Department of Education (NHDOE) is pleased to present this flexibility request describing its vision for innovative approaches to improve student learning outcomes. Because of dedicated leaders and teachers, New Hampshire has a long history of education excellence. This excellence is derived from a strong commitment to a shared vision for student achievement and the state has been regularly recognized for its leadership and an overall quality education system. However, as times change New Hampshire's strategies need to evolve. The state must continually improve its system to ensure a better educational experience for all learners in a rapidly changing world – one that will result in more students reaching higher levels of learning, and being better equipped to succeed beyond high school.

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

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

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

The NHDOE believes that for too many years, New Hampshire, along with every other state, has had to operate pursuant to the provisions of an outdated federal education law that, while well

intentioned, does not support a holistic and a rational accountability structure or the focused and meaningful supports schools need. This request to the U.S. Department of Education (USED) to waive certain aspects of the Elementary and Secondary Education Act (ESEA) will allow for a more coherent overall approach thereby creating the conditions for achieving dramatic improvements in student performance.

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

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

A NEW THEORY OF ACTION

New Hampshire believes that all students must be college- and career-ready by the time they complete high school. This means not only meeting the content knowledge expectations of the CCSS in English Language Arts and Mathematics, but also demonstrating necessary college- and career-ready knowledge, skills and dispositions. New Hampshire's system must show that students are advancing not just by demonstrating growth in learning, but by demonstrating competency in the understanding and application of content knowledge.

Knowledge – refers to mastery of rigorous content knowledge across multiple disciplines (including but not limited to reading/language arts and mathematics) that serve as a foundation for all learning.

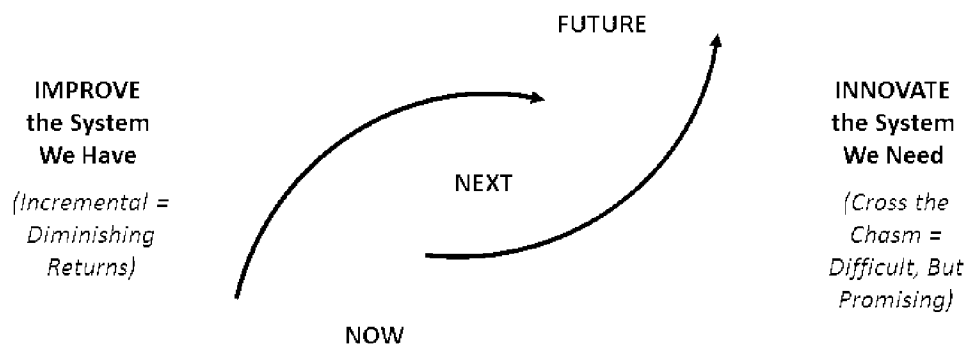
Skills – refers to the higher-order skills that students need in order to extend and apply rigorous content knowledge in the ways that evidence indicates are necessary for success in college and career. These skills include, but may not be limited to, the ability to think critically, solve problems, communicate effectively, collaborate with others, and be self-directed in one's own learning.

Dispositions – refers to socio-emotional skills or behaviors (sometimes referred to as habits of mind) that associate with success in both college and career. These include non-cognitive, social-emotional, and other dispositions, such as self-regulation, persistence and tenacity, adaptability, the ability to plan and manage one's work and time, etc.

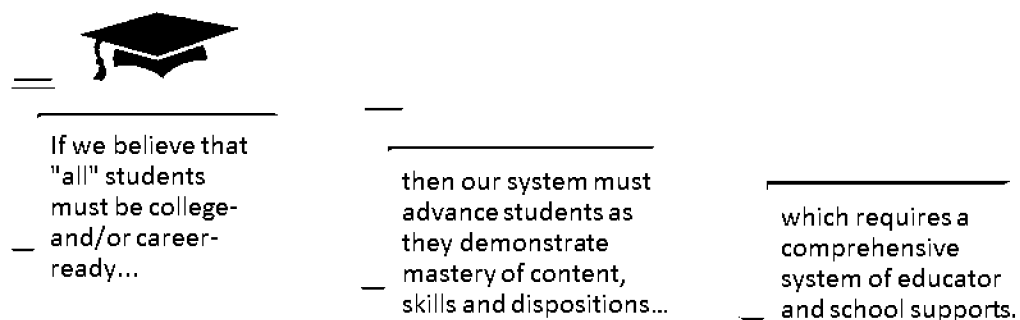
A competency education system, to which New Hampshire aspires, starts with a system of college- and career-ready standards. These standards are implemented through a comprehensive networked strategy which connects and uses educator, school, and district development and supports. The NHDOE networked system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

New Hampshire rejects the idea of a deficit model where schools and districts are identified as failing and where “shaming by naming” is used as a method to increase student achievement. New Hampshire’s networked system will work on an “improvement-to-innovation” continuum to advance educator practice and better support student learning. This work will plant the seeds of transformation and create the future of learning for New Hampshire students. *Figure 1* below illustrates this improvement to innovation continuum.

Figure 1- Improvement to Innovation Continuum



Therefore, in New Hampshire:



- All graduating students will demonstrate college and/or career readiness based on an expanded definition of rigorous content and knowledge, higher-order skills, and critical dispositions by

2017. The state will also define ambitious but achievable annual measurable objectives (AMOs) that move beyond an accountability system based on a pure status model to one that fully includes a competency-based¹ learning model.

- The state will adopt a balanced system of assessments (formative, interim, and summative) to assess student competency along learning progressions. Performance-based assessments will be administered when students are ready to demonstrate competency as opposed to waiting for an arbitrary date on a calendar.
- The state will set its ambitious annual measurable objectives (AMOs) with the intent of closing the gap of achievement in every subgroup by 50 percent by 2017 based on multiple measures.
- The state will provide a broad set of supports through a networked strategy so that educators will be engaged in continuous, research-based improvement processes and identifying and implementing cutting-edge, innovative approaches that rethink the structure of school practice and the use of technology. These technical assistance, knowledge and innovation networks will be the methodology for reaching the state's goals towards learning, innovation, and improvement.
- The state will implement an educator effectiveness system connected to student performance, including competency attainment. It will address areas of preparation, selection, induction, mentoring and evaluation of teachers and principals.

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

| | |
|---------------------------|-----------------------------|
| Compliance | Support |
| Punishments | Rewards |
| Hierarchy | Flexible Networks |
| Test-based Accountability | Professional Responsibility |
| Standardized | Personalized |
| Reactive | Proactive |
| Static | Dynamic |
| Supply "push" | Demand "pull" |

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

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

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

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

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

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

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

NEW HAMPSHIRE’S FOCUS ON HIGH STANDARDS AND PERSONALIZED LEARNING

The New Hampshire Department of Education (NHDOE) is committed to setting high expectations for what students must know and be able to do. Through its involvement and

leadership in the Council of Chief State School Officer's Innovation Lab Network (ILN), the state is focused on student-centered and competency-based approaches to learning. This focus emphasizes attainment of world-class knowledge and skills through multiple pathways, based on acquiring and applying knowledge in novel situations and building a repertoire of experience.

The New Hampshire State Board of Education adopted the Common Core State Standards (CCSS) in July 2010 (**see evidence in Attachment 4**). Since adoption, the NHDOE has conducted many meetings across the state to raise awareness of the CCSS and has also provided multiple professional development opportunities for educators to further expand understanding of the standards and engage educators in the work of implementation. To ensure consistency in messaging and to encourage a seamless transition, NHDOE developed an implementation framework (**see Supplemental Attachment B**) to help districts and schools guide their implementation work. Training has occurred throughout the state on the Framework and included professional development for teacher of students with disabilities and ESOL teachers. The next step for the state will be to focus its implementation efforts partnering and providing distinct and focused learning opportunities for the specific needs of district and school leaders, teachers, parents and students. New Hampshire schools will transition to and fully implement CCSS in English language arts (ELA)/literacy and mathematics no later than the 2013-2014 school year.

However, explaining the New Hampshire context is important to understand before reviewing the state's plan for CCSS implementation. The NHDOE has been working on high school redesign prior to 2004 with innovative practices and in 2005 New Hampshire was the first state to eliminate the Carnegie unit through updated Minimum Standards for School Approval Rules (306-27) changes. This allowed for three policy goals to converge, change expectations for education and create a shared vision by: 1) creating real-world learning opportunities and anytime, everywhere learning, 2) meeting the Governor's challenge to improve high school graduation rates and have zero drop-outs by 2012, and 3) raising the compulsory age for attending school from sixteen to eighteen. New Hampshire's elimination of the Carnegie unit has been replaced with a competency-based system that allows students to earn credit toward graduation outside of traditional classrooms.

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

Next Generation Learning

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

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

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

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

The NHDOE has received a grant from the Nellie Mae Education Foundation to help coordinate this effort and to engage the National Commission on Teaching and America's Future, (NCTAF), in this work. Recently, the Stupski Foundation designated Manchester School of Technology (MST) as one of a select group of initial high schools nationwide to join a newly launched Learning Lab Network. Through this new initiative, Manchester School District students, educators, and administrators will be connected to their peers nationwide, sharing lessons and building a body of evidence demonstrating the effectiveness of the student centered approach. MST is meanwhile transforming from a regional two year career and technical center to a state of the art NxGL school, offering personalized secondary learning through a blended one-on-one model, in consultation with 2Revolutions, a national transformation consulting firm. All of these initiatives have been the fertile ground upon which the NHDOE, with our thought partners, including 2Revolutions, CCSSO, and Education First, has conceptualized the New Hampshire "networked" strategy contained within this application (see Principle 2A).

Extended Learning Opportunities

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

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

All of this work is presented to show that New Hampshire has expanded the definition of college and career readiness to go beyond the CCSS and include multiple dimensions (see *Table 1* below). These dimensions include the knowledge, skills and dispositions (see the definitions in the overview section of this request) students need to succeed beyond high school. Readiness requires more than students reaching higher levels of learning (as specified by the content standards). New Hampshire's dimensional elements of college and career readiness serve as a guidepost for dramatic reforms in education policy and practice. The elements represent the belief that New Hampshire must deliver on the development of both cognitive and non-cognitive skills for all students as part of a moral, economic, and civic imperative to reduce inequities and advance excellence.

Table 1

- Students should graduate fully prepared to pursue the college and career *options of their choice*.
- *College ready* refers to the full range of programs leading to valuable, recognized degrees, including community colleges and four-year colleges.
- *Career ready* refers to employment opportunities with meaningful opportunities for advancement as well as career training programs that offer technical certification or other marketable skills.
- Evidence and experience indicate that the knowledge and skills needed to succeed in college and career are *greatly similar*, and that all graduates will need some form of postsecondary education or training to succeed during their careers.
- Knowledge, skills and dispositions are mutually reinforcing, and not contradictory. That is, evidence and experience confirm that education that advances application of knowledge through skills is more likely to result in student competency of the underlying, rigorous content knowledge.
- The knowledge, skills and dispositions have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures of evaluation and assessment.
- This same set of knowledge, skills and dispositions is also vital for student success in terms of citizenship, in addition to college and career readiness, including the ability to contribute and succeed in our increasingly diverse, democratic, global society.

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

CCSS IMPLEMENTATION HISTORY

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

The implementation team created documents, talking points, templates and tool kits for districts to voluntarily use to assist them with their own implementation planning and in meeting their specific implementation needs. A survey of districts was conducted in fall 2011 to further assess their needs for technical assistance and support. The results of this survey led to the creation of a demand-driven set of tools that could be easily customized to efficiently meet the specific needs of diverse audiences. The strategy became to build tools that could be adopted by LEA leadership personnel, customized to address each unique need and then tailored to the needs of a grade level or classroom.

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

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

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

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

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

All principals will be invited and encouraged to attend but our SIG principals will be required to attend the workshops. The workshops will be conducted statewide through September and October.

ALIGNMENT TO CCSS: GENERAL SIMILARITIES AND DIFFERENCES

In 2011, New Hampshire conducted an analysis of the extent of alignment between the state's Grade-Level Expectations (GLE)/Grade-Span Expectations (GSE) and the CCSS (English language arts/literacy and mathematics). This side-by-side alignment study helped the state to identify the similarities and differences between the two sets of standards, and provided guidance to the work of implementation (see side-by-side alignment studies at

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

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

ALIGNMENT FOR ENGLISH LEARNERS

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

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

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

In 2012, the NHDOE, in partnership with the University of New Hampshire, convened professional learning community of experienced New Hampshire ESOL (English for Speakers of

Other Languages) teachers to align the CCSS and the New Hampshire GLE/GSE's with the English Language Development Standards. This work was done for both ELA/literacy and mathematics in grades one, four, six and seven. Grade ten was solely for ELA/literacy. The numbering conventions from the CCSS were used in the alignment document to provide clarity to the instructional shifts of the CCSS. This document is in final edits and will be released to the field before the end of the calendar year 2012. Upon distribution to all ESOL and classroom teachers statewide, continued professional development to guide implementation of appropriate classroom instruction based on a student's level of English language proficiency and the new CCSS will follow.

ALIGNMENT FOR STUDENTS WITH DISABILITIES

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

Because 73 percent of New Hampshire's students with disabilities are taught in typical classroom settings, the role of the special education teacher and the general education teacher is to work in collaboration and ensure that students with educational disabilities have full access to the general curriculum. In order to achieve this, special educators must be provided the same support and professional development as the general educators with regards to curriculum, instruction and assessment, to ensure that IEP's can be aligned to the CCSS and the general education curriculum requirements. This will ensure that students with disabilities are well prepared to participate in state assessments. NHDOE has distributed the white paper *Application to Students with Disabilities* (see **Supplemental Attachment E**) to educators statewide that articulates these concepts.

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

CCSS IMPLEMENTATION TEAMS

The NHDOE utilizes three simultaneous approaches to drive and guide the implementation efforts being conducted in the state. The state has established a CCSS Implementation Team, a CCSS Guiding Coalition of thought-partners for implementation and regional liaisons.

The NHDOE CCSS Implementation Team is a small team lead by the CCSS state lead for implementation. The team is comprised of content specialists, cross curricular educators, administrators, communication specialists, charter school administrators, school improvement leadership and accountability staff. This team convenes to create, prioritize and modify CCSS tools for districts to use and/or tailor to their local needs and priorities. Part of their work is to

review national tools and make recommendations for use in New Hampshire. The CCSS Implementation Team serves to structure timelines, participate in professional development opportunities around the state in order to disseminate national tools, enhance internal and external communication about CCSS and conduct gap analyses when necessary. The professional development of the team has been provided by Smarter Balanced Assessment Consortium (SBAC) and the Council of Chief State School Officers (CCSSO).

The CCSS Guiding Coalition – thought-partners for implementation – is comprised of ten individuals who attend quarterly meetings and two individuals who review the team’s work for coherence. The ten individuals represent specific stakeholders for whom engagement and input to the implementation strategy is tremendously important. Convened by the CCSS state lead, the members of the coalition currently include: a literacy specialist with a focus on disadvantaged children in rural schools; an educator with cross content integration experience; a member of the state accountability team; curriculum specialists in mathematics for grade K-5 and 6-12; leadership, mathematics and literacy PLC leaders from professional organizations; the co-facilitator of the IHE Network representing the 15 IHEs in the New Hampshire; a curriculum specialists engaged in CCSS implementation in large districts; and a board member from New Hampshire ASCD. The two peer reviewers include are a former veteran principal that is now a district leader for professional learning and a former Teacher of the Year. The CCSS Guiding Coalition’s work is based on the identified needs and experience of active practitioners in the field from multiple levels and lenses.

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

As part of their ongoing support role, the regional liaisons participate in monthly superintendent, principal and CIA (curriculum, instruction and assessment) meetings that take place in their respective regions. As part of their participation, they bring information and ideas to their regional teams. By engaging teachers and leaders in the networks, the liaisons build a capacity for innovation and progress that exceeds what the liaisons could do on their own. They also form a conduit for feedback to the NHDOE thereby supporting a continuous demand driven approach to implementing the CCSS. The liaisons will participate in bi-monthly meetings at the NHDOE, included as members of the Commissioner’s extended cabinet, ensuring a better two-way flow of information between the field and the NHDOE.

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

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

- The NHDOE is engaged in conversations with the New Hampshire Business and Industry Association about the standards for career-ready. *Career* is different from *job* in that a person in a career is assumed to demonstrate cognitive engagement with the work, seek longevity in the industry, and value the possibility of promotion. A career is thus not just measured by entry-level employment.
- The P-16 Council of New Hampshire's marketing campaign attempts to portray the opportunity in New Hampshire as: "live, learn, work, stay and play." Aware that 50 percent of New Hampshire's four-year institution graduates leave the state for careers elsewhere, the marketing plan is targeted to New Hampshire's successful graduates with a message to stay and contribute to economic growth in New Hampshire. At the same time, the council has focused its goals on college and career readiness and success through five goals:
 - **Goal 1:** Increase percent of New Hampshire high school completers to 100 percent
 - **Goal 2:** Increase New Hampshire high school completers who enroll in postsecondary program within 12 months by five percent
 - **Goal 3:** Increase percent of New Hampshire high school completers finishing postsecondary career or technical training by ten percent
 - **Goal 4:** Increase proportion of graduates (resident and nonresident) from New Hampshire 2- and 4-year degree programs by five percent
 - **Goal 5:** Increase percent of college graduates (resident and nonresident) from New Hampshire 2- and 4-yr institutions who stay, work, and play in New Hampshire to 55 percent
- In the spring of 2012, Commissioner Barry addressed the Institutes of Higher Education (IHE) Round Table on college- and career-ready standards and the significance of the CCSS and teacher effectiveness on teacher preparation programs. Specific references to the responsibilities of the IHE's resulted in the implementation of their own self study of preparedness and career longevity for teacher employment in the state. As with all first examinations, the self-study created more questions than it answered. However, it solidified the awareness by all stakeholders that participation in this work is important. As evidence of this evolving commitment, the IHE Round Table has requested to further engage in the work of increasing college- and career-ready awareness statewide.

TECHNICAL ASSISTANCE NETWORKS FOR CCSS IMPLEMENTATION

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

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

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

Table 2

| Strategic Plan | Innovative Initiative |
|------------------------------|---|
| Standards and Assessments | CCSS/CCRS/SBAC/HS Competencies with SLOs |
| Data-Driven Decision Making | Multi-Tiered System of Support/RTI Formative Data, Managed in Performance Plus |
| Teacher/Leader Effectiveness | Teacher/Leader Evaluation Models – Student Growth/SLOs |
| Lowest Performing Schools | Networked Strategy and Regional Liaisons to Engage and Support Priority and Focus Schools |

The Title III office at the NHDOE has and will continue to offer professional development opportunities for district-level teams of ESOL and mainstream teachers on such topics as the use of the revised, expanded ELD (English Language Development) standards that are aligned with the CCSS, the use of academic language in writing, and strategies for teaching the specialized academic language of mathematics. Although, New Hampshire certified ESOL teachers are well trained on the standards for ELs, the dilemma for professional development lies with non-ESOL teachers who are teaching content to EL students. As an example, New Hampshire Title III sponsored a workshop in spring, 2011 on the academic language of mathematics. ESOL teachers, together with colleagues from their respective mathematics departments, attended as teams. While the mathematics teachers thought the workshop was quite valuable, they were somewhat stunned by the complexity of teaching ELs to communicate mathematically. As demonstrated on NECAP, ELs struggle more in mathematics than they do in ELA/literacy.

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

For 2012 through 2014, the primary learning objectives for professional development through the networked system will continue to be implemented in multiple phases. All phases will be offered each year through technical assistance networks since teachers and administrators often attend professional development at different entry points:

- **Phase One – Why These Standards, Why Now – SEA, LEA and Community**
 - Understand and internalize the vision of CCSS
 - Learn to apply the theories behind college and career readiness
 - Implement the philosophy of the CCSS into daily planning
- **Phase Two – Building and Classroom Level Support - Pertinent Strategies about the CCSS**
 - *Principals and Teachers: will understand the standards as learning targets and they will be able to:*
 - **Impact Teaching and Learning Cycles –**
 - ⇒ Align instructional strategies, assessments and data analysis
 - ⇒ Learn to execute CCSS-based lessons embedded with 21st century tasks
 - ⇒ Apply (create/identify) CCSS based formative and summative assessments
 - ⇒ Identify CCSS-based targeted interventions
 - ⇒ Define communications plan, including desired results and timeline
 - **Standards-Based Reporting**
 - ⇒ Teachers track student progress towards standards goals (Performance+/Mileposts)
 - ⇒ Stakeholders (teachers, principals, students, parents) have access to standards-based program data
 - **Aligning systems for Staff Observation, Evaluation and Support**
 - ⇒ Educators align continuous improvement process, including evaluation and professional development to CCSS target (portfolio based)
- **Phase Three – How to Implement the CCSS**
 - *Systemic Implementation – Mapping and Planning Classroom Practices– Leadership, Classroom and Technology Preparedness*

- Learn to plan effective standards and messaging awareness
- Define the standards message of what, why and how
- Develop and plan for communications at all levels
- Clarify transition plan from the New Hampshire Curriculum Frameworks to the new CCSS– side by side and alignments
- Build Leadership capacity
- **Phase Four – How to Teach the CCSS**
 - ***Classroom Examples and Success Stories***
 - Teacher quality/observation validated
 - Teacher professional development portfolio contains examples of CCSS instructional success
 - Teacher evaluation tied to student learning shown by evidence of student growth

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

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

Professional development will continue to target the identified tracks of the Implementation Framework: Leadership, Instruction, Assessment and Technology Preparedness. Within those broad categories, it will be necessary during 2012, 2013 and 2014 to further engage specific groups of stakeholders. To further engage the NHDOE’s work to implement strategies to address the specific needs of the student population, groups will need to be offered opportunities to learn about the CCSS through targeted technical assistance networks delivered at the regional level, including the effect the anchor standards have on homework and project learning and opportunities to investigate innovations such as Flipped Classrooms Model. These 21st century practices may be unfamiliar to members of the broader community and will be a major goal of the regional targeted technical assistance networks.

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

The CCSS Implementation Team has developed its "Wish List for Technical Assistance Networks" (**see Supplemental Attachment F**) that it will use to begin the design of trainings to be provided each year. The actual planning for these workshops is ongoing. NHDOE's online resource *KnowledgeBase* will enable the state to provide an array of high quality and relevant resources and assembled professional development routes off of which NHDOE and its partners can run trainings.

INSTRUCTIONAL MATERIALS SUPPORT

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

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

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

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

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

DEVELOPING AND ADMINISTERING ASSESSMENTS THAT MEASURE STUDENT GROWTH, SKILLS AND DISPOSITIONS

The New England Common Assessment Program (NECAP) is a four state regional assessment between New Hampshire, Maine, Vermont and Rhode Island to address the state assessment

requirements of the accountability system as dictated by NCLB. This tool was developed by a multi-state consortium and aligns with the assessment requirements of NCLB and is specific to the curriculum frameworks of New Hampshire.

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

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

Table 3

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

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

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

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

Table 4: Summary of changes to the NECAP tests during the transition to the CCSS:

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

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

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

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

1. How would the members of the Task Force define "proficiency-based learning," and if this definition is different across different grade levels, how is it different?
2. How would states want schools and districts to respond to students when they demonstrate success or needs in a proficiency-based system?
3. What are school, district, and state information needs regarding a state assessment system in a proficiency-based learning system regarding, but not limited to, the following:
 - support for learning;
 - strategies to personalize learning;
 - support for instructional strategies;

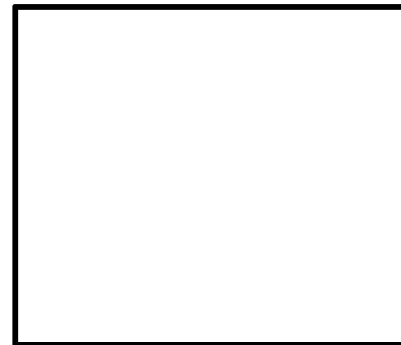
- budgetary decisions at the school, district, and state level; and
 - identification of school needs in the state accountability system?
4. What are the psychometric implications of proficiency-based learning on large-scale state assessments?

The work of the Task Force is ongoing. It will present a report and set of recommendations to the SBAC Executive Committee in September 2012.

The WIDA Consortium, mentioned previously, is developing a new English language proficiency test. This assessment will be ready for piloting and full implementation at the same time as the Smarter Balanced Assessment. The ELP test will be fully aligned with the CCSS. The WIDA Consortium has also updated its English language development standards to align with the CCSS. They will be holding an in-depth training for teachers in November in 2012 in Boston.

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

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



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

- New Hampshire’s Student Assessment System Should Promote and Measure the Knowledge, Skills, and Dispositions that Lead Students to Graduate from High Schools College- and Career-Ready
 - **Knowledge:** Mastery of rigorous academic content represented by the CCSS and other subjects defined by the New Hampshire Board of Education. To date, draft competencies in mathematics and English language arts, aligned with the CCSS, have been developed
 - **Skills:** Higher order thinking skills, such as critical thinking, solving complex problems, synthesizing and analyzing, working collaboratively, communicating effectively, and using technology to enhance understanding

- **Dispositions:** Behavioral qualities or habits of mind that include goal setting, persistence, time and resource management, self-awareness, and social and emotional competence.
- New Hampshire's Student Assessment System Should Promote and Measure Deeper Learning
- New Hampshire's Student Assessment System Should Build the Capacity of Educators to Lead Best Practices in Performance Assessment at the Local Level
- Accountability Systems Should Be Built Upon a Foundation of Strong Student Assessment Systems
- State Student Assessment Systems Should Apply to All Districts, Schools, and Students

Table 5: Calendar of Activities for Implementing Performance-Based Assessments

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

What does participation in a Cohort involve?

Schools form teams of 4-6 including ELA/literacy teachers, mathematics teachers, and leaders who attend 3 sessions throughout the school year (5 days total in Fall, Winter, and Spring).

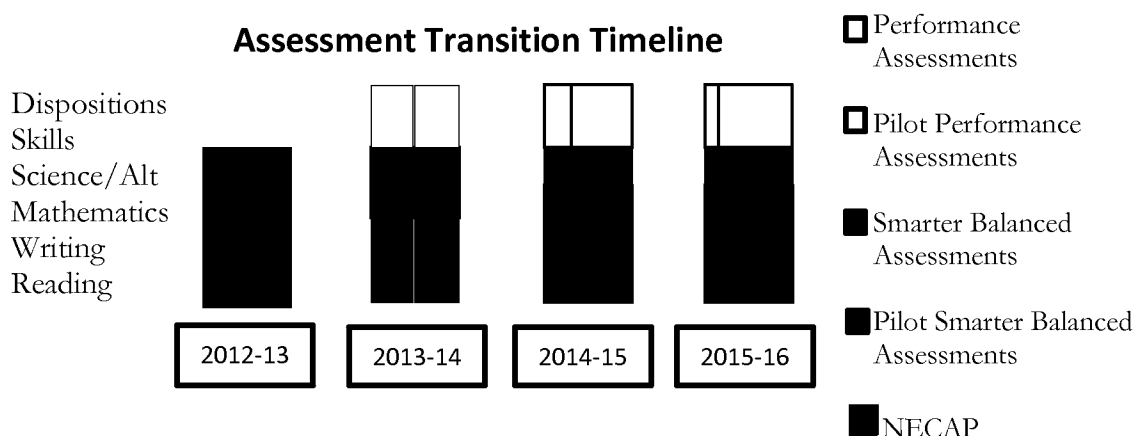
The professional development focuses on the design and administration of local performance assessments that have measures of validity and reliability, and also includes strategies and planning support for sharing school-wide. Applications are due September 21, 2012 for this technical assistance network.

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

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

The state will continue to offer the New England Common Assessment Program (NECAP) assessment for both science and alternative assessments. The state's assessment system will also balance local control with statewide accountability and comparability. *Figure 2* below shows the expected timeline to develop and implement the assessment system. The SBAC and performance assessments will begin with pilot sites before going to full scale.

Figure 2



Finally, for the last three years, the NHDOE has developed the NH Alternative Learning Progressions Assessment (NH-ALPS). This past year, over 1,300 students who have been unable to access the New England Common Assessment Program (NECAP) from grades 2 through 8, 10 and 11 have participating in the NH-ALPS, tested in mathematics, reading, science, and writing. The

portfolio assessment process was developed by Measured Progress of Dover, New Hampshire, in conjunction with the NHDOE and the University of New Hampshire, Institute on Disabilities, along with other national partners.

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

Two other national consortia have developed alternative assessments, the Dynamic Learning Maps Consortium and the National Center and State Collaborative. Given the costs of aligning NH-ALPS to college and career ready standards by 2014, the NHDOE will review all options. The SBAC has applied a universal design model, and the Department's former Alternative Assessment Director, Gaye Fedorchak, was very much involved with the overall specifications. Care will be taken to honor New Hampshire's tradition around the creation of NH-ALPS, along with cost effectiveness and the alignment to our comprehensive assessment model.

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

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

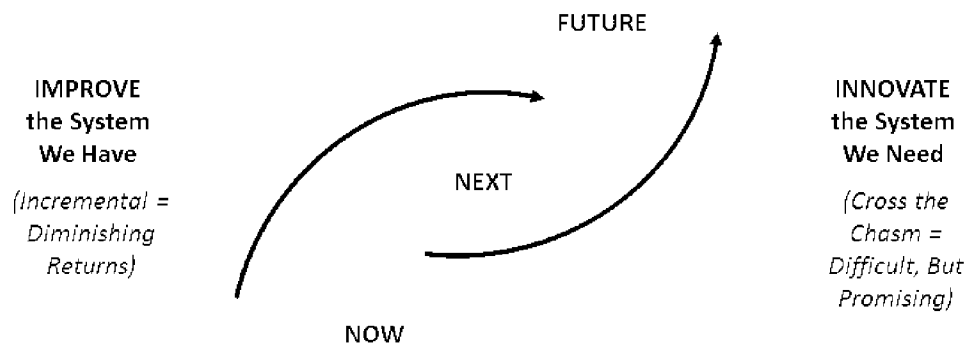
- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school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

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

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

Against the backdrop of the state's vision for its accountability system, the NHDOE is embarking on a new strategy to organize its resources in support of districts' improvement efforts across the state. This strategy – which is aligned with the state's four pillars (see page 15) explained in the introductory overview – is explicitly designed to be more flexible, efficient and responsive to districts' needs. Specifically, the NHDOE is building a multi-tiered set of professional learning networks with the goal to better connect districts to one another, to high-quality and relevant information resources, and to an array of supports.

Figure 3. Simultaneously Supporting Both Improvement and Innovation

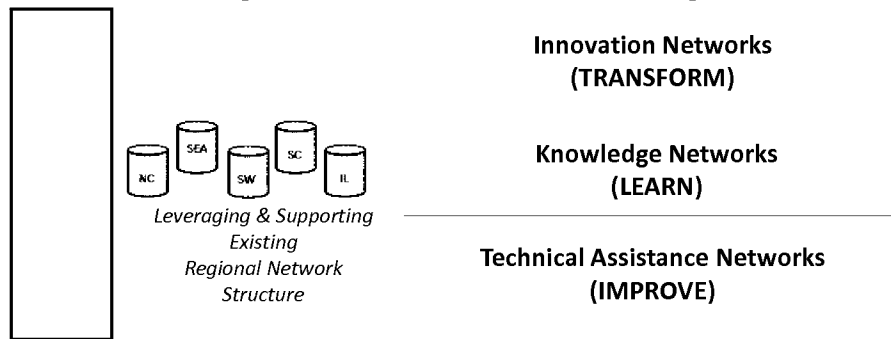


NHDOE understands that the world of education is changing rapidly – new technologies, new policies, and new strategies are making it possible to deliver better, more personalized learning experiences for every student. This is exciting because it provides New Hampshire education leaders an opportunity to re-think and re-build how educational services should be delivered. At the same time, there are the challenges, constraints and accountabilities that persist in the current system. During this transitional period – both here in New Hampshire and across the country – education systems will be required to operate simultaneously within both of these realities. *Figure 3* above provides an illustrative framework showing how the NHDOE seeks to ensure that districts are supported as they strive to improve the education system that is currently in place, while at the same time supporting the development of the new learning ecosystem the state needs for the future – an *improvement to innovation continuum*.

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

NHDOE is developing a fully “networked” approach, with a clear mandate to better connect educators to targeted supports and expertise, to one another and to rich information resources, all aligned with the state’s strategy for both improving and transforming the system. This integrative approach includes three types of networks (Technical Assistance Networks; Knowledge Networks; and Innovation Networks) designed to better support districts’ needs and interests (see *Figure 4* below). These networks will enable district leaders and staff to participate in a range of trainings, discussions and other activities over time that represent a balance of state and district priorities.

Figure 4. Networked Growth Strategy



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

- **Technical Assistance Networks (IMPROVE):** These networks will provide opportunities for districts and schools to participate in ongoing and/or one-time, virtual or in-person, sessions of varying length and intensity within each region that focuses explicitly on ***targeted topics associated with improvement of the current system*** (i.e., PD supports on topics that are more explicitly aligned with the various measures for which a district is currently accountable). These networks tackle foundational topics and participation that will be open to for everyone. The NHDOE will be giving priority on topics based on demand from districts. Sample technical assistance topics include:
 - Educator Evaluation (also walk-thru observation training)
 - Curriculum Alignment to CCSS
 - Performance Assessment
 - Use of Data and Ability to Support It
 - Competency-based Grading and Assessment
- **Knowledge Networks (LEARN):** These networks will also provide opportunities to participate in ongoing and/or one-time, virtual and in-person sessions of varying length and intensity within each region or statewide that ***expose a district and schools to a broader array of topics*** (i.e., themes, emerging trends, etc.) shaping the direction of teaching and learning. These knowledge sharing opportunities represent a compilation of opportunities based on both state vision and demand/interest from districts. Sample knowledge network topics include:
 - Best Instructional Practices
 - New Hampshire's Smarter Balanced Assessment Strategy
 - New Hampshire Mathematics Task Force Report: Improving Mathematics Delivery
 - Integrating Student Voice into Teaching and Learning
 - Technologies to Unlock Personalized Learning
 - Key Dispositions of Successful Students
 - E-Learning: Effective Online Instructional Strategies
 - The Use of Learning Progressions and Formative Assessment to Improve Teaching and Learning

- **Innovation Networks (TRANSFORM):** This component of the structure will allow districts the opportunities to be selected to participate in facilitated networks of a small number of entities (schools and districts) who are willing to ***design and test new ideas through rapid, iterative cycles*** (i.e., “cycles of innovation”) on topics that are aligned with key levers of change within the system – and which can provide proof points of how to successfully implement transformative strategies that drive toward the vision for the future system. Sample innovation network topics include:
 - Next Generation Learning Strategies
 - Innovating Around the Use of Time (i.e., calendar/day, grade level/schedule)
 - RTI: Leveraging Response to Intervention Strategies to Personalize Learning
 - Personalization
 - Performance-based Data Management
 - Game-based Learning/ “Game-ification”

In the spirit of a fully “networked” strategy, the state will help support the development of district-based networks to sustain and deepen the work within districts. To accomplish this, NHDOE will provide an information platform to support the statewide “networked” approach and facilitate virtual collaboration between and among stakeholders. To realize this work, NHDOE is also reorganizing its own resources, shifting both dollars and staff to more flexibly support districts. Each region will be supported by a state liaison who is responsible for helping district teams take full advantage of available resources, and ensuring that districts’ specific needs are continually assessed to enable prioritization of new topics and supports statewide and/or by individual region.

The networked strategy will enable districts and the state to work together more efficiently and effectively to support educators and students across the state. Preliminary reactions from districts regarding the Networks have been very positive. These networks will be especially important for the state’s smaller schools that have individual teachers working in isolation. By engaging professionals with job-alike responsibilities, the state can increase their repertoire and decrease replicated efforts for the same grade level using the same standards. Using a customer based management system to distribute network content, facilitated by the regional liaisons through regional two-way communication, teachers and leaders in these networks are able to share materials and save time through the network system. The networked system is a delivery chain of professional development that is marketplace driven as identified and expanded upon from the districts.

The New Hampshire Technical Assistance Networks have been specifically designed to provide districts and schools in-depth technical support and on-line and embedded professional development in the New Hampshire college- and career-ready standards, the use of learning progressions and formative assessments in mathematics, Multi-Tiered System of Support/RTI, the New Hampshire Teacher and Principal Evaluation Model implementation, the effective use of student data in school improvement activities, and leadership support.

All of these networked groups are designed to address the needs of priority and focus schools. Schools in districts working with NHDOE regional liaisons, connecting with NHDOE staff teams and key partners, such as regional professional development centers and Institutes of Higher Education, will coordinate and design targeted plans for each school, based on student performance data and other in-depth diagnostic work through the Indistar initiative (explained further in the focus school section). Right now, schools and districts are asked to do the diagnostic

and planning work on their own. The new design New Hampshire is employing is a building out of the School Improvement Grant (Title I SIG) pilot network that New Hampshire has been using for the last two years. The NHDOE believes this will enable the state to have: (1) better results, and (2) more targeted use of resources.

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

| | |
|---|--|
| <p>Option A</p> <p><input checked="" type="checkbox"/> The SEA includes student achievement only on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, priority, and focus schools.</p> | <p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:</p> <ul style="list-style-type: none">a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; andb. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards. |
|---|--|

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

| | | |
|--|--|---|
| <p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> | <p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than the end of the 2019–2020 school year. The SEA must use the average statewide proficiency based on assessments administered in the 2011–2012 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> | <p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p> |
|--|--|---|

The NHDOE is committed to improving educational outcomes for **all** students, but recognizes that the current requirements of ESEA create obstacles to focusing on the schools and districts needing the greatest assistance. The state will take advantage of the opportunity afforded by USED to define and use more realistic AMOs. These will allow the state to differentiate levels of support for schools by building networks of technical assistance, knowledge sharing and innovation.

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

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

Table 6

NECAP Reading Index Scores (Elem/Middle Schools)

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

Table 7

NECAP Math Index Scores (Elem/Middle Schools)

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

Table 8

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

Table 9

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

The tables above represent the AMOs for the whole state. In practice, these AMOs will be calculated for each subgroup in each New Hampshire school based on the current (2011-2012) achievement of the student groups in each school. The AMOs are represented using New Hampshire's previously approved index system. New Hampshire will also continue to use its approved "n" size of 11 students for testing purposes.

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

The New Hampshire Performance-Based Accountability System (PBAS) differentiates among student groups in addition to examining whole school results: English learners, students with disabilities, economically disadvantaged students, and "all others" make up the student groups

identified in PBAS. The “all others” subgroup includes any student who is not a member of one of the three other student groups. This definition of student group is different from Adequate Yearly Progress (AYP) because students belong only to a single student group in addition to the “whole school” group. Student groups are defined as follows:

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

REPORTING THE NEW AMOS WITH NEW HAMPSHIRE’S STATE ACCOUNTABILITY PROGRAM

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

The following types of reports are available on this site:

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

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

District: Allenstown

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

Select a School Year: 2011-12 ▼

| District | Student | Staff | Test Results | Accountability | Finance |
|---|---------|-------|-------------------------------|----------------|---------|
| General Information | | | | | |
| District: Allenstown (9) | | | SAU: Pembroke SAU Office (53) | | |
| Address: Pembroke Academy, Pembroke, NH 03275 | | | Telephone: (603) 485-5188 | | |
| NCES ID: 3301380 | | | Fax: (603) 485-9529 | | |
| | | | Web Site: | | |
| Federal Accountability Status Met: No | | | NH Accountability Status: N/A | | |
| Accountability Information 2011-12 | | | | | |

| Improvement Status | | | |
|--|---------------------|-------------------------------|---|
| Status for 2011-2012 School Year | Content Area | Met AYP Requirements | Status for 2012-2013 School Year |
| Corrective Action/Level 3 | Reading | No | Restructure Planning/Level 4 |
| Restructure Planning/Level 4 | Math | Yes | Restructure Planning/Level 4 |
| Acceptable | Other | Yes | Acceptable |
| For more information on Districts or Schools in Need of Improvement click here: | | [DINI / SINI] | |

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

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

2.C REWARD SCHOOLS

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

IDENTIFICATION METHODOLOGY FOR REWARD SCHOOLS

The NHDOE and its stakeholders want to ensure that all schools, regardless of the socioeconomic background of their community and where the school is located, could be eligible for reward status as long as these schools were providing highly effective education for their students. Recognizing the strong correlation between socioeconomic status and achievement, NHDOE has designated those schools as reward schools that have demonstrated the greatest improvement (student longitudinal growth for elementary and middle schools and cohort improvement in high school) in each of four quartiles of overall achievement. Because growth and improvement scores contain more uncertainty than achievement scores, a three year running average growth composite score is used to ensure that the designation of reward is not subject to year-to-year instability in growth metrics.

To determine the reward schools, all of the Title I participating schools in the state were rank ordered on the three-year composite achievement operationalized as proficient and above. This was done separately for high schools and elementary-middle schools because longitudinal student growth measures are not available at the high school level. The distribution of schools, rank-ordered on average achievement, was then split into four quartiles. For each quartile of achievement, schools that had a three-year average composite (reading and mathematics) Median Student Growth Percentile (MGP) of 60 or greater were designated as reward schools. Achieving a MGP of 60 or greater in any one year for one subject area is considered exemplary growth, so doing so on average for three years across both content areas is clearly deserving of reward status. This procedure resulted in a total of 19 Title I elementary and middle schools designated as reward schools. Eight (8) schools were from the highest quartile of achievement, nine (9) from the second quartile, two (2) from the third quartile, and none (0) from the lowest achievement quartile.

A similar procedure was followed for high schools, except cohort improvement was used instead of MGPs. This resulted in zero high schools being designated as reward schools.

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

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

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

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

Blue Ribbon Schools

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

Governor's Initiative to Eliminate High School Drop Outs

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

Title I Distinguished Schools

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

Commissioner's Circle of Excellence

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

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

A press conference for the Commissioner's Circle of Excellence award was led by the Commissioner of Education; the Majority and Minority Chair of the Senate Education

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

Additional Rewards for New Hampshire Schools

New Hampshire Excellence in Education Award--- EDies

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

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

2.D PRIORITY SCHOOLS

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

IDENTIFICATION METHODOLOGY FOR PRIORITY SCHOOLS

The NHDOE will designate priority schools for the next two years by rank ordering the state's schools in terms of overall mathematics and reading achievement index scores on the New England Common Assessment Program (NECAP) and then finding the line that identifies the lowest five percent composite performance of Title I schools (total of 242). In addition to these five percent of schools, the already identified School Improvement Grant (SIG) schools will be considered priority schools.

2.D.ii Provide the SEA's list of priority schools in Table 2 (**Attachment 9**).

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

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

INTERVENTIONS AND SUPPORT FOR PRIORITY SCHOOLS

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

The NHDOE School Improvement Team worked with the 15 schools and each school was given a liaison whose duties included budget review and approval, monthly on-site visits, and progress monitoring of the schools' annual action plan. Additionally, the SEA group provided Professional Learning Community (PLC) support in the form of quarterly meetings for Cohort I and Cohort II SIG schools with professional development and discussions around the topics outlined by the Four Pillars of the transformation model.

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

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

The NHDOE School Improvement Team also provided training in the Indistar Online Tool from the Center on Innovation and Improvement (CII) lead by RMC and other CII partners. Since Cohort I and II schools were required to have a completed system of teacher/leader effectiveness evaluation model in place for the fall of 2012, the School Improvement Team procured the Charlotte Danielson Group to provide technical assistance for this project. The NHDOE had conducted a survey earlier of its districts that revealed 67 percent of the New Hampshire school districts used some form of the Danielson model for teacher evaluation. Because of the great familiarity with this system and the fact the model is researched based, the NHDOE selected this format to use as the basic structure.

With a kick-off event on September 19, 2011, the NHDOE SIG schools embarked along a parallel path with the Commissioners' Task Force on Teacher and Leader Effectiveness. This combined cohort was also given professional development around the ideas of student learning objectives (SLOs) and quality performance objectives (QPA). The approved teacher and leader effectiveness models will be initiated in all the SIG schools this fall.

All current SIG schools – 15 in all – will now be designated as priority schools. The identification methodology provided above will add additional schools that are not currently receiving SIG funds, however, the NHDOE will work with all priority schools with the same level of commitment that is described in this section. The School Improvement Team at the NHDOE, along with the Department’s Title III and Special Education Bureau, will continue its focus on the state’s struggling schools to ensure they have the support they need to improve. Each school determined to be in priority status will work hand-in-hand with staff at the NHDOE to develop a high quality intervention plan that addresses the turnaround principles defined by the USED.

The School Improvement Team will consist of the SIG Administrator, the SIG Coordinator, the RTI Consultant, the Indistar School Improvement Coach, and the consultants for TITLE I, III, and II-A and Special Education. This round table collaboration model involves careful review of the priority school profiles and identification of the supports to be provided by the NHDOE and its partners.

The newly identified priority schools will not have participated in the early experiences provided by the SIG funding. The NHDOE is committed to providing the same types of support to these newly identified schools and they will be expected to participate in the following networks within the state wide system: Multi-Tiered System of Support/RTI CCSS Implementation, Teacher and Leader Effectiveness, and Data Use. The new priority schools will be supported by a coach from the SEA to develop an action plan based on the Indistar Indicators. All priority schools will have a progress monitoring visit on monthly bases from member of the School Improvement Team. The waiver will allow the SEA Title I 1003 (a) School Improvement funds to support the networks and school improvement coaches.

The state currently uses a process called *Steps to Success* as their comprehensive school improvement planning process. This online tool will continue to be used in the school improvement process. The original 15 SIG schools were asked to use the CII “Toolkit for Implementing the School Improvement Grant Transformation Model,” otherwise known as the “Transformation Toolkit.” Many of the new priority schools may have completed this tool as they entered into the Restructuring Planning Phase (Year 4) of the School Improvement Process under the previous system of support.

The purpose of the tool is to aid the school as they identify action items involved in implementing the SIG Transformation Model that will lead to significant improvement in student achievement as the schools improve educational services for the students through a partnership with the NHDOE. The tool provides an opportunity for a well-rounded group of constituents to engage in deep conversations at the school level as the school recognizes its successes as well as its deficiencies, enhancing the motivation for change.

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

The state will require priority schools (not receiving SIG funds) to at least implement the turnaround principles that are outlined below in *Table 10*; however, the state will also support a school that determines it would prefer to implement one of the four turnaround models as defined by the USED. The turnaround principles, with a description of the partnership the NHDOE will have with its priority schools are outlined below. The NHDOE will work closely with the schools to determine what external providers and assistance they need to fully implement their intervention plans. All priority schools will also be required to participate in the technical assistance networks (See Principle 2A) that will be identified to specifically meet the needs of the school.

Table 10

| Turnaround Principles | NHDOE Support |
|---|---|
| <p>Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, <u>or</u> demonstrating to the NHDOE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.</p> | <p>The School Improvement Team will provide technical assistance to the newly identified priority schools in the tenets of the turnaround principles. If the new priority School chooses to keep the principal, the school must produce evidence that the principal possesses the skills identified in a “turnaround” principal according to the recent research.</p> |
| <p>Ensure that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs.</p> | <p>The NHDOE is going to pilot programs such as “PD 360” to help facilitate this area. Additionally, the state will now focus on Professional Conversations and Observation Skills for Leaders, SLOs, and Quality Performance Assessment (QPA) work. The Teacher and Leader Network will support the structure of the development of the teacher and leader effectiveness plans that align to the state model which includes the non-negotiable requirements. Extensive professional development will be provided involving the teachers from the new priority schools. Their involvement in this process will ensure their development of a deeper understanding of the teacher standards of effective teaching resulting in favorable educational impacts at the classroom level.</p> |
| <p>Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p> | <p>The Innovation Extended Learning Time Network will provide face to face and virtual platforms to explore adding additional time. The SIG PLC will be revisiting this topic during the quarterly meetings during the 2012-13 school year.</p> |

Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the CCSS.

Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.

Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs.

Provide ongoing mechanisms for family and community engagement.

All priority schools will be required to participate in the Multi-Tiered System of Support/RTI - CCSS in Implementation. This network will provide a cohesive, integrated approach for implementing the CCSS for all students. The priority schools will also learn to use their data to their best advantage as a tool to inform instructional practices. Ultimately, they will develop a prevention system consisting of multiple levels that will support the EL population and students with disabilities to equitably access to the CCSS.

The Multi-Tiered System of Support training will provide the professional development for educators to use data to inform classroom instruction. The data network will provide the systems approach for collection and analyzes of data for continuous improvement. All priority schools will be expected to form data teams if they haven't already. The NHDOE will provide a data coach to facilitate discussions while LEAs build local capacity.

All priority schools will participate in the culture and climate assessment in the fall if they haven't already completed one. If the data collected identifies areas of need, then those topics should be addressed in the new school improvement plan. The NHDOE culture and climate network will provide support these schools.

The Indistar system includes a family and community engagement self-assessment. The indicators assessed are aligned with best practices. Identified weaknesses should be addressed in the school improvement plan for newly identified priority schools. The SIG schools to date have engaged in many of the best practices in this area including school culture and climate surveys for the students, staff, and community, community forums, creation of student and faculty committees, community suppers around forum topics, and half time forums at sporting events. This topic is scheduled to be addressed as a strand at the quarterly SIG professional learning community meetings for the 2012-13 school year.

SUPPORTING URBAN LEA CHALLENGES

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

An analysis of the state's larger urban centers shows that a significant population of parents and students struggle with many transitional experiences both before and as they enter school. Their schools' potential success lies in doing everything possible in terms of curriculum and instructional practice to assist students to read at grade level and to calculate and learn foundational math skills. District wide curricular support and coherence has been a particular struggle for Manchester, given the number of designated schools and immigrant and refugee populations. Providing this district and priority school focus will make a tremendous difference as Manchester works to bring the majority of its students to grade level in reading, writing, and math. Similarly, because of its refugee status, Manchester, along with other NH urban centers, has worked hard to bring students who are English Language Learners to proficiency at grade level. Additional support in this area provided directly by the NHDOE will serve to focus efforts to address the needs of these students and assist the district and priority schools as they look to improve instructional practice. NHDOE consultants will work with teachers and district staff to build on relationships with parents and the community to make greater use of resources to support students from inside and outside the school.

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

Each priority school will be notified May 2013. This notification provides sufficient time for the new priority schools to create intervention plans based on data and research and develop partnerships with external providers to help with the implementation of the plan. The state will work hand-in-hand with all priority schools to ensure they have the resources to be successful.

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

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

The research is clear that sustainable school turnaround takes a minimum of three years. Therefore, all schools identified as a priority school will be required to remain in that status for at least that amount of time. Each year the NHDOE will look at the school's student achievement results for meeting AMOs for all students and subgroups.

2.E FOCUS SCHOOLS

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

Identification Methodology for Focus Schools

All Title I schools (242) will be rank ordered by “equity index” and the lowest scoring 10% of Title I schools not designated as a priority schools will be considered a focus school.

Equity index is defined by size of the achievement gap for the major educational disadvantaged student groups who are economically disadvantaged (ED), students with disabilities (SWD), and English language learners (ELL) where the achievement gap is determined as the distance between the average performance on NECAP index scores for reading and math for students in any of these sub-groups and the state average performance.

2.E.ii Provide the SEA’s list of focus schools in Table 2 (**Attachment 9**).

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

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

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

The NHDOE School Improvement Team will encourage the following options for focus schools to participate in over the course of at least three years. If the focus school wants to implement a different intervention tool (an Option 3), then the school must provide evidence on its comparability to the programs listed below. In any case, the School Improvement Team will make at least monthly visits to the school to provide support on the implementation of their intervention plan. The team member will also ensure that focus schools participate in networked opportunities that concretely address the achievement gaps of the school.

OPTION 1: STEPS TO SUCCESS

Steps to Success is a comprehensive improvement planning process built around a set of research-based indicators of effective educational practice. The components and products of the process are housed on an online website maintained by the Academic Development Institute (ADI), host of the national Center on Innovation and Improvement (centerii.org). *Steps to Success* is an approach to school improvement made available to all New Hampshire schools and districts, with priority of support given to those identified as focus or priority schools.

Schools in improvement status under the current NCLB mandates have been required to use *Steps to Success* to conduct a comprehensive needs assessment and to develop a plan targeting the areas where evidence based practice will lead to improved student achievement.

Steps to Success builds on the web-based tool, Indistar, to frame a process for school and district teams to assess current practices in comparison with evidence based best-practices (Wise Ways), to develop a targeted plan for improvement, and to monitor plan implementation and impact. The web-based tool enables the NHDOE with its limited staff and resources, to provide meaningful feedback on the schools team's work, to identify common challenges among the users and to design interventions linked to the team's identified needs.

Steps to Success is premised on the firm belief that district and school improvement is best accomplished when directed by the people closest to the students. While the School Improvement Team will provide ongoing guidance and support to focus schools, the tools also provide a framework for the process where each school team invests its own effort to identify areas of need and adopt best practices to achieve the results it desires for its students—students it knows and cares about.

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

The Transformation Indicators in *Steps to Success* focus attention on classroom practices, organizational structures and policies and programs that are known to lead to the rapid turnaround needed for schools with an extended history of inadequate performance. Using the Wise Ways research briefs to critically examine current practices establishes a professional learning culture critical to implementing and sustaining dramatic change. This tool can help identify challenges and areas of need specific to certain populations. Structured protocols for assessing current strengths and gaps serve to reinforce the belief in distributed accountability – that all members of the school community are responsible for student achievement.

OPTION 2: FOCUSED MONITORING

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

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

The focus school work team – including educators, Focused Monitoring providers and internal staff at the NHDOE – determined that this process can and should be expanded beyond those schools struggling with achievement gaps between students with disabilities and other students. This process can be used for all schools experiencing an achievement gap problem. Therefore, it is the goal of the NHDOE to use this process as the intervention tool for focus schools. However, an LEA with a focus school may approach the NHDOE with another intervention model or approach that is comparable for state approval.

Purpose of Focus Monitoring

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

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

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

- Step 1: Get Ready for Inquiry (July/September)
- Step 2: Organize and Analyze Data (October/November)

- Step 3: Investigate Factors Impacting Student Achievement (December/January)
- Step 4: Determine Effective Practices and Write a Plan (February/May)
- Step 5: Implement, Monitor and Evaluate (year 2)

OPTION 3

An LEA with a focus school may also approach the NHDOE with another intervention model or approach that is comparable for state approval.

SPECIAL AND GENERAL EDUCATION COLLABORATION LEADERSHIP INSTITUTE: WORKING TOGETHER TO IMPROVE RESULTS FOR STUDENTS WITH DISABILITIES

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

Institute Overview

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

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

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

Goals of the Institute

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

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

CONCLUSION: NETWORK STRATEGY FOR PRIORITY AND FOCUS SCHOOLS

A few final points on the state's network strategy for priority and focus schools include:

- NHDOE's support strategy provides improved supports for all schools and districts in the state with a fully "networked" strategy
- Beyond the broad array of supports through the networked offerings, the supports for priority and focus schools will go further to ensure that they leverage the supports needed per their customized turnaround plan
- Through a chosen diagnostic, the team will self-assess and have a designated coach to verify baseline data in each of the turnaround principle areas
- Then, working with their designated NHDOE facilitator the schools will develop a customized plan to help drive the improvement process, drawing from among numerous network options
- NHDOE, through ongoing assessment (same diagnostic instrument, along with observations and regular check-ins), will ramp up additional supports as needed
- Turnaround principles are firmly integrated into the support strategy

| Turnaround Principle | Mini Modules for Priority/Focus | TA Network | Knowledge Network | Innovation Network |
|---|---------------------------------------|---------------|----------------------|-----------------------|
| Strong Leadership | | x | x | |
| Effective Teachers | | x | x | |
| Use of Time to Support Improvement | x | | x | x |
| Strengthen Instructional Program | | x | x | |
| Data to Drive Continuous Improvement | | x | | |
| School Environment and Culture | x | x | x | |
| Family and Community Engagement | | | x | |
| In addition to networks, there will be targeted mini modules which will be short courses operating similar to a TA Network. They will be competency-based pathways to diagnose issues, develop strategies and provide facilitated network to meet key objectives against each goal for priority and focus schools only. | | | | |

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

Consistent with the procedure for priority school exit, all schools identified as a focus school will be required to remain in that status for at least three years to ensure sustainability of improvement. Each year the NHDOE will look at the school's student achievement results for meeting AMOs for all students with a particular focus on the subgroups that showed the most significant gap upon identification.

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

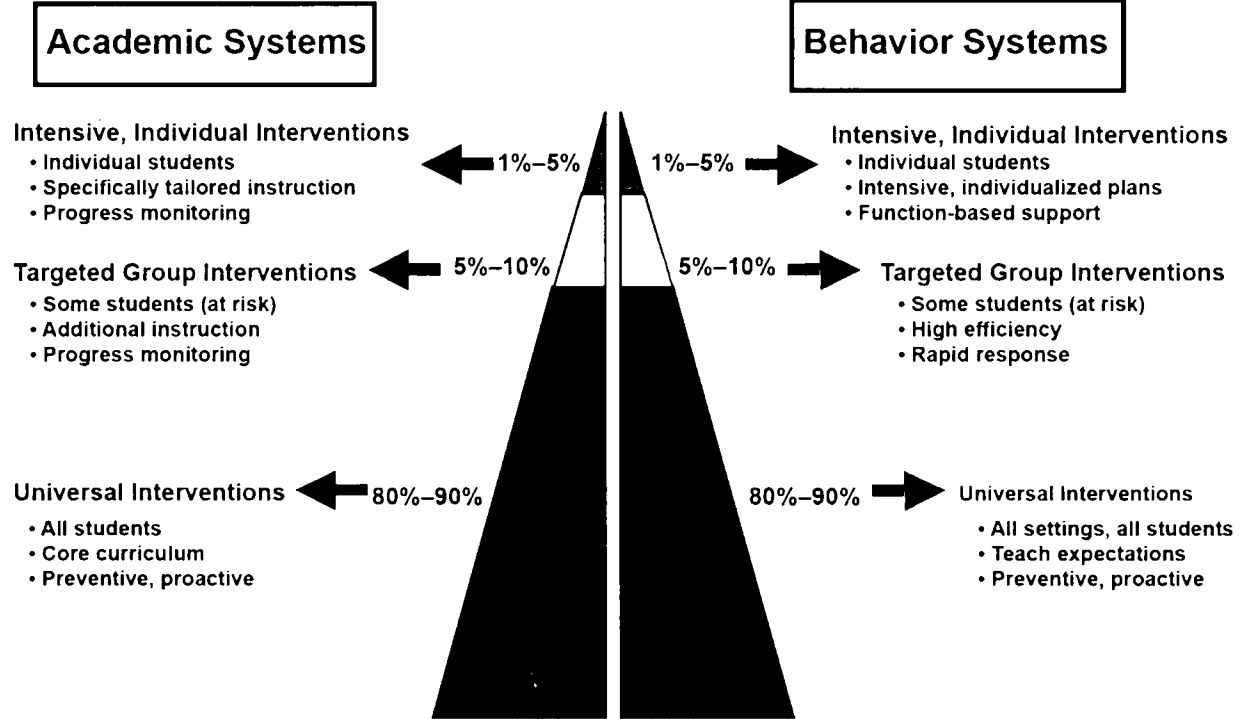
- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and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

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

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

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

The Three-Tier Model of Prevention and Intervention



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

In February of 2010, a part-time position of RTI School Improvement Coach was created under the Division of Instruction and the Division of Accountability to promote RTI throughout the state and provide support to schools. A referral system was established through the Division of Accountability through which schools could request technical support and coaching from the RTI coach. The RTI School Improvement Coach worked with the Task Force and the National Center on RTI to explore possibilities for developing a comprehensive approach to providing technical assistance to schools. The RTI Task Force Steering Committee and the RTI Coach had regular phone conferences with the National Center on RTI (NCRTI) and New England Comprehensive Center (NECC) to discuss and plan the next steps. The RTI Coach collected evaluation data from the participants at each statewide conference that year (March, April, July, November) to begin to develop a database with information pertaining to where districts are at in the implementation process, what universal screening they are using, what progress monitoring data is included, and what reading and mathematics programs their district and school has implemented.

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

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

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

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

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

In June of 2011, six pilot sites were selected through a competitive RFP process. Professional development and training has been conducted for the NHRTI Task Force, NHDOE staff and the pilot sites throughout the year.

With the help of the Task Force (now called the Multi-Tiered System of Support/RTI Professional Learning Community or just PLC) a draft of a comprehensive implementation manual was made available July 1, 2012. Four of the pilot sites will be ready to be designated demonstration sites by June 2013.

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

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

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

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

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

Tier III – Intensive – These supports are intended for students with significant or chronic deficit-based challenges as well as for students with significant underachievement who require the most intensive services available in a school. The intensity of assessment also increases in Tier III. Because of the urgency at this level, diagnostic assessments may be given to get a comprehensive

look at the student's strengths and areas of needs. Interventions need to be monitored more frequently.

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

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

The purpose of NH RESPONDS is to:

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

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

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

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

General RTI Competencies in Certification Programs Developed by NH RESPONDS

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

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

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

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

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

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

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

Beyond focus and priority schools, all other schools in our state will have an orientation to a menu of robust professional learning opportunities ranging from Technical Assistance, Knowledge, and Innovation Networks. While this menu will be aligned with our state's four pillars (see page 15), by design, it will remain dynamic based on needs and interests of practitioners throughout the State. To accomplish this work, NHDOE has reorganized resources and named regional liaisons to better enable the flow of information and supports based on demand. The regional liaisons are senior level managers attached to a geographic region, with the goal of managing relationships and being more responsive to district-based needs. In order to increase responsiveness, the liaisons will be part of monthly meetings of superintendents, principals, and directors of curriculum and instruction in their regions. The liaisons will also attend the Commissioner's extended cabinet meeting twice a month to calibrate between the system and the field, where they will have the opportunity to report out and get caught up on work at NHDOE. These mechanisms will help better align efforts and ensure a continual, intentional flow of information is the foundation for student success across all networks.

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

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

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

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

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

BACKGROUND: TEACHER AND LEADER EFFECTIVENESS

Two years ago, the NHDOE began a review of how teachers and principals are evaluated in the state. New Hampshire’s SB196-0267 requires that local school boards develop a teacher performance evaluation policy. The law states that a “teacher” is any professional employee of any school district whose position requires certification as a professional engaged in teaching. The term “teacher” also includes principals, assistant principals, librarians and guidance counselors. Currently, the NHDOE is developing technical assistance guidelines for school districts in regard to the evaluation law. In addition the School Approval Standards are being revised and will include standards appropriate to this law.

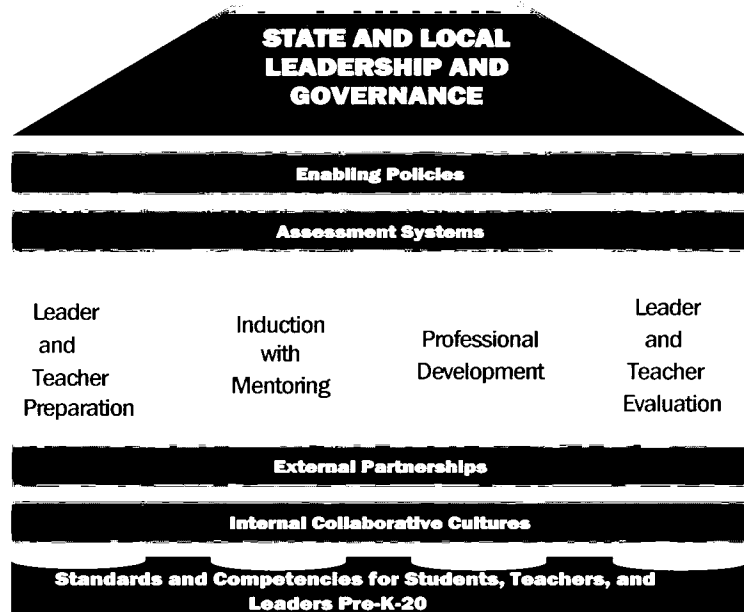
Two years ago, the NHDOE and its partners determined that there was a need to establish a set of teacher and principal evaluation standards and frameworks to evaluate educators against these standards with a focus on improving instruction and leadership. As with most states, the quality of current evaluations systems in the state runs the gamut from comprehensive to almost non-existent, particularly in the area of principal evaluations (**see Supplemental Attachment J for a state summary of evaluations used by LEAs in the state**).

Since then, the NHDOE – in partnership with educators and other stakeholders – has undertaken a comprehensive process to develop a state model evaluation system for both principals and teachers. This process has included over 100 stakeholders serving as thought-partners on task forces and committees and is ongoing with teams meeting currently.

This process led to the state's Comprehensive System of Educator Effectiveness which is characterized by four pillars:

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

As the system has been conceptualized and constructed, state and local leaders have been diligently working to develop and implement policies, assessment systems, external partnerships (in-state, regional, and national), and internal collaborative cultures within schools and districts.



NHDOE and its partners believe that high quality teachers and leaders are critical for fostering student learning. Therefore the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality.

Assisting in this approach to support the continuous improvement of instruction, New Hampshire's Administrative Rule Ed-512.02 sets criteria for the approval of local professional development master plans which clearly state that each educator must demonstrate, by collecting and interpreting data, their growth in subject or field of specialization and growth in learning as they relate to school and district goals in order to increase student achievement. In addition, each district must define the professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students. Each district must also describe how job embedded and formal professional development activities support a comprehensive, sustained and intensive approach for improving teacher and leader in raising student achievement.

The master plan is submitted to the division director or designee of the department and this person will provide approval and/or feedback to the LEA on its plan. Through a peer review process, the NHDOE may also make on-site visits, on an as-needed basis in order to observe whether the local administration of the master plan adheres to the criteria set forth in the law.

DATA SYSTEMS CONNECTED TO TEACHER AND PRINCIPAL EVALUATIONS

New Hampshire recently received a State Longitudinal Data System (SLDS) grant to design a high quality data collection system that will support teacher and principal evaluation. The following four deliverables are articulated in the SLDS grant related to the evaluation of effective teachers.

- Develop an inventory of evaluation system data elements and integrate into SLDS (e.g. teacher roster, assessment data, competency data survey data, etc.)
- Streamline District Data Submission
- Develop web tools to allow supervisors to view evaluation data
- Create a system to administer the evaluation process

Building upon NHDOE's existing infrastructure – an infrastructure that collects multiple assessment measures for students – the data systems will be expanded to allow administrators to access data required to implement educator evaluation systems, with various elements tied to student performance. As part of this project, the systems will enable the collection of a breadth of student outcome data (e.g. student outcome data linked to educator evaluations – data including local and state assessments as part of a student growth model, local measurements of 21st century skills, trend data, competency based learning assessments, overall LEA performance, parent surveys, student voice evaluations, peer evaluations, and culture and climate surveys). The tools will provide teachers and leaders with information about areas needed for improvement and innovation so they can then match supports with those areas of need.

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

The following provides an overview of the work conducted to develop models of principal and teacher evaluation systems and future work to be completed.

PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

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

The Principal Effectiveness and Evaluation Task Force was to:

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

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

DEFINITION OF EFFECTIVE PRINCIPAL LEADERSHIP

The task force defined effective principals as those who:

...promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community. An effective principal promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth. Principals are educational leaders who promote the success of all students by collaborating with all families and community members, responding to diverse community interests and needs, and mobilizing community resources.

RECOMMENDED PROCEDURES

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

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

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

1. The evaluation of a principal should reference specific data gleaned from a variety of sources to validate performance in conjunction with the frameworks. Information collected during formal and informal interactions should be considered. **The task force recommends such data be considered during formative discussions and utilized in making a determination about the principal's performance.**
2. **Principals should collect artifacts (e.g., student performance reports, newsletters, schedules, reports, letters, etc.) that demonstrate their competencies in a portfolio.**

The portfolio should be organized in such a way that artifacts/products/information are aligned with the frameworks. Information from the portfolio should be shared and discussed with the supervisor on a regular basis. These artifacts can be used during both formative and summative evaluations. This information will be especially important in addressing the specific goals that are tied to the frameworks.

3. A set of principal evaluation rubrics (**see Supplemental Attachment K**), based on the ISLLC standards, has been developed by the Task Force. **It is recommended that supervisors use these rubrics when evaluating a principal and that any rubric used should be based on the frameworks and validated for use in this context.**
4. For all principals, frequent interaction with their supervisor(s) is necessary. Interactions should be both formative and summative. Formative interactions and assessments can be used to guide a principal's future actions. Summative interactions and assessments provide the principal with assessment about competence (Condon and Clifford, 2009). **It is recommended that principals have an opportunity to meet with their evaluator periodically for formative discussions prior to any summative assessment.** Accurate documentation should be maintained and this should be in the form of shared notes or minutes taken during meetings. Discussions should reference the frameworks and the goals that have been established in alignment with them.
 - **Evaluating Novice Principals:** Novice principals (those with three or few years as a principal) should maintain a close, reflective relationship with their supervisor. At a minimum, the evaluator/supervisor should meet quarterly with the principal to provide formative evaluations of performance.
 - **Evaluating Experienced Principals:** Experienced principals (those with four years and more as a principal) should meet at least three times per year with a supervisor. The initial and mid-year meetings should be reflective in nature. The final meeting should be summative in nature. Experienced principals should be evaluated at least once every three years.
5. **The Task Force recommends that supervisors meet with their principal to establish a priority order of the standards.** The principal and supervisor should try to adjust the evaluation period so that it coincides with the normal three year recertification cycle.

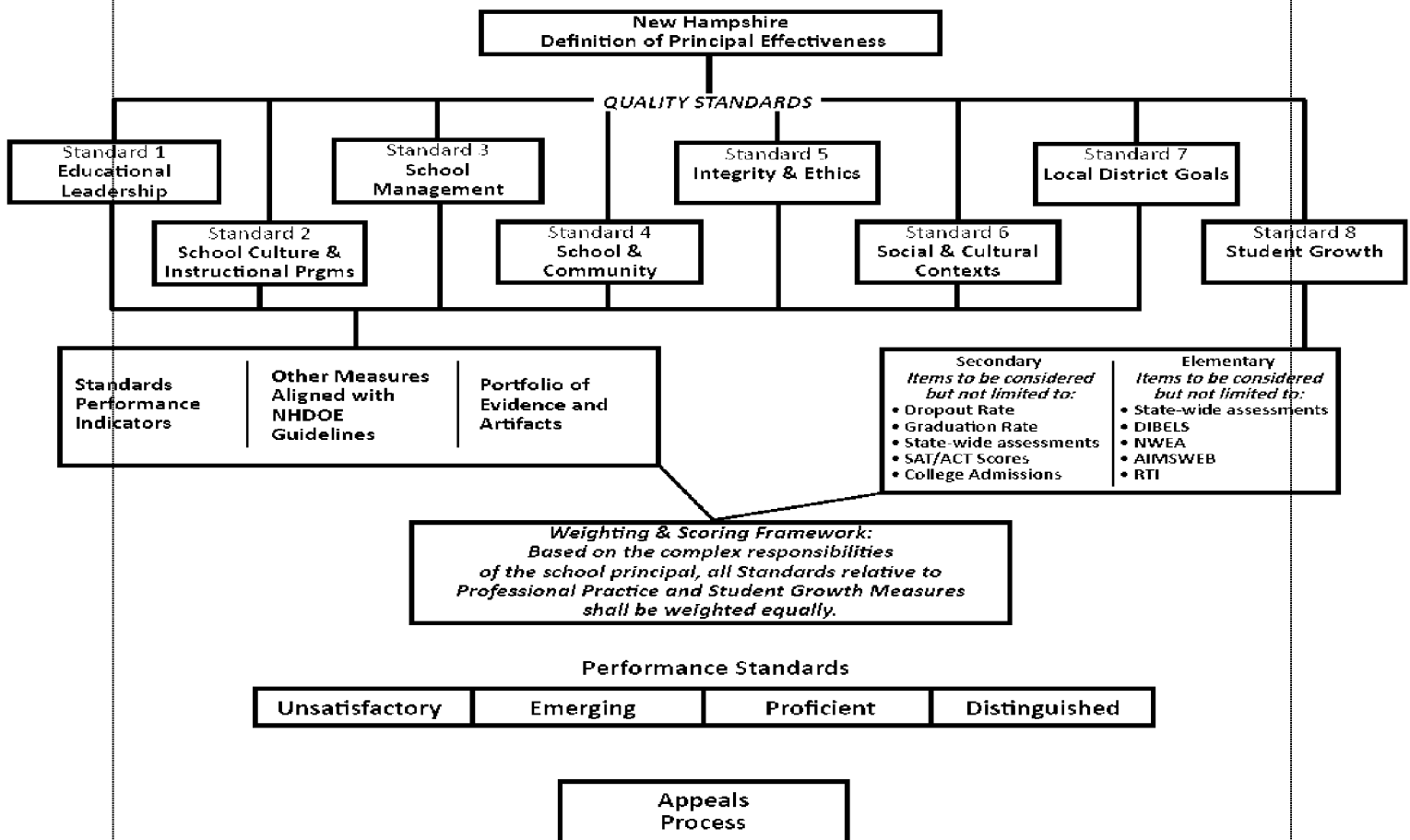
Further, the task force recommends the following timeline for supervisors and principals to use when setting up their evaluation process:

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

- January/February: Mid-year progress consultation/update
 - Review SMART goals
 - Modify goals as needed
 - Review performance status
 - Supervisor provides a brief written summary (within 15 days)
- May/June: Summative conference
 - Principal shares portfolio information/artifacts with supervisor
 - Principal reflects on goals
 - Supervisor provides a rubric-based assessment (with written response within 15 days)

RECOMMENDED FRAMEWORK

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



STATE-LEVEL PILOT AND ADOPTION OF THE PRINCIPAL EVALUATION GUIDELINES

SIG and voluntary districts will pilot the Principal Evaluation System this fall (2012). Following the pilot, a revised model will be provided for all districts to utilize. SIG Schools were designated for the pilot for several reason:

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

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

The NHDOE is currently reaching out to principals, school superintendents and school boards to voluntarily pilot the state's program (outside of the SIG schools). Specific district have not been selected yet, but there has been substantial interest in districts across the state to participate in this process. These districts represent rural, urban and suburban districts.

MONITORING OF PRINCIPAL EVALUATION ADOPTION AND IMPLEMENTATION

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

The SIG schools are providing a model for how LEAs can involve their teachers and principals in the development/adoption of a principle evaluation model. The NHDOE will share these best practices as they are learned to inform and support other districts moving forward. At the state level the development of an Educator Effectiveness system has involved several stakeholders (NEA-NH, AFT-NH, state legislators, PTA, educators at all levels, New Hampshire Association of School Principals (NHASP), New Hampshire School Administrators Association (NHASAA), New Hampshire Association of Special Education Administrators (NHASEA), New Hampshire School Boards Association (NHSBA), State Board of Education members, and the NHDOE) at the table and itself is a model for how school districts should develop and define their evaluation systems.

STATEWIDE SUPPORT FOR PRINCIPAL DEVELOPMENT

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

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

PRINCIPAL EVALUATION MODEL – IMPLEMENTATION TIMELINE

| Key Milestone or Activity | Detailed Timeline | Party or Parties Responsible | Evidence | Resources | Significant obstacles |
|---|--|---|--|--|-----------------------|
| Recruit, select and launch pilot for Principal Evaluation model , include SIG Schools | End of October 2012 | Commissioner of Education in consultation with New Hampshire Association of School Principals and the New Hampshire School Administrators Association | Pilot sites selected and model piloted | New Hampshire Dept. of Education key staff, Principal Task Force members, report and rubrics | |
| Presentation to supt. of schools at monthly Commissioners mtg. | Commissioners Meeting September 28, 2012 | Commissioner of Education | Notes from Commissioners Meeting | Members of NH Leadership Task Force, NHASP, NH Dept. of Education lead for educator and leader effectiveness | |
| Presentation to State Board of Education | State Board Meeting October 17, 2012 | Commissioner of Education | Minutes from State Board Meeting | Principal Evaluation Task Force report, information from Webinar, Video to demonstrate process | |
| Communication of model and pilot sites | End of October 2012 | Principal Evaluation Task Force leadership team under the direction of the Commissioner of Education | Video completed, webinar created and presented to all regions in the state | Members of the Leadership Task Force, NHSAA, NHASP, NHNEA, AFT-NH, Webinar, Video to demonstrate process | |

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| Support, professional development for pilot districts and schools | Quarterly meetings 2012-2013 | Key Dept. of Education staff under the direction of the Commissioner of education | Reflections, portfolios, meeting with supervisor, changes in practice, student data | New England Comprehensive Center, Regional Education Lab, technical consultants, Learning Forward | |
| On-going development of Student learning Objectives | 2012-2013 Quarterly development meetings in-districts, schools meeting on a regular basis to be locally determined | Key Dept. of Education staff members under the direction of the Commissioner of Education | Template for development of SLO's development by NH educators of a minimum of 2 SLO's for each school | Technical consultant, nyengage.org | |
| Training for evaluators | June, July, August 2013 | Key Dept. of Education staff members, under the direction of the Commissioner of Education | Completion of training and implementation 1013-14 | Training in observation skills, through Charlotte Danielson, | Funding |
| Administer protocol to evaluate and make revisions of piloted model as well as determine other models being implemented in NH schools and districts | July and August 2012 | Key Dept. of Education staff members under the direction of the Commissioner of Education, all school districts in NH | Protocol and results of protocol used to make revisions to model | New England Comprehensive Center, Regional Education Lab | |
| Revisions of model completed | September 2013 | Results of protocol, NH Dept. of Education staff, input pilot schools and districts | Revised model | New England Comprehensive Center, Regional Education Lab, technical consultant | |

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| Expansion of state model, recruit, select additional districts in each region to pilot model | 2013-2014 | Local NH school district, with support from the Dept. of Education through regional liaisons, technical consultant as needed under the direction of the Commissioner of Education | Use of revised model | Dept. of Education, all schools and district implementing the model, principals and supervisors |
| On-going support and professional development for implementing schools and districts | Quarterly 2013-2014 professional development support in school and district professional development support determined locally | Technical consultants as needed, key dept. of Education staff including liaisons under the direction of the Commissioner of Education | Reflections, portfolios, meetings with supervisors, changes in practice, using rubric to evaluate | Regional Education Lab, New England Comprehensive System Learning Forward, Technical consultants, |
| Annual protocol administered to all districts | July 2014 | Input from pilot schools and districts, NH Dept. of Education staff | Protocol results | REL, NECC, NH Dept. of Education staff, |
| Revisions to model system | August 2014 | Key dept. of Education staff under the direction of the Commissioner of Education | Revised model system | REL, NECC, additional technical consultants as needed |
| Full implementation of model system | 2014-2015 | Local school districts with support from the Dept. of Education under the direction of the Commissioner of Education | Reflections, portfolios, meetings with supervisors, changes in practice | Supervisors of principals, principals, Dept. of Education staff, regional liaisons, |

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|--|--|---|--|--|
| On-going support and professional development for school districts | Quarterly 2014-2015 professional development support In school and district professional development support as determined locally | Technical consultation as needed, key Dept. of Education staff under the direction of the Commissioner of Education , | Reflections, portfolios, student outcomes, meetings with supervisors, changes in practice as demonstrated using the rubric as evaluation tool, | Regional Education Lab, New England Comprehensive Center, regional liaisons, |
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TEACHER EVALUATION AND SUPPORT SYSTEMS

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

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

The Phase I Task Force on Effective Teaching also:

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

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

The following sections provide a detailed overview of the results of the task force to date in developing a teacher evaluation model that LEAs may choose to adopt. LEAs have the right in New Hampshire to choose their own evaluation model, however through this flexibility waiver, the state is asking for all Title I schools to implement either the State Model System or a model that is

comparable and approved through the NHDOE. Similar to the principal evaluations, the State has provided a model system for districts to use to evaluate its teachers or they may use the Model System as guide for developing their own evaluation systems.

GUIDING PRINCIPLES

The primary purpose of the State Model System is to maximize student learning and its development was guided by the following clear design principles.

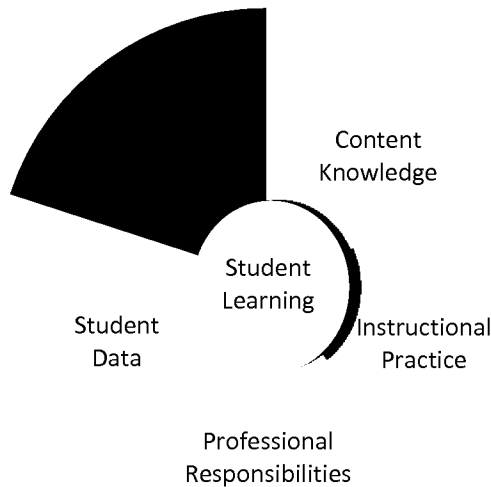
1. High quality teachers are critical for fostering student learning. Therefore, the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality.
2. Local instantiations of the State Model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

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

DIMENSIONS/DOMAINS OF A MODEL SYSTEM

A key aspect of the state model system is that it will contain five major components, four domains of professional practice and one domain of student performance data. While many districts will use Danielson's framework for Domains 1-4, **the Phase II Task Force recommends that all local systems are based on the four domains of effective teaching described in the Phase I report:**

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



The Task Force does not want to preclude districts from using other reliable and valid frameworks (e.g., Danielson, Marzano, Kim Marshall, and Safire), but recommends that **all districts must map their framework to the four dimensions from the Phase I report, including student learning.**

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

Standards of Professional Practice

The State Model System uses Danielson's Framework for Effective Teaching as the measurement framework for evaluating teachers relative to the four dimensions of effective teaching from the Phase I report. Appendix A in the report contains the detailed crosswalk between the Framework for Effective Teaching and Definition of Effective Teaching from the Phase I report to illustrate the alignment between the two sets of standards of professional practice. This recommendation is based on the State's developing familiarity with Danielson's framework, the research base supporting this

framework, and the extensive materials available to support its use and professional development. Local districts may adopt other frameworks or approaches to add more specificity to the definition of effective teaching from the Phase I report as its Standards for Professional Practice, but the Task Force recommends requiring that any framework used must document the research supporting its use and provides the specifications necessary to support reliable and valid measurement of teacher practices.

Performance Standards

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

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

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

This is just an example. The Task Force must craft its own set of PLDs for each of the overall performance levels in the New Hampshire model system. One might ask, given the local control in New Hampshire, why not just turn over this responsibility to the local districts? The Task Force recommends that as part of creating a model system for New Hampshire with any hope of *comparability among expectations for educators across districts, a set of common performance descriptors must be employed.* Further, the Task Force charges a sub-committee to develop performance level descriptors for the New Hampshire State Model System.

GENERAL EVALUATION FRAMEWORK

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

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

In addition to the major components listed above, *the Task Force recommends trying to include measures of student voice and parent opinions in the evaluation of educators. However, Task Force members understand the considerable risks of unintended negative consequences with including student and parent opinions in the evaluations of teachers.*

As part of the general measurement framework, the Task Force recommends:

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

SPECIFIC MEASUREMENT FRAMEWORK

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

Domain 1: Planning and Preparation

A professional portfolio should be required as evidence of educator performance related to Domain-1 for each educator. Given the scope of Domain 1, each educator, along with her/his evaluator (principal) should identify the sub-components of Domain that will be the focus of the evaluation for that particular year. The focus sub-domains for the given year will determine the specific data to be included in the portfolio. For example, if one of the foci was on planning

instruction, the teacher and evaluator might agree that a series of lesson and unit plans with structured reflections would serve as useful entries in the professional portfolio.

Domains 2 (Classroom Environment) and Domain 3 (Instruction)

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

Domain 4: Professional Responsibility

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

Domain 5: Student Performance

The NHDOE may produce Student Growth Percentiles (SGP) results documenting the individual student and aggregate growth for students. These results will be aggregated according to "teacher of record" rules (to be determined) and for the whole school. Further, results will be disaggregated according to identifiable student groups in the school. All educators in "tested" grades and subjects may receive a report each year from NHDOE. These results, based on NECAP and eventually Smarter Balanced Assessment Consortium (SBAC), using the SGP model, can be incorporated into teachers' evaluations either using a shared or individual attribution framework. All teachers, whether in "tested grades and subjects" or not could document student academic performance each year using SLOs. Both SGP and SLO analyses should produce results in three classifications of performance, to the extent possible, such as: high, typical/average, and low.

SPECIFIC EVALUATION RECOMMENDATIONS

1. All educators should establish yearly professional goals in consultation with their supervisor or designee and document the process and products associated with these goals through a professional portfolio that is reviewed each year. NHDOE will produce guidance outlining the requirements of a professional portfolio to be used as a starting point for local requirements. The professional portfolio should include, in addition to other goals, evidence related to the five domains of effective teaching such as evidence of improved assessment practices, materials used to implement the CCSS, and/or improvements in the competency education strategies.
2. All educators should document student academic performance each year using SLOs in accordance with the SLO guidance (Appendix A).
3. All educators in "tested" grades and subjects should receive a report each year from NHDOE documenting the individual student and aggregate Student Growth Percentiles (SGP) for their class(es). These results, based on NECAP and eventually SBAC tests, using

the SGP model, should be incorporated into teachers' evaluations either using a shared or individual attribution framework. *[The Commissioner intends to work with the Task Force on Effective Teaching to address teacher evaluation in non-tested subjects, particularly teachers of special education and related areas.]*

4. In the years that the teacher is evaluated, teachers should be observed formally on at least three different occasions. The determination of the observations should occur in consultation with the educator. At least one of the observations, but preferably most of them, should be tied to aspects of the curriculum that are the focus of the SLOs. Further, the observations should include an analysis and discussion of relevant documents associated with the unit of study being observed. These documents may include lesson plans, assessments, assignments, student work, and other relevant documents associated with the teaching, learning, and assessment of the unit.
5. Within the first three years of implementation, each educator is encouraged to undergo a full evaluation. To the extent possible, yearly evaluations should include multiple years of student performance results.
6. The district is encouraged to enact a policy and set of procedures to differentiate evaluation systems for its different classes (e.g., novice, veteran educator).
7. All non-continuing contract (novice) educators should be evaluated each year, but districts may decide to focus specific aspects of the evaluation for novice educators by reducing the demands of the professional portfolio, for example.
8. All continuing contract teachers who have been rated effective must be evaluated at least every three years, but any continuing contract teacher rated below effective must be evaluated yearly.

CONSEQUENCES AND SUPPORTS

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

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

In each system, the task force members will be developing performance level descriptors for each of the four levels. These descriptors will characterize the rating for each educator and principal that is based on the types of knowledge, skills, dispositions and behaviors for the performance level being described.

Teachers with exemplary performance as demonstrated by the evaluation ratings will be recognized in ways determined by the local district. This recognition may include monetary rewards, but more

likely will include recognition and the ability to be involved in additional opportunities (e.g., mentoring, serving as evaluators) and perhaps additional flexibility from other requirements.

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

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

The pilot will be used to further refine and strengthen the system as it is implemented in districts throughout the state. After the pilot process has concluded and revisions to the model have been made, the NHDOE will ask for the State Board of Education to adopt the teacher evaluation system.

TEACHER EVALUATION MODEL – IMPLEMENTATION TIMELINE

| Key Milestone or Activity | Detailed Timeline | Party or Parties Responsible | Evidence | Resources (e.g., staff time, additional funding) | Significant Obstacles |
|--|---|---|-------------------|---|---|
| Completion Phase II Report | September 2012 | Dept. of Education lead, technical consultant to Task Force, Task Force members | | REL, (Regional Education Lab, NECC, Task Force members Commissioner of Education, Deputy Commissioner | Availability of Task Force members to complete key sections i.e.: definitions of levels of professional performance |
| Presentation to supts. of schools at monthly Commissioner's Meeting | September 2012 | Commissioner of Education | | REL, NECC, Task Force members, technical consultant, key Dept. of Education staff | Completion of Phase II Report |
| Presentation to State Board of Education | October 2012 | Commissioner of Education | Task Force Report | Dept. of Education staff | |
| Communication plan presentations to NHASP, NEANH, AFT-NH, Council for Teacher Education, IHE Network | NEA NH Annual Convention October 5, 2012 NHASP (New Hampshire Association of School Principals | Commissioner of Education and or her designees | Task Force Report | Communication with professional associations, NHASP, NHSBA, NHSAA, NHSEA, NHNEA, NH-AFT, NHPTA | |

| | | | | | |
|--|---|---|--|--|-----------------------------|
| | monthly Executive Board Meeting October 12, 2012 | | | | |
| | AFT-NH TBD October 2012 | | | | |
| | Professional Standards Board October 3, 2012 | | | | |
| | IHE Network Meeting September 27, 2012 | | | | |
| | Council for Teacher Education September 20, 2012 | | | | |
| | NH PTA Annual Meeting October 2012 | | | | |
| Recruit, select and launch schools and districts to pilot Model | October 2012 | SIG Schools, pilot schools and districts, Dept. of Education staff, liaisons | Formative gathering of actual evaluations; surveys of participants, observations by evaluators | Federal funds, facilitators for school districts, Division of Instruction Dept. of Education, State Longitudinal grant Outcome 1 resources | |
| On-going professional development for SIG schools, district, and pilot schools, districts | Minimum quarterly meetings 2012-2013, On-going support monthly through Dept. of Education liaisons, under the direction of the Commissioner of education | Sig school and pilot school educators, facilitators and liaisons | Reflections, student data, portfolios, reflections, changes in practice, and end of year evaluation, student data | Technical Consultant REL, NECC, Dept. of Education Learning Forward, RTI group | Time and lack of funding |

| | | | | | |
|--|---|--|--|---|---|
| Development of Student Learning Objectives | Quarterly development meetings, in-district, school meetings on regular basis to be determined by districts and schools | Center for Assessment and SIG and pilot school educators | Template for development of SLO's, SLO's developed by educators in NH | Staff, time and training funds Center for Assessment, NH Dept. of Education staff, RMC, Center for Collaborative Education/Quality Performance Assessments, Learning Forward | Time, resources |
| Evaluate and make revisions of piloted model, administration of protocol for all NH school districts | July and August 2013 | Input from SIG and pilot schools, with cooperation of State Dept. of Education personnel | Input from SIG and pilot schools including student data, and recommendations for revisions | REL, Dept. of Education Staff, Center for Assessment, Learning Forward | |
| Revisions of model completed | September 2013 | Results of protocol, NH Dept. of Education staff, input pilot schools and districts | Revised model | NH Dept. of Education Staff, technical consultant, representatives from pilot schools and districts | How to get all parties together to finalize revised model |
| Expansion of state model, addition of a minimum of 3 additional districts in each region. (each district will select schools within their districts to participate | 2013-14 | Local NH school districts, with support from the Dept. of Education through regional liaisons, technical consultants as needed, under the direction of the Commissioner of Education | Use of the protocol, data from pilot and revised model | Dept. of Education, SIG schools, local school district personnel, Learning Forward | Resistance and will depend on results from protocol |
| On-going Professional Development for participating districts | Quarterly professional development | Local NH school districts, with support from the Dept. of Education through regional liaisons, technical consultants as needed | <i>Reflections, student data, portfolios, Reflections, changes in practice, and end of year evaluation, student data</i> | Dept. of Education, All participating schools and districts, technical consultants for on-going support and consultation | |

| | | | | |
|---|---|--|--|---|
| Continued development and Refinement of SLO's with deliberate representation among ESOL teachers and special education teachers | 2013-2014 | Dept. of Education staff, to include liaisons, local school and district staff | <i>SLO's developed by schools and districts, use of at least 2 SLO's in system</i> | Technical consultant, Dept. of Education staff |
| Communication of model system to stakeholders | September 2013 to July 2014, | Key Dept. of Education staff under the direction of the Commissioner of education in consultation with NHSAA, NHASP, NHSBA, NHPTA, NHNEA, AFT-NH, NHSEA, state legislators NH State Senate and Education Committee Representatives | <i>Meeting agendas and or notes, correspondence from the NH Dept. of education</i> | Key Dept. of Education staff, executive boards of NHSAA, NHASP, NHNEA, NHSBA, NHSEA, AFT-NH NHPTA, NH Senate and House Education Committees NH Dept. of Education website |
| Administer annual protocol | June 2014 | Key Dept. of Education staff, under direction of Commissioner of Education each district implementing model system | <i>Protocol results</i> | Dept. of Education staff |
| Revisions to model system | August 2014 | Key Dept. of Education staff with input from implementation districts | <i>Revised model system</i> | REL, NECC, additional technical consultants as needed |
| Full implementation of model system | 2014-15 | Local school districts with support from Dept. of Education | <i>Local plans and reports of teachers in various professional levels of performance, student data</i> | Liaisons, Center for Assessment NH Dept. of Education |
| On-going professional development | 2014-2015 Monthly for new districts, quarterly for districts who have already implemented the model system | Dept. of Education liaisons under direction of Commissioner of Education, local school and district staff | <i>Reflections, student data, portfolios, Reflections, changes in practice, and end of year performance, student data, SLO's</i> | REL, NECC, technical consultant, Learning Forward |

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

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

MONITORING OF TEACHER EVALUATION ADOPTION AND IMPLEMENTATION

The NHDOE recognizes the challenges of providing statewide oversight and support without statutory authority to do so at this time. However, the NHDOE strongly believes that building a supportive structure that provides information, resources and opportunities for growth will create a learning culture—statewide—that will lead to increased student achievement.

The NHDOE will work with the New Hampshire State Board of Education to adopt guidelines for local district's educator evaluation systems. The state is committed to ensuring the quality of local educator evaluation systems through more learner-based rather than compliance oriented approaches. To this end, NHDOE will engage districts in a peer review approach to review local evaluation systems and provide support. This sort of peer review approach has been used successfully in several states (e.g., WY, RI, ME) for reviewing and evaluating local assessment systems. These reviews provide a tremendous professional learning experience as well as high quality and rigorous reviews. Implementing a peer review of districts' educator evaluation systems will allow NHDOE to receive structured reviews of each district's system and will lead to a convergence of acceptable models. NHDOE will begin this peer review process in the summer of 2013.

Additionally, just like the process used in the principal evaluation model, each district will be encouraged to respond to an annual protocol to indicate their level of development of an appropriate teacher and leader evaluation model based on the guidelines approved by the State Board of Education.

The SIG schools are providing a model for how LEAs can involve their teachers and principals in the development/adoption of a principle evaluation model. The NHDOE will share these best practices as they are learned to inform and support other districts moving forward.

STATEWIDE SUPPORT FOR TEACHER DEVELOPMENT AND EDUCATOR PREPARATION

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

The IHEs have been involved in the development of the educator effectiveness system, especially since one of the pillars in the teacher and leader effectiveness system is teacher and leader preparation. In the Phase I report recommendations were made to teacher preparation programs

and were incorporated into teacher preparation program approvals. The IHEs have formed an IHE Network to assure communication and that information is shared between K-12 and higher education to assure that the state's future educators have the knowledge, skills and dispositions as beginning educators and school leaders.

Assessment of teacher candidates is the shared responsibility of both the IHE and the cooperating school personnel, as mandated by accreditation standards. Though the specific processes vary by teacher preparation program, this collaboration is preceded and supported by host teacher training in the observation and mentoring of pre-service teachers.

As part of New Hampshire's continuing efforts to prepare educators to have the beginning skills and focus on continual improvement of their skills and instruction, the NHDOE has updated the Teacher and Leader Preparation Administrative Rules. Also, a review of all certification areas is taking place to ensure that there is the level of rigor it needs to support the changes needed in teacher preparation, as evidenced through multiple measures.

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

ENGAGING STAKEHOLDERS IN THE DEVELOPMENT OF THE TEACHER EVALUATION MODEL AND THE PRINCIPAL EVALUATION GUIDELINES

The Commissioner of Education has been very clear from the inception of this journey that everyone has to be at the table so that the system developed for teacher and principal evaluations are truly representative of New Hampshire. Various associations and organizations were asked to submit names to represent them on the task forces. In addition, the Commissioner reached out to the New Hampshire State Legislature and other policymakers to assure that they had the opportunity to participate in this process. For those who did not participate on a task force, the work of each group was posted on the NHDOE website.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

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

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

ⁱ Professional Capital: Transforming Teaching in Every School Hargreaves and Fullan, 2012.
Social Network Theory and Educational Change. Daly, A.J.,. December, 2010.
The Fourth Way: The Inspiring Future for Educational Change. Hargreaves and Shirley, August, 2009.
The Power and Potential of Strengths-Based Connectedness: New Directions in Leadership and Organizations.
 Daly, A. J. (2009).



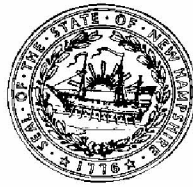
New Hampshire ESEA Flexibility Request for Window 3

ATTACHMENTS

September 6, 2012

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

Commissioner: Virginia M. Barry, Ph.D



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

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

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

August 28, 2012

Dear New Hampshire Educators:

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

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

Sincerely,

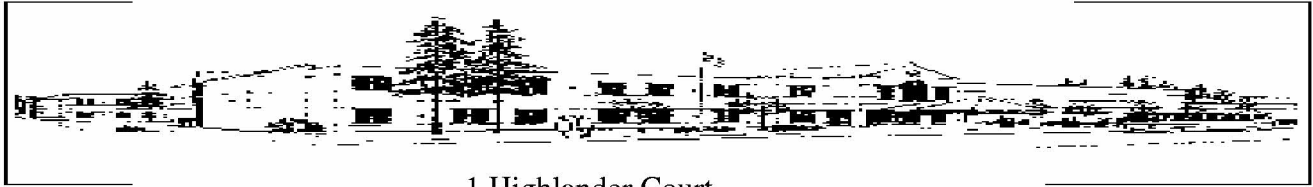
(b)(6)

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

cc: File
VMB:tna

Campbell High School

Attachment - Page 3



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

Laura A. Rothhaus
Principal
lrothhaus@litchfieldsd.org

Christopher Corkery
Assistant Principal
ccorkery@litchfieldsd.org

Lisa M. Petry
Director of Guidance
lpetry@litchfieldsd.org

John N. Patterson
Athletic Director
jpatterson@litchfieldsd.org

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

Wednesday, September 05, 2012

Dear Secretary Duncan,

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

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

Thank you for taking the time to read this letter.

Kind regards,

(b)(6)

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



NEW ENGLAND
ASSOCIATION
OF SCHOOLS
AND COLLEGES
ACCREDITED MEMBER



September 4, 2012

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

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

Dear Commissioner Barry:

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

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

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

Sincerely,

(b)(6)

Dr. Ross Gittel
Chancellor

September 4, 2012

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

Dear Dr. Barry,

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

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

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

Sincerely,

(b)(6)

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

Granite
State
College

SCHOOL OF
EDUCATION



MANCHESTER SCHOOL DISTRICT
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195 McGregor Street, Suite 201, Manchester, NH 03102
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Thomas J. Brennan, Jr., Ed.D.
Superintendent of Schools

Michael J. Tursi
Assistant Superintendent

Karen G. Burkush
Assistant Superintendent

Karen DeFrancis
Business Administrator

September 5, 2012

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

Dear Commissioner Barry:

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

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

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

Respectfully,

(b)(6)

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

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



CITY OF MANCHESTER

Theodore L. Gatsas

Mayor

September 5, 2012

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

Dear Commissioner Barry,

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

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

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

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

Regards, ,

(b)(6)

Theodore L. Gatsas
Mayor

September 5, 2012

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

Dear Commissioner Barry:

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

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

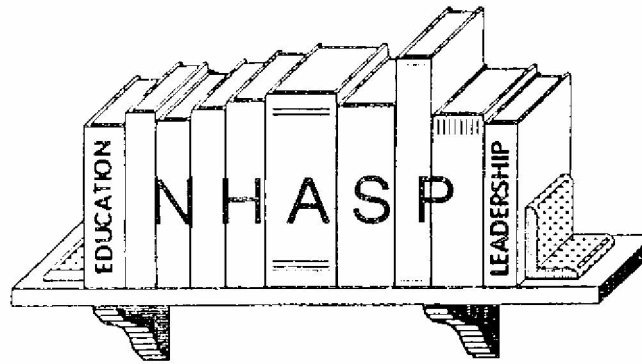
NEA-NH appreciates the opportunity to work collegially with the New Hampshire Department of Education on this Waiver and will assist in any way we can with the implementation of it throughout the state.

Sincerely,

(b)(6)

Scott McGilvray, President
NEA- New Hampshire

Peggy McAllister
Executive Director



AFFILIATED WITH:
NASSP and NAESP

New Hampshire Association of School Principals

August 29, 2012

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

Dear Commissioner Barry:

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

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

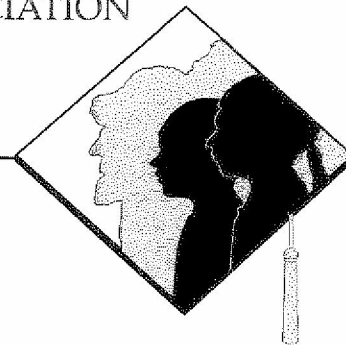
Sincerely,

(b)(6)

Peggy McAllister, Executive Director
New Hampshire Association of School Principals

NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN



September 5, 2012

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

Dear Commissioner Barry:

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

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

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

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

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

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

Sincerely, (b)(6)
 (b)(6)
 Dr. Mark V. Joyce
 Executive Director
 (b)(6)



New Hampshire
Association of Special Education
Administrators INC

September 4, 2012

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

RE: ESEA Waiver

Dear Commissioner Barry,

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

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

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

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

Sincerely yours,

(b)(6)

P. Alan Pardy, Ed.D
Executive Director

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

www.nhasea.org



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

September 4, 2012

Dear Commissioner Barry,

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

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

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

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

Sincerely,

(b)(6)

Michelle L. Lewis
Interim Executive Director



THE SENATE OF THE STATE OF NEW HAMPSHIRE

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

September 5, 2012

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

Dear Commissioner Barry:

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

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

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

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

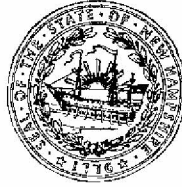
I look forward to working with the New Hampshire Department of Education, schools, districts and organizations to help reshape New Hampshire's public education system to better prepare all our children for the challenges of the future. On behalf of education system leaders, I support this very important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

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

Sincerely,

(b)(6)

Senator Nancy Stiles
District 24



Tom Raffio
Bow
Chairman

Cindy C. Chagnon
Bedford

Helen G. Honorow
Nashua

Gregory Odell
Dalton

John R. Rist
Manchester

James C. Schubert
Hampton

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

August 28, 2012

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

Dear Commissioner Barry:

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

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

Sincerely,

(b)(6)

Tom Raffio, Chairman
State Board of Education



CHANCELLOR'S OFFICE

Dunlap Center
25 Concord Road
Durham, NH 03824-3546
Phone: (603) 862-0918
Fax: (603) 862-0908
www.usnh.edu

September 4, 2012

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

Dear Commissioner Barry,

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

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

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

Sincerely,

(b)(6)

(b)(6)

Edward R. MacKay
Chancellor

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

ATTENDANCE:

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

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

1. *Barbara Patch* – Introductions

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

2. *Heather Gage* – Question and Answer Session

Heather Gage thanked everyone for participating in the meeting. Heather verified with the individuals participating via phone that they had heard of the waiver process before Barbara sent out the notice. She asked because she wanted to go through a couple of main points of the waiver application before the group begins to discuss what the NHDOE wants to propose. She asked if anyone on the phone wanted that information and no one said that they did. Heather let everyone know that the first full draft of the waiver application had just been completed and sent out to the work team leads and from that, gaps will be filled in and then it will be sent out to a variety of stakeholders, LEA's included, but particularly our committee of practitioners to get your input. However, before we do that, we would like to give some time for everyone present to ask questions about the waiver application and provide some of the answers that we already know going into this. Heather welcomed everyone to jump in with any questions they had. The waiver is focused in on four principle areas and only three require significant input into the application. One area does not even have a space in the application, but because we find it important, we will put some information in the waiver request on that. That area is the reducing duplication and unnecessary burden. Commissioner Barry has been thinking about some strategies and talking with the LEAs about that. The three big areas are:

1. College and Career Ready Expectations for all students where they are looking at the Common Core implementation strategies, as well as how we are going to transition to new assessments.
2. Differentiated Recognition, Accountability and Support System where within that we are resetting AMO's and we are going to be talking about a new and innovative way of supporting our districts through our network system, which are currently being developed. We are going to be talking about priority and focus schools and how they will, in essence, replace what we know now as corrective action, restructuring, etc. They want to have a good feel of how we will get a list of those schools together every year that we want to recognize and reward, if possible, for the great work that they are doing as far as progress and performance. NHDOE already does a lot of things to recognize school districts and we are going to be putting those things, as well as some additional thoughts, into the waiver application.

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

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

3. Commissioner Barry – Questions and/or Statements

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

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

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

2. Page 2, paragraph 3: “Appreciate the call for a strategy of improvement based upon a ‘support orientation instead of a compliance orientation’”.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The meeting ended at 4:23 pm.



New Hampshire Department of Education

Striving for a better future for every child

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

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

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

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

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

- [New Hampshire ESEA Flexibility Request](#)

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

| September 2012 | | | | | | |
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| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
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New Hampshire
State Board of Education
Minutes of the July 8, 2010 Meeting

AGENDA ITEM I. CALL TO ORDER

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

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

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Deb Wiswell led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

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

AGENDA ITEM IV. OPEN BOARD DISCUSSION

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

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

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

AGENDA ITEM V. SPECIAL PRESENTATIONS

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

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

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

Chairman Lyons said he has significant concerns over the process.

A. Tile Mural Project – New Boston Central School – Catherine O'Brian, introduced students with Judy Keefe, art teacher and Rick Mathew, principal, of the New Boston Central School. (b)(6) spoke of their involvement in this project. The presentation will tell the story of an Artist Residency in Schools project with a ceramics/tile artist, (b)(6). Students and teachers created a beautiful tile mural, which depicts their local Piscataquog River. This artist uses special glazes that are recycled from discarded bottles. The mural is now mounted on a barn at the New Boston Fairgrounds. Students, parents and teachers also had an opportunity to each make an individual tile, and students created Nature Books. They worked with many environmental and local groups to do research, such as the Piscataquog Land Conservancy. The project included learning about math, science, and nature studies in addition to the artistic skills. Students actually made glazes under the artist's direction; and a group of students also visited the artist's studio. In addition, (b)(6)'s assistant, (b)(6), made pots on the potters wheel for 300 hours allowing most students an opportunity to experience the potter's wheel "hands on." This project was funded by a grant from the NH State Council on the Arts, matched by funds from the New Boston Central School PTA, and New Boston taxpayers.

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

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

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

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

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

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

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

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

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

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

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

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

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

AGENDA ITEM VI. LEGISLATIVE ISSUES

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

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

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

AGENDA ITEM VII. NEW DEPARTMENT BUSINESS

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

4117

AGENDA ITEM VIII. NEW BOARD BUSINESS

A. Priorities of State Board

B. Education Reform

These items were not discussed at this meeting.

AGENDA ITEM IX. COMMISSIONER'S REPORT

Commissioner Barry spoke to different issues during the meeting.

AGENDA ITEM X. OLD BUSINESS

There was no Old Business at this meeting.

AGENDA ITEM XI. CONSENT AGENDA

A. Minutes of June 9, 2010 meeting

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

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

B. Tuition Agreement – Keene/Stoddard School Districts

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

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

4118

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

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

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

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

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

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

AGENDA ITEM XII. OTHER BUSINESS

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

AGENDA ITEM XIII. TABLED ITEMS

- A. Delay in Full Compliance – United Elementary School
- B. Merrimack School of Excellence Charter School

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AGENDA ITEM IX. NONPUBLIC SESSION

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

AGENDA ITEM X. ADJOURNMENT

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

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

Secretary

Smarter Balance Assessment Consortium Document of Commitment

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

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

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

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

State Name: New Hampshire

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

- ☒ **Member State** – May also sign as member state for other consortia, may participate in setting general direction, may vote on selected issues.
- ☐ **Governing State** – May only sign with one consortia per competition category; has an active role in policy decisions, is committed to using the assessment system or program developed.
- ☐ Please consider my state for representation on the **steering committee**. (10 hr/wk)
- ☒ Please consider my state for representation on the **proposal design team** (20 hr/wk)
- ☒ We are interested in participating in the following **work groups** (variable hr/wk)
 - ☐ Item Specs/Quality Control, Writing/Constructed Response Scoring/Validity
 - ☐ Psychometrics, Reliability, Standard Setting, Reporting
 - ☒ Universal Design, Test Administration, Accommodations, Special Populations
 - ☒ Technical Specifications/Requirements
 - ☐ Communications and Documentation
 - ☐ External Validation, Research and Innovations
 - ☐ Professional Development and Capacity Building (IT and Human)
 - ☒ Formative and Benchmark Assessment
 - ☒ Performance-Based, Curriculum-Embedded Assessments
 - ☒ High School and Higher Education

Virginia M. Barry

Chief State School Officer

Date: April 13, 2010

Reward, Priority and Focus Schools

| TABLE 2: REWARD, PRIORITY AND FOCUS SCHOOLS | | | | | |
|---|-------------|------------------|---------------|-----------------|--------------|
| LEA NAME | SCHOOL NAME | SCHOOL NCES ID # | REWARD SCHOOL | PRIORITY SCHOOL | FOCUS SCHOOL |
| 1. Redacted | Redacted | Redacted | B | | |
| 2. Redacted | Redacted | Redacted | B | | |
| 3. Redacted | Redacted | Redacted | B | | |
| 4. Redacted | Redacted | Redacted | B | | |
| 5. Redacted | Redacted | Redacted | B | | |
| 6. Redacted | Redacted | Redacted | B | | |
| 7. Redacted | Redacted | Redacted | B | | |
| 8. Redacted | Redacted | Redacted | B | | |
| 9. Redacted | Redacted | Redacted | B | | |
| 10. Redacted | Redacted | Redacted | B | | |
| 11. Redacted | Redacted | Redacted | B | | |
| 12. Redacted | Redacted | Redacted | B | | |
| 1. Redacted | Redacted | Redacted | | E | |
| 2. Redacted | Redacted | Redacted | | C,E | |
| 3. Redacted | Redacted | Redacted | | E | |
| 4. Redacted | Redacted | Redacted | | C,E | |
| 5. Redacted | Redacted | Redacted | | E | |
| 6. Redacted | Redacted | Redacted | | C,E | |
| 7. Redacted | Redacted | Redacted | | C,E | |
| 8. Redacted | Redacted | Redacted | | C | |
| 9. Redacted | Redacted | Redacted | | C | |
| 10. Redacted | Redacted | Redacted | | C,E | |
| 11. Redacted | Redacted | Redacted | | C,E | |
| 12. Redacted | Redacted | Redacted | | C | |
| 13. Redacted | Redacted | Redacted | | E | |
| 14. Redacted | Redacted | Redacted | | E | |
| 15. Redacted | Redacted | Redacted | | E | |
| 16. Redacted | Redacted | Redacted | | C,E | |
| 17. Redacted | Redacted | Redacted | | C | |

Reward, Priority and Focus Schools

| | | | | | |
|--------------|----------|----------|--|-----|---|
| 18. Redacted | Redacted | Redacted | | C,E | |
| 19. Redacted | Redacted | Redacted | | E | |
| 1. Redacted | Redacted | Redacted | | | F |
| 2. Redacted | Redacted | Redacted | | | F |
| 3. Redacted | Redacted | Redacted | | | F |
| 4. Redacted | Redacted | Redacted | | | F |
| 5. Redacted | Redacted | Redacted | | | F |
| 6. Redacted | Redacted | Redacted | | | F |
| 7. Redacted | Redacted | Redacted | | | F |
| 8. Redacted | Redacted | Redacted | | | F |
| 9. Redacted | Redacted | Redacted | | | F |
| 10. Redacted | Redacted | Redacted | | | F |
| 11. Redacted | Redacted | Redacted | | | F |
| 12. Redacted | Redacted | Redacted | | | F |
| 13. Redacted | Redacted | Redacted | | | F |
| 14. Redacted | Redacted | Redacted | | | F |
| 15. Redacted | Redacted | Redacted | | | F |
| 16. Redacted | Redacted | Redacted | | | F |

Total # of Title I schools in the State: __242__

Total # of Title I-participating high schools in the State with graduation rates less than 60%: ____0____

| Key | |
|--|--|
| <u>Reward School Criteria:</u> A. Highest-performing school B. High-progress school <u>Priority School Criteria:</u> C. Among the lowest five percent of Title I schools in the State based on the proficiency and lack of progress of the “all students” group D-1. Title I-participating high school with graduation rate less than 60% over a number of years D-2. Title I-eligible high school with graduation rate less than 60% over a number of years E. Tier I or Tier II SIG school implementing a school intervention model | <u>Focus School Criteria:</u> F. Has the largest within-school gaps between the highest-achieving subgroup(s) and the lowest-achieving subgroup(s) or, at the high school level, has the largest within-school gaps in the graduation rate G. Has a subgroup or subgroups with low achievement or, at the high school level, a low graduation rate H. A Title I-participating high school with graduation rate less than 60% over a number of years that is not identified as a priority school |

NHDOE Stakeholder Engagement Efforts

New Hampshire Common Core Implementation Team

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

NHDOE Stakeholder Engagement Efforts

New Hampshire Common Core Guiding Coalition

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

NHDOE Stakeholder Engagement Efforts

PRIORITY AND FOCUS SCHOOLS WAIVER WORK TEAM

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

NHDOE Stakeholder Engagement Efforts

NETWORKS WAIVER WORK TEAM

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

NHDOE Stakeholder Engagement Efforts

AMO, Assessment, and Accountability Waiver Work Team

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

NHDOE Stakeholder Engagement Efforts

Teacher and Principal Effectiveness Waiver Work Group

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

NHDOE Stakeholder Engagement Efforts

Principal Effectiveness and Evaluation Task Force

Paul Asbell

Kirk Beitler

Peter Bonaccorsi

Peter Durso

Bryan Lane

Pat McLean

Mike Morgan

Nan Parsons

Tom Starratt

Laurie Wenger

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

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

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

4/20/2011

New Hampshire
Task Force on

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**EFFECTIVE
CHING**

Membership List

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

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

| 2011-2012 School Year | 2012-2013 School Year | 2013-2014 School Year | 2014-2015 School Year |
|--|---|--|--|
| Leadership in Developing CCSS Capacity, Awareness, Strategic Plans, and Communication Systems | | | |
| <ul style="list-style-type: none"> ➤ Adopt CCSS and Career and College Readiness vision ➤ Establish CCSS Steering/Leadership Team for strategic planning and communication ➤ Develop strategic plan and timeline for CCSS implementation to reach 2015 assessment target ➤ Establish CCSS communication systems to inform educators, students, parents, and community of outcomes and expectations | <ul style="list-style-type: none"> ➤ Maintain and monitor regular CCSS Steering/Leadership Team collaboration ➤ Implement and monitor CCSS strategic plan ➤ Implement CCSS communication systems to inform all stakeholders ➤ Include CCSS in all professional learning opportunities ➤ Identify resources to support CCSS instructional and assessment shifts | <ul style="list-style-type: none"> ➤ Maintain and monitor regular CCSS Steering/Leadership Team collaboration ➤ Continue to monitor CCSS implementation and effectiveness of strategic plan ➤ Continue to communicate with all stakeholders regarding changes to CCSS ➤ Maintain inclusion of CCSS with all professional learning opportunities ➤ Provide opportunities to connect CCSS and SMARTER Balanced Summative Assessment ➤ Implement resources to support CCSS instructional and assessment shifts | <ul style="list-style-type: none"> ➤ Maintain and monitor regular CCSS Steering/Leadership Team collaboration ➤ Evaluate and adjust CCSS implementation and effectiveness tied to student achievement/student growth model ➤ Continue to communicate with all stakeholders regarding changes to CCSS ➤ Maintain inclusion of CCSS with all professional learning opportunities ➤ Evaluate resources to support CCSS instructional and assessment shifts |
| Transitions in Curriculum, Instruction and Assessment for Educators and Students | | | Accountability Aligned to CCSS |
| <p>Curriculum Transitions</p> <ul style="list-style-type: none"> ➤ Understand <i>Instructional Shifts</i>: (vertical & horizontal articulation of scaffolding and pacing) <ul style="list-style-type: none"> ○ ELA: (1) Content-rich nonfiction, (2) Evidence from text; writing, (3) Text complexity with academic vocabulary ○ Mathematics: (1) Focus, (2) Coherence, (3) Rigor ➤ Understand the structure, organization, and format of CCSS (<i>How to read the CCSS</i>) (<i>Portrait of a CCR student</i>) ➤ Embed reading and writing in social studies, science, and the technical subjects; applying mathematical practices and applications as well as capacities of a literate individual across all content areas ➤ CCSS Standards Integrated Instruction (<i>Survey of Enacted Curriculum</i>): to student skill: skill evidence demonstrated by student work: to assessment: to differentiated instruction ➤ Develop competency based curriculum/reporting systems aligned to CCSS ➤ Plan instruction for student integrated technology proficiencies | | <p>Instruction and Assessment Transitions</p> <ul style="list-style-type: none"> ➤ Apply Instructional Shifts across all content areas ➤ Implement & pace vertically aligned CCSS ELA & Math with embedded technology in content areas & technical subjects (<i>SEC</i>) ➤ Understand SMARTER Balanced Assessment System Components ➤ Understand SMARTER Balanced Assessment Claims and Targets for ELA & Mathematics (<i>Assign personnel to monitor Smarter Balanced</i>) ➤ Understand SMARTER Balanced Item/Task Specifications for ELA and Mathematics (grades 3-8) addressing Text Complexity ➤ Develop district approved assessments aligned to CCSS ➤ Integrate various types of assessments (including diagnostic, interim, formative, and summative) to support instruction ➤ Develop student support services (i.e. Multi Tiered System of Support, ELL, special education) that promote student achievement with CCSS ➤ Review, update, and implement CCSS resources and materials ➤ Implement competency based curriculum and reporting systems aligned to CCSS | <p>To measure the effectiveness of CCSS:</p> <ul style="list-style-type: none"> ➤ Align district/school data systems to support CCSS analysis ➤ Align staff evaluations with CCSS curriculum, instruction, and assessment requirements ➤ Align SINI/DINI/Restructuring Plans with CCSS implementation ➤ Align District Master PD plan to support professional learning of CCSS outcomes and expectations <p>There is no administration of a State Summative test during calendar year 2014.</p> |
| State Summative Assessments (2011-2012) Fall 2011 NECAP based on NH GLEs/GSEs for Reading, Writing, and Mathematics NAEP - | State Assessments (2012-2013) Fall 2012 NECAP based on NH GLEs/GSEs for Reading, Writing and Mathematics NAEP - | State Assessments (2013-2014) Fall 2013 NECAP based on NH GLEs/GSEs for Reading & Writing. Math (3-8) has selective changes to align sequentially with CCSS. NAEP | State Summative Assessments Spring 2015 SMARTER Balanced CCSS Assessment (3-8, 11) Competency Assessments/SLO (9-12) NAEP |
| Technology Readiness-Computer Based Assessment Infrastructure <ul style="list-style-type: none"> ➤ Complete spring Technology Readiness Tool ➤ Student Technology Readiness: ➤ Learn about student technology needs | Technology Readiness-Computer Based Assessment Infrastructure <ul style="list-style-type: none"> ➤ Complete fall and spring Technology Readiness Tool ➤ Create plan for bridging technology readiness gap ➤ Student Technology Readiness ➤ Plan for student technology proficiencies | Technology Readiness-Computer Based Assessment Multiple Tests <ul style="list-style-type: none"> ➤ Complete fall and spring Tech Readiness Tool ➤ Implement plan for bridging technology readiness gaps ➤ Student Technology Readiness: ➤ Implement student technology readiness plan-beta test with multiple populations | SMARTER Balanced Readiness SAT Readiness <ul style="list-style-type: none"> ➤ Complete fall Technology Readiness Tool ➤ Complete readiness upgrades <p>2014 - Student Technology Readiness: 12 month checklist to implementation</p> <ul style="list-style-type: none"> ➤ Evaluate and adjust student technology readiness plan |

COMPETENCY VALIDATION RUBRIC

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

GLOSSARY OF TERMS

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

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IPAD-BASED CONFERENCE

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

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

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

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

CONFERENCE COST AND REGISTRATION

The conference cost is \$1200 with an iPad3 and training, and \$500 for the conference only.

To register, visit www.keene.edu/conted/summer_summit.

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

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

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

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NH DOE Statewide Educator Conference July 9 -11, 2012

Featuring Nationally Recognized Keynote Speakers

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

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

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

KEYNOTE SPEAKERS

CONFERENCE GOALS

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

WORKSHOP SESSIONS

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

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

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

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Application to Students with Disabilities

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

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

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

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

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

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

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

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

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

- Instructional accommodations (Thompson, Morse, Sharpe & Hall, 2005) —changes in materials or procedures— which do not change the standards but allow students to learn within the framework of the Common Core.
- Assistive technology devices and services to ensure access to the general education curriculum and the Common Core State Standards.

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

References

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.34 (a). (2004).

Individuals with Disabilities Education Act (IDEA), 34 CFR §300.39 (b)(3). (2004).

Thompson, Sandra J., Amanda B. Morse, Michael Sharpe, and Sharon Hall. "Accommodations Manual: How to Select, Administer and Evaluate Use of Accommodations and Assessment for Students with Disabilities," 2nd Edition. Council for Chief State School Officers, 2005
<http://www.ccsso.org/content/pdfs/AccommodationsManual.pdf>. (Accessed January, 29, 2010).

CCSS Implementation: Wish List for Technical Assistance Networks

For Instruction

| Topic | Description |
|--|--|
| Anchor Standards | Seminars to investigate the broad expectations of anchor standards and their contribution to creating college and career ready expectations. Opportunities to practice connecting anchor standards to content standards. Recommended for all classroom teachers. Especially useful to connect content specific teachers to the shared responsibility of the CCSS |
| Unpacking the Standards – ELA/Literacy, Mathematics, K-5, 6-12 and application of both mathematics and ELA to content areas such as science, literacy in mathematics, social studies and technical subjects | Repeated and increasingly more complex workshops to translate the CCSS to behaviors of student skill as indicated by learning progressions. Clear student skill evidence-based learning targets then inform the development of benchmark, formative (interim) and summative assessments to ascertain the level of student achievement. These skills and student growth expectations are then applied to the current curriculum offered. Resource Tool: NC unpacked standards, engageny.org , KY Department of Education |
| Vertical Alignment Learning Progressions – ELA/Literacy, Mathematics, Content Subjects, K-5, 6-12 and technology | Each grade level has introductory, mastery and foundational skill repetition in the scaffold of the standards. The backwards design of the CCSS requires each classroom teacher within the grade level team to coordinate expectations to capture gaps from the previous year and prepare foundational work for the upcoming year, plus teach to mastery for their year. Where and what to emphasize must be coordinated, including the technology instructional practices that students will demonstrate to produce evidence of mastery on and off line. Resource tool: Achieve |
| Enacted Curriculum K - 12 | Building on the Vertical Alignment of the grade level standards aligning to the anchor standards, it is necessary to drive the work deeper to the curriculum level. Data should be generated to indicate during early adoption if the time spent on specific curriculum units is building student skills. Fidelity to the CCSS and implementation evidence of success can only be determined when the curriculum is measured against the standards |
| Pacing - a unique component of K-2 process | The CCSS assume full day programs K-12. Most of the Kindergarten programs in New Hampshire are ½ day. Workshops to support pacing instructional shifts for the demands of the CCSS facilitate articulation agreements based on the assumed learning progressions. It is recommended this be a three grade level team dialogue to establish shared expectations and inform teachers on shared responsibility. |
| Using technology to facilitate student learning | Opportunities to apply technology innovatively. These workshops are to develop or convert practical, well-loved activities that can elicit student achievement as a result of embedded technology. Expanding the resources of digital instructional tools for all students (voice to text, large scale print, document camera, smart boards, digital writing, etc.) to increase project learning and extended research activities in cross content areas. |
| High School Competencies – Including the CCSS; Adding Rigor | High schools in New Hampshire have competencies tied to the Curriculum Frameworks. High Schools have requested opportunities to learn how to take their current competencies and infuse them with the higher, clearer and fewer standards of the CCSS. Resources: Center for Collaborative Education (CCE), National Center for the Improvement of Educational Assessment (NCIEA) |
| Mathematics (focus, coherence, fluency) <ul style="list-style-type: none"> • K-8 Mathematics • 9-12 Statistics | Multiple Workshops to be divided by teaching populations that align with CCSS. K-5, 6-8, 9-12 (traditional or integrated) that address the topics and length of time to be spent teaching specific mathematics practices. Statistics has had a significant shift in the CCSS from the New Hampshire curriculum frameworks. Students who once took separate statistic courses in high school will now be taught statistics as part of their classroom competencies to the CCSS. Resource: Illustrative Mathematics Project |

Mathematical Practices

K-12 – For all teachers who teach mathematics to integrate the habits of mind that successful mathematics use to conduct their work. Oral and written communication, attention to detail, curiosity and the use of mathematics in the world. This is necessary to build confidence among faculty and students with mathematics.

The CCSS puts an emphasis on mathematics practices, not solutions. Teachers and their students must be able to explain why they selected a process, how the process was used and in advanced classes (integrated) why a different process might be inappropriate. These practices focus on conceptual understanding and fluency for focus, coherence and rigor. Resources: Illustrative Mathematics Project; On-going Assessment Project (OGAP)

Mathematics – critical areas (by grade level)

Opportunities for representatives from grade level teams and curriculum leaders to explore the mathematics instructional shifts described as coherence. Partially informed by the side by side curriculum alignment, the critical areas by grade level are outlined with emphases to content by Achieve. Resource: Illustrative Mathematics Project

Reading Foundations K - 5

The Reading Foundations Strand in the ELA/Literacy Standards K – 5 does not continue in grades 6-12. The CCSS are written to assume that all students will have had robust instruction and mastery of reading foundations at the end of 5th grade. This is the bedrock of all further instructional reading and writing standards in the CC. PD for all teachers and instructional leaders during 2012-2013 should include activating national free resources to fortify this critical component of literacy success. Resource Tool: Center on Instruction; Teacher, Curriculum and Student Activity Guides

Text complexity - grades 3-5, 6-8, 9-12

The Text Complexity shifts of the CCSS begin in 3rd grade and align with the information text requirements of NAEP. Expectations for rigorous vocabulary are an important part of the text complexity equation and are expected to be replicated in student writing. Content rich primary source documents, how to use the qualitative rubrics and ways to fortify reader and task are a part of these workshops. Appropriate for classroom teachers, content specialists and library/media specialists.

Argumentative/persuasive writing – content embedded expectations

The CCSS ask students to use evidence from text to substantiate a position. Narrative writing in the CCSS is minimal. In writing is the biggest instructional shift between the New Hampshire Curriculum Frameworks and the CCSS. Workshops to provide practical application of argumentative and persuasive writing; how to include it daily or weekly in curriculum units, the use of text based evidence in writing, cross content enrichment opportunities and articulated alignment to share writing instruction responsibility beyond the ELA/Literacy classroom will be explored. Recommended for all teachers K-12 with a review of the writing process included.

On line writing for stamina and style

The constructive response questions for the CCSS assessment plus the need to use technology through K-12 requires students have experience and training with on line writing. The ability to sit, write, edit, rewrite and move through multiple documents while sustaining advanced cognitive process requires focus and practice. PD to support the practical application of this expectation can support this instructional shift.

Interim/Formative assessments – selection and application: how does the teacher use these to change instruction?

Teachers are requesting training on benchmark and formative assessment tools to discriminate which tool is best applied to a particular situation. AIMSWEB, NEWEA, - how do they know which tool to use? When to make a change? Where to get support? This is also recommended for data teams to help establish protocols.

Student Learning Objectives

Continued opportunity to practice and receive live feedback on the validity of SLO's to measure student achievement tied to teacher effectiveness based on the CCSS.

Resources: engageny.org ; NCIEA

CC Standards and assessment modifications (with continued high expectations)

Offered periodically during the two year PD cycle, this workshop is to raise awareness of the technology embedded assessment tool, the rigor of cross content vocabulary and to share the agreed upon testing items and parameters with teachers. This is to motivate fidelity to the implementation of CCSS and the use of the MTSS. These will be offered on a limited basis to strategically keep focus on the standards, not on the test. Resource tool: SBAC

For Leadership & Technology Preparedness

Supportive facilitation and process (to avoid the “all consuming”)

PD to support Instructional Leaders to engage their staffs during a period of relentless innovations. The CCSS require the focus and commitment of all staff to work as a team. Facilitation skills are needed to sustain motivation and fidelity to process. This workshop is to fortify administrative and instructional leaders so they can fortify their staffs.

Strategic planning for CCSS for 2015 – Technology Preparedness

Using a backwards design of two budget cycles and three years until testing, PD on how to use the results of the technology survey to guide decisions and enact support from local school boards. Specific strategies on how to schedule testing without 1:1 correspondence, specifications for bandwidth and hardware and information on success stories. Resources: OH, DE and HI [note-there is likely to be an Innovation Network on this issue led by 2Revolution]

How to develop a PD plan for your district

Market Place lead or Administrative lead PD? Do your teachers tell you what they need? Have you mapped a pathway to success predetermined by your identified goals? Have you established CCSS implementation goals that are delineated by ELA/Literacy, Mathematics and include all classrooms K-12? How do you communicate your plan? Successful strategies for engaging stakeholders, building a shared vision and establishing collaborative goals to have all district staff working as a team toward the same CCSS goal. Resource – section 6 Edi workbook

Communication planning (for teachers, parents, students, community members)

Intended for district leaders to begin to share information early and often with the community stakeholders. Key messages to distribute, ways to share the increased expectations with students and parents. Preparedness for innovations in instruction that will look and feel different than how parents attended school. Ex: Flip Classroom – video for homework? Gaming for Cognitive Demand? School leaders and classroom teachers can begin to increase awareness about the CCSS and their impact on college- and career-ready standards (CCRS) now to engage all stakeholders in successful implementation. Resource: PTA tools, CCSSO Communication Book.

- Talking points to help explain shifts to parents (difference between what one student learned in “x” grade compared to their sibling now entering the same grade)
- Key messages for various stakeholders
 - compliance vs. helpful info

Ensuring multiple measures of student growth

New Hampshire will employ a balanced system of formative, interim, and summative assessments tied to the Smarter Balanced Assessment System, along with a series of longer, more complex assessments, as developed by the Center for Collaborative Education and the National Center for the Improvement of Educational Assessment, (NCIEA). SBAC reports will be bolstered by growth reports, based on the Colorado Growth Model, as developed by NCEIA and will be made available to all. SLOs, identifying growth goals and annual systemic measures are under development by the NCIEA to support the growth analysis of the complex performance assessment system.

Building partnerships with IHE’s

Using a train the trainer module, the Multi-Tiered System of Support – CCSS with RTI, higher education faculty will train district personnel in the following content areas: Components of implementation, leadership infrastructure for CCSS RTI framework, data and universal screening, Progress monitoring, Multi-Tiered System of Support for all students, data teams and assessment based decision making.

Managing your CCSS Implementation Team for Fidelity

The CCSS are a large scale project for even a small rural school. How you disseminate the work responsibility will effect the fidelity of the implementation. How you share responsibility can manipulate the drivers to your instructional goals.

CHANGES TO NECAP DURING THE TRANSITION TO THE COMMON CORE STATE STANDARDS

Over the course of the 2011-2012 and 2012-2013 school years, districts across the four NECAP states will be transitioning to the Common Core State Standards (CCSS). While the pace and sequencing of changes to curriculum and instruction will vary across districts and schools within and across the NECAP states, all four expect districts and schools to be prepared to fully implement the CCSS during the 2013-2014 school year. During the transition period the NECAP Reading, Writing, and Mathematics tests will continue to be administered in the fall of 2012 and 2013 and will remain aligned with the current GLEs and GSEs.

There will be no changes to the NECAP Reading, Mathematics, and Writing tests in the fall of 2012.

There will be no changes to the NECAP Reading and Writing tests in the fall of 2013.

The fall 2013 NECAP Mathematics tests will have a limited number of changes due to differences with the CCSS:

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

*The GLEs that will be eliminated from testing—primarily because they have moved to a higher grade level in the CCSS—include concepts such as probability, combinations, similarity, and rate of change.

Following full implementation of the CCSS during the 2013-2014 school year, districts and schools will have nearly two full years of instruction under the CCSS prior to the spring 2015 assessments designed to measure student achievement based on the CCSS.

This transition plan for the fall 2012 and fall 2013 NECAP tests follows a thorough comparison of the NECAP GLE/GSE and the CCSS. The plan has been reviewed by the assessment specialists and content specialists from each NECAP state as well as by the states' assessment contractors and the NECAP Technical Advisory Committee. Throughout the process the goals were to be fair to educators and students during the transition and to maintain the quality of the information provided by the tests.

The transition to the Common Core also means that some locally assessed GLE and GSE may have shifted grades or been replaced in the standards. Local districts and schools should review their local assessment policies to ensure that local assessments are aligned with curriculum and instruction during the transition to the Common Core.

Summary of changes to the NECAP tests during the transition to the CCSS:

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

For more Information:

NECAP: Tim Kurtz, Director of Assessment, 603-271-3846, Timothy.Kurtz@doe.nh.gov

Common Core State Standards: Joseph Miller, Director – Division of Instruction, 603-271-3594, Joseph.Miller@doe.nh.gov

Proposed System of Student Assessment in New Hampshire

**Submitted by the Center for Collaborative Education
in Partnership with the National Center for Assessment
June 2012 - Revised**

**Proposed System of Student Assessment in New Hampshire
Submitted by the Center for Collaborative Education
in Partnership with the National Center for Assessment – June 2012**

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

The Council of Chief State School Officers (CCSSO) has set a goal of "...creating a public education system that prepares every child for life-long learning, meaningful work, and citizenship." CCSSO's Innovation Lab Network, a small cohort of states that is taking the lead to design new state systems to advance this promise, has adopted the understanding that "college- and career-readiness requires mastery of rigorous content knowledge and the ability to effectively integrate and apply knowledge in diverse environments within and across disciplines." The New Hampshire Department of Education is a leading member of the Innovation Lab Network, and is primed to take on this new curriculum and assessment challenge. The NHDOE policy requiring all high school courses to be aligned to course-level competencies is one step the state has already taken to foster new practices of assessment that promote and assess "deeper levels of understanding important academic content and skills." Deeper learning fosters "transfer" or the capacity to adapt one's knowledge to new challenges and context, thereby helping students succeed in a world that is changing at an unprecedented pace. "Deeper learning prepares students to:

- Master core academic content
 - Think critically and solve complex problems
 - Work collaboratively
 - Communicate effectively
 - Learn how to learn (e.g., self-directed learning)"
- (Hewlett Foundation website, <http://www.hewlett.org/programs/education-program/deeper-learning>, 2012)

The Center for Collaborative Education (CCE), in partnership with the National Center for the Improvement of Educational Assessment (NCIEA), proposes to assist the New Hampshire Department of Education to develop a state-wide performance assessment system that will balance local control with state-wide accountability and comparability. This system will be one component of a multi-assessment system for New Hampshire students. The system will be founded upon the following constructs:

1) Foundational Principles

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

The Common Core State Standards are "designed to be robust and relevant to the real world, reflecting the academic knowledge and skills that our young people need for success in college

and careers (<http://www.corestandards.org/>).” Recent advances in technology and the economy require that schools teach new 21st century content and skills to prepare students for post-secondary education, career, and civic life. These skill areas include critical thinking, communication, and collaboration; and information, media, and technology. David Conley cites a study in which college faculty identified critical thinking and problem solving as the foremost areas in which first-year college students are lacking when they enroll (Lundell, 2005). Conley recommends that any college preparation curriculum must go beyond the CCSS and address four dimensions of college readiness – (1) cognitive strategies (thinking about learning), (2) content knowledge, (3) self-management skills, and (4) knowledge about postsecondary education. Essentially, what this construct suggests is that 21st century educational systems must enable students to learn and demonstrate mastery of defined content and skills, and evidence of use of key dispositions:

Knowledge: Mastery of rigorous academic content represented by the Common Core State Standards and other subjects defined by the New Hampshire Board of Education. To date, draft competencies in mathematics and English language arts, aligned with the Common Core, have been developed

Skills: Higher order thinking skills, such as critical thinking, solving complex problems, synthesizing and analyzing, working collaboratively, communicating effectively, and using technology to enhance understanding

Dispositions: Behavioral qualities or habits of mind that include goal setting, persistence, time and resource management, self-awareness, and social and emotional competence.

New Hampshire’s performance assessment system will be constructed with a balance of knowledge, skills, and dispositions at its core.

b) *New Hampshire’s Student Assessment System Should Promote and Measure Deeper Learning*

While standardized tests can provide assessment information on students’ basic knowledge of literacy and numeracy, Conley notes, “For the most part,...standardized tests require students to recall or recognize fragmented and isolated bits of information....The tests rarely require students to apply their learning and almost never require students to exhibit proficiency in higher forms of cognition” (Conley, Lombardi, Seburn, & McGaughy, 2009). While certain state-wide tests such as NECAP and the emerging consortium assessments require demonstrations of deeper understanding of academic content than most current assessments, the new 21st century knowledge, skills, and dispositions required for students to be college- and career-ready call for new assessments that promote and assess deeper learning and complex thinking.

c) *New Hampshire’s Student Assessment System Should Build the Capacity of Educators to Lead Best Practices in Performance Assessment at the Local Level*

In order for students to reach new educational heights, teachers and other educators will need high levels of content understanding, knowledge of how students learn, and assessment literacy and skills (task design and scoring calibration). Educators will also need the dispositions, such as continuous learning needed to teach and assess Common Core-aligned curriculum that

prepares students for college, career, and citizenship. When teachers become assessment literate and experienced in developing CCSS-aligned quality performance assessment tasks, prompts, and rubrics, they design and deliver authentic learning experiences. Stecher found that in Vermont, because of the state portfolio assessment, teachers reported spending more time on problem solving, mathematical communication, and assignments requiring complex thinking (Stecher, 1998). Darling-Hammond & Rustique-Forrester came to similar conclusions – **performance assessments improved instruction**, largely due to embedding assessment into the curriculum, the immediate availability of results, and the authenticity of the tasks. Improved instruction was more prevalent with teachers who engaged in scoring performance assessments and discussing student work (Darling-Hammond & Rustique-Forrester, 2005). This process of gaining common agreement about performance levels **leads to teachers more uniformly increasing their expectations** for the quality of student work (Darling-Hammond & Wood, 2008).

The proposed performance assessment system will embed a robust professional development model that assists teachers in creating standards-aligned quality performance assessment systems that promote the use of authentic, inquiry-based instruction, complex thinking, and application of learning. The system will provide examples of rich assessments and demonstrations of student learning that promote college- and career-readiness.

d) Accountability Systems Should Be Built Upon a Foundation of Strong Student Assessment Systems

The proposed student performance assessment system can serve as a foundation for strong teacher, school, and student accountability systems that can both meet federal requirements and help incentivize the type of instruction and assessment that can support student learning of rich knowledge and skills. Performance assessment, when implemented systemically at the state and local levels with high technical quality (e.g., reliable, valid, free from bias), may serve multiple purposes. These rich performance tasks can help support educator evaluation systems by providing anchors for student learning objectives and other means of documenting student learning that can be attributed to teachers and groups of teachers. Similarly, student performance assessment results can be a key component of school accountability measures.

e) State Student Assessment Systems Should Apply to All Districts, Schools, and Students

The proposed performance assessment system should be an integral component of New Hampshire's federal accountability system, thus requiring all schools that receive federal funds to eventually adopt the system. In this way, the system will be implemented state-wide.

2) Components of the Student Assessment System

The proposed state student assessment system will include a set of common performance assessments that have high technical quality, locally designed assessments with guidelines for ensuring high technical quality, regional scoring sessions and local district peer review audits to ensure sound accountability systems and high inter-rater reliability, a web-based bank of local and common performance assessments, and a regional network of support to districts and schools. As described in section 3, this proposed system will be rolled out in a staggered timeline by district, grade span, and discipline in order to build capacity over time.

(a) Common Definition of Performance Assessments

For this initiative, “performance assessments” will be defined as:

Multi-step, complex activities with clear criteria, expectations, and processes that enable students to interact with meaningful content and that measure how well a student transfers knowledge and applies complex skills to create or refine an original product and/or solution.

(b) Validated Common Performance Assessment Tasks and Regional Scoring Sessions

CCE, with NCIEA’s guidance, will facilitate a process to develop a set of validated common performance assessment (PA) tasks – with accompanying process, guidelines, tools, rubric, student work anchors, and data reporting - in each of four core disciplines (mathematics, English language arts, social studies, science) and at each of the three grade spans (K-5, 6-8, 9-12). Each PA task will be constructed so that it can be curriculum-embedded and administered in defined windows of time in local districts. All tasks will meet the definition of performance assessment in section (a), and thus will be multi-step assignments that usually take place over more than one class period, with all student work on the tasks remaining in class through completion of the task.

The tasks will be designed by statewide, CCE-facilitated Performance Assessment Committees for each discipline that would include school and district administrators, teachers, higher education and business representatives, and content experts. Tasks will be designed to require students to demonstrate mastery of rigorous, CCSS-aligned academic content and skills, and evidence of use of key dispositions. At each grade span within each discipline, there will be 3-5 common tasks and accompanying rubrics that are designed and validated. Tasks will be validated through the collection and evaluation of evidence gathered through a field test of early adopter districts (see below).

A field guide for administering the common performance assessment (PA) tasks will be developed for districts (online and in hard copy) that will include:

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

Regional professional development sessions will be conducted for districts on how to administer the common performance assessment tasks and build strong inter-rater reliability in scoring. Common performance assessment task scoring will be conducted locally. Regional scoring sessions will be conducted with teacher leaders from each district and school to increase inter-

rater reliability and ensure consistency in scoring across districts. These teacher leaders will use the scoring protocols and data on scored papers in leading calibration scoring sessions at the local level. Each district will have a goal of attaining and demonstrating 80% or greater inter-rater reliability on tasks that are locally scored. Data assessment reports will be produced as a result of regional scoring sessions that are disseminated as guidance to districts in shaping their local scoring sessions.

c) Locally Developed and Validated Performance Assessment Tasks

CCE, with NCIEA's guidance, will develop a process, guidelines, tools, and rubrics for the design and administration of locally developed performance assessment tasks in each discipline and grade span. The field guide described in section 2b above will also include guidelines for local for designing and administering local performance assessment (PA) tasks will be developed (online and in hard copy). The section of the field guide on developing local quality performance assessments will include the following:

- (1) Guidelines, steps, and protocols for creating and validating school-based PA tasks with technical quality;
- (2) Task shells that will enable educators to create derivative tasks based on the common tasks; and
- (3) Sample local, validated PA tasks, with rubrics, proof of alignment, and student work anchors.

CCE, in collaboration with the NHDOE-approved regional centers (see below), will conduct state-wide professional development on the design and administration of local performance assessments that have measures of validity and reliability, including how to use task shells to develop performance assessment tasks for local use. While scoring will be conducted locally, we will conduct regional assessment task validation sessions to assist districts in fine-tuning assessment tasks to ensure they measure target knowledge, skills, and dispositions. We will also conduct calibration scoring sessions to provide a baseline for local scoring.

CCE, in partnership with the NHDOE and a technology partner organization, will design a web-based platform to store validated locally-developed performance assessments that other districts can access. Over the years, the bank will continue to grow and offer all districts a wealth of validated tasks that can be applied across grade spans and disciplines.

d) District Peer Review Audits

CCE and NCIEA will design and implement a district peer review audit process that will ensure and validate that districts have in place a strong performance assessment system that has technical quality. District teams along with external practitioners will participate in peer review sessions where districts submit evidence related to the components noted below and have it reviewed by peer teams. The peer review process is an important vehicle for providing feedback to districts, while supporting rich professional learning and cross-district collaboration.

- Common Core State Standards-aligned competencies in the designated disciplines;

- Processes for (1) administering state common performance assessment tasks, and (2) developing and validating local CCSS-aligned performance assessment tasks
- A professional development system which provides school and district personnel with training in assessment task design and validation as well as scoring calibration;
- Structures that provide time for school administrators and teachers to engage in task design and validation, scoring, and calibration
- Scoring sessions that result in high inter-rater reliability of 80% or greater, including samples of student work that have been scored as proficient
- Processes for assessing comparability in scoring between local and common performance assessment tasks
- Local policies that support the state performance assessment system (e.g., performance assessment graduation requirements)

Peer review audits will be conducted in order for districts to be initially approved as a district that has a strong performance assessment system in place. Districts could be approved for five-year review cycles, or receive conditional approval for a shorter time period with specific requirements for improving the local performance assessment system.

e) Regional Network of Support

CCE, with assistance from NCIEA, will select and support a cadre of practitioner “assessment experts” in quality performance assessment that will consist of content teachers and curriculum directors in the four core academic disciplines at the different grade spans, as well as educators from Cohort 1 schools who will have been trained in creating, administering, and scoring quality performance assessments. Attention will be paid to creating regional teams who can provide support to districts and schools in their respective regions. The entire cadre will be trained to conduct regional calibration scoring and assessment task validation sessions, with the goal of strengthening the quality of local assessment tasks and inter-rater reliability. Regional network meetings will also be used to share effective assessment practices, engage in problem solving common challenges, and to learn from each other’s performance assessment initiatives. In this way, we will build a consortium of regional networks of districts engaged in implementing the state performance assessment system. We envision approximately 40-50 assessment practitioners being trained and supported, while receiving an annual stipend, to conduct this performance assessment work. These assessment practitioners would be supported by a Lead Assessment Trainer.

Where NHDOE-approved regional centers exist and have capacity to support this work, they may apply to NHDOE to support the work of regional cadres in working with districts and schools. CCE will conduct the initial training to these regional centers to build their capacity to provide the overall support and training of the regional team of assessment experts. Upon completion of the training, CCE will assume a secondary support role in a gradual release of responsibility model as the regional centers take on the primary responsibility for supporting districts to implement the state’s student accountability model.

Through this regional network model, we aim to eventually develop assessment experts in every district and school in the state.

3) Timeline and Implementation Process

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

a) Staggered Roll-Out by Discipline, Grade Span, and Districts

By Discipline: The state has developed a set of K-12 competencies in English language arts (ELA) and mathematics based upon the Common Core of State Standards. Currently, state curriculum frameworks for science and social studies are not Common Core-aligned. Therefore, we propose to begin with the development of a performance assessment system in ELA and mathematics, with the other two disciplines to follow as Common Core-aligned competencies are developed. Doing so enables the state to launch the state-wide performance assessment system, while providing time to conduct the alignment work needed in science and social studies.

By Grade Span: New Hampshire's high schools have had experience in developing competencies for all high school courses, while middle and elementary schools have not. Therefore, we propose to roll-out the performance assessments in ELA and math with high schools first, followed by the middle and elementary grades.

By District: New Hampshire districts are at varying developmental stages in their experience and practice with performance assessments that are standards-aligned. Therefore, we propose that roll-out by district take place in three stages, with an early adopter group of districts selected to start up in 2013-2014, a second cohort to launch in 2014-2015, and the final cohort in 2015-2016. The early adopter and middle cohort districts would be districts who volunteer to participate, with the remaining districts falling into the third and final cohort.

In the following timeline, we propose a development year prior to the start of each of three cohorts of districts. The staggered roll-out supports starting with a smaller cohort of districts in order to experience success which can be used to guide subsequent district cohorts.

| Cohort 1: Early Adopters | | |
|---------------------------------------|------------------|-------------|
| Discipline | Grade Span | Launch Date |
| Mathematics and English language arts | Development Year | 2012-2013 |
| | 9-12 | 2013-2014 |
| | K-8 | 2014-2015 |
| Science and Social Studies | Development Year | 2013-2014 |
| | 9-12 | 2014-2015 |
| | K-8 | 2015-2016 |

| Cohort 2: Middle Adopters | | |
|---------------------------------------|-------------------|--------------------|
| Discipline | Grade Span | Launch Date |
| Mathematics and English language arts | Development Year | 2013-2014 |
| | 9-12 | 2014-2015 |
| | K-8 | 2015-2016 |
| Science and Social Studies | Development Year | 2014-2015 |
| | 9-12 | 2015-2016 |
| | K-8 | 2016-2017 |

| Cohort 3: Late Adopters | | |
|---------------------------------------|-------------------|--------------------|
| Discipline | Grade Span | Launch Date |
| Mathematics and English language arts | Development Year | 2014-2015 |
| | 9-12 | 2015-2016 |
| | K-8 | 2016-2017 |
| Science and Social studies | Development Year | 2015-2016 |
| | 9-12 | 2016-2017 |
| | K-8 | 2017-2018 |

Year One – July 1, 2012 – June 30, 2013

Goals and Outcomes

- Review and revise, if needed, the NHDOE competencies in English language arts and mathematics
- Recruit, select, and launch Cohort 1, a group of up to 25 schools committed to being the pilot cohort to launch the New Hampshire performance assessment system
- Provide teams from Cohort 1 school teams with 5-6 institute days in assessment literacy, task validation, and scoring calibration training
- Recruit, select, and train regional teams of assessment experts (practitioners from the field) to provide support to cohort schools in faculty training in assessment literacy, implementation of common performance tasks, design and implementation of locally developed performance tasks, task validation, and scoring calibration
- Recruit, select, and work with a common performance task committee to develop 3-5 validated performance tasks in each of math and English language arts
- Field test the validated common performance tasks in English language arts and mathematics in all Cohort 1 schools

- Recruit and select a group of up to 50 schools for Cohort 2, and prepare to launch in summer 2013
- Recruit and select common performance task committee for science and social studies

Calendar of Activities

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

4) Description of the Partners

Center for Collaborative Education (CCE) has 17 years of experience in supporting the creation of high performing, innovative schools that promote the use of performance assessments as a driver of authentic student learning. For the past four years, CCE has led the Quality Performance Assessments initiative which has worked with a cohort of schools from three New England states to strengthen and build common performance assessment tasks and local performance assessment systems with high technical quality. Out of this work, CCE has developed a robust framework, professional development model, tools, and resources for assisting districts and states to design high quality performance assessment systems. CCE has launched a partnership with the Rhode Island Department of Education to build the capacity of the state's 55 high schools to create and implement quality performance assessments in alignment with the state's Graduation by Proficiency policy. CCE has also provided consultation to the Massachusetts Department of Education as the agency seeks to build a performance assessment component into its student accountability system. CCE's staff are all experienced educators – former principals, administrators, and teacher leaders – who are trained in assisting schools and districts in strengthening assessment practices and policies. For more information about CCE's Quality Performance Assessment initiative, visit: www.ccebos.org/qpa/.

National Center for Improvement of Educational Assessment (NCIAE) is a nationally recognized organization dedicated to creating student assessments of high technical quality. The Center works with states and other educational agencies to design and implement effective assessment and accountability policies and programs that establish meaningful measures, create technically rigorous systems, reflect ongoing assessment data back into the system, and integrate assessment into the curriculum. In the Center's 14 year history, its professionals have worked with 40 states, the U.S. Department of Education, numerous school districts, and non-governmental organizations to improve assessment and accountability technical quality and related policies. Dr. Scott Marion, the Center's Associate Director, has worked with the New Hampshire Department of Education since 2003. He has been a key designer of and technical advisor for the New England Common Assessment Program (NECAP), assisted NHDOE to develop their measurement for Adequate Yearly Progress, designed the state's alternative assessment system, and facilitates a state task force on revising teacher evaluation. Dr. Karin Hess of NCIEA has been the technical advisor to CCE's Quality Performance Assessments initiative for the past four years. For more information about the work of NCIEA, visit: www.nciea.org/.

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New Hampshire Department of Education

Response to Intervention Strategic Plan

2009 - 2013

Goal

The goal of the NH Response to Intervention¹ (RTI) Task Force is to lead the transformation of instruction in New Hampshire school districts in accordance with the principles and practices of RTI.

Vision

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

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

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

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

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

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

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

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

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

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

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

Goal 1 – Operational Infrastructure

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

Operational Infrastructure Action Items:

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

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

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

Goal 2 - Communications

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

Communications Action Items:

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

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

Goal 3 - Teacher and Leader Education

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

Teacher and Leader Education Action Items:

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

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

Goal 4 - Curriculum, Instruction, and Assessment

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

Curriculum, Instruction, and Assessment Action Items:

- **Curriculum**

- Support the alignment of district curricula with the Common Core State Literacy and Numeracy Standards through NH DOE technical assistance and professional development as outlined in the professional development master plan

- **Instruction**

- Promote evidence-based instructional practices at the Tier 1, 2 and 3 levels to support high quality instruction for all New Hampshire learners through the NH DOE technical assistance and professional development master plan related activities.
- Review and recommend, through the NH RTI website and NH DOE endorsed professional development offerings, evidence-based resources at the Tier 1, 2 and 3 levels to support school efforts in reading, mathematics, written language, behavior, and other targeted instructional areas.

- **Assessment**

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

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

Goal 5 – Use of Data

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

Data Action Items:

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

APPENDIX A

Model for Transformation to Statewide RtI Implementation

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

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

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

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

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

Logic Model for Outcomes of RtI

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

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

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

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

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

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

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

School and District Implementation Framework

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

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

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

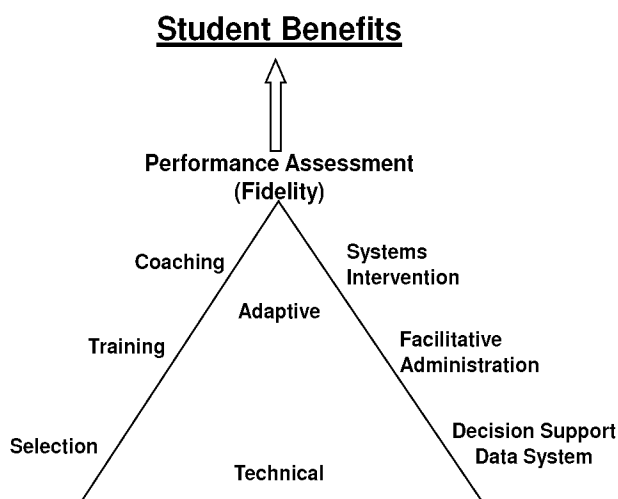


Figure 1. Implementation Framework © Fixsen & Blase, 2007

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

State Infrastructure and Implementation

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

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

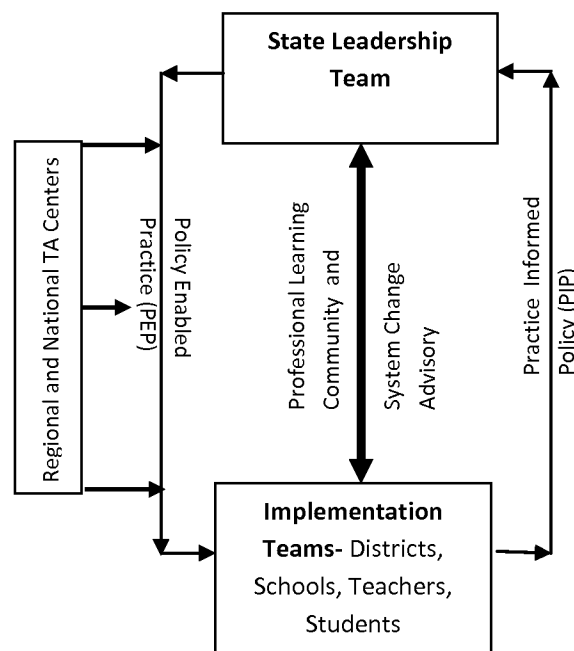


Figure 2. Transformation Model to Guide State-wide RTI Implementation (adapted from Fixsen, Blase, Horner, & Sugai, 2009)

References:

1. Batsche, Elliott, et.al, (2005). Response to Intervention: A Working Definition. National Association of State Directors of Special Education, NASDSE. Alexandria, VA.
2. Fixsen & Blase (September, 2009). Designing projects based on up-to-date knowledge from implementation research and effective practice. National Implementation Research Network. www.nirn.fpg.unc.edu
3. Fixsen, Blase, Horner, & Sugai. (2009). Scaling-up brief. Retrieved December 29, 2009 from: The University of North Carolina at Chapel Hill, NC.
4. SISEP: State Implementation & Scaling-up of Evidence-based Practices. [Http://www.scalingup.org](http://www.scalingup.org).

Teacher/Principal Evaluation Survey for the 10-11 School Year State Summary

| Section 1 | | | | |
|--|---|---|-------------------------|-------------------|
| Which of the following are components of the performance evaluation system? | All Beginning Teachers | Experienced Teachers New to District | Veteran Teachers | Principals |
| (check all that apply) | | | | |
| Review of the educator's progress toward meeting professional development and performance goals. | 92% | 92% | 91% | 92% |
| Meeting(s) with supervisor | 100% | 99% | 96% | 97% |
| Narrative written by supervisor | 93% | 93% | 90% | 85% |
| Peer Evaluation | 12% | 9% | 9% | 6% |
| Self-assessment/reflection | 77% | 75% | 77% | 82% |
| Scheduled classroom/building observation | 96% | 95% | 89% | 44% |
| Unannounced classroom/building | 76% | 77% | 71% | 44% |
| Classroom/Building walkthroughs | 82% | 82% | 81% | 50% |
| NECAP results if applicable to subjects | 17% | 18% | 19% | 13% |
| Other student assessment results | 25% | 25% | 25% | 15% |
| Student academic growth measure | 16% | 16% | 15% | 6% |
| If used, describe the growth measure: | This question can not be summarized at the state level. | | | |
| Other components: (describe) | This question can not be summarized at the state level. | | | |

| Section 2 | | | | |
|---|-------------------------------|---|-------------------------|-------------------|
| Frequency of scheduled classroom/building observation. | All Beginning Teachers | Experienced Teachers New to District | Veteran Teachers | Principals |
| (check one per column) | | | | |
| None | 0% | 1% | 4% | 30% |
| Less than annually | 0% | 3% | 44% | 2% |
| Annually | 4% | 11% | 30% | 39% |
| 2-3 times per year | 80% | 76% | 18% | 8% |
| 4 or more times per year | 16% | 9% | 4% | 20% |

| Section 3 | | | | |
|--|---------------------------------------|---|-----------------------------|-------------------|
| Frequency of summative evaluation. | All Beginning Teachers | Experienced Teachers New to District | Veteran Teachers | Principals |
| (check one per column) | | | | |
| None | 0% | 0% | 1% | 0% |
| Once every 3 years | 3% | 5% | 49% | 6% |
| Once every 2 years | 0% | 2% | 4% | 1% |
| Annually | 75% | 76% | 44% | 88% |
| More than once per year | 23% | 18% | 1% | 4% |
| What are the purposes of evaluations in the district? | | | | |
| (check all that apply) | | | | |
| Identify strengths/weaknesses | 94% | 94% | 92% | 92% |
| Identify need for improvement | 94% | 93% | 91% | 92% |
| Recertification recommendation | 43% | 43% | 44% | 33% |
| Contract renewal/non-renewal | 88% | 86% | 72% | 71% |
| Standard promotion/salary step | 38% | 38% | 38% | 25% |
| Merit promotion or bonus pay | 2% | 2% | 2% | 16% |
| Determination of best fit for school/class assignment | 46% | 47% | 39% | 19% |
| Individual professional development planning | 72% | 71% | 69% | 68% |
| Per negotiated contract/agreement | 53% | 53% | 52% | 22% |
| Other: (describe) | | | | |

| Section 4 | | | | |
|--|--|---|-----------------------------|-------------------|
| Describe the type of evaluation assigned to each teacher and principal. | All Beginning Teachers | Experienced Teachers New to District | Veteran Teachers | Principals |
| (check one per column) | | | | |
| 2 levels (e.g. meeting/not meeting) | This section can not be summarized at the state level. | | | |
| 3 levels (e.g. not meeting, meeting, above expectations) | | | | |
| 4 levels | | | | |
| 5 or more levels | | | | |

Section 5

For ALL teachers and principals provide counts for each category based on the educator's most recent evaluation.

| | |
|----------------------|--------|
| Number of teachers | 15,890 |
| Number of principals | 419 |

Information below is published only when the total number of teachers or principals is more than 10. Smaller groups are used only to compile the State total.

| Report two level systems in the "Not Meeting Expectations " and "Meeting Expectations" columns. | Not Meeting Expectations | Meeting Expectations | Exceeding Expectations |
|--|--|-----------------------------|-------------------------------|
| Number of teachers per rating level | This section can not be summarized at the state level. | | |
| Number of principals per rating level | | | |
| Percent of teachers per rating level | | | |
| Percent of principals per rating level | | | |

New Hampshire Principal Evaluation Frameworks

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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