



New Hampshire ESEA Flexibility Request for Window 3

September 6, 2012
(Updated June 5, 2013)

RENEWAL SUBMISSION: MARCH 31, 2015
(Updated July 6, 2015; July 20, 2015; July 22, 2015; July 28, 2015)

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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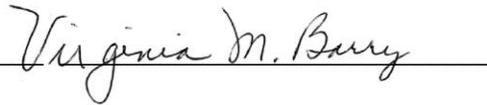
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COVER SHEET FOR ESEA FLEXIBILITY REQUEST

<p>Legal Name of Requester: New Hampshire Department of Education</p>	<p>Requester's Mailing Address: 101 Pleasant Street Concord, NH 03301-3494</p>
<p>State Contact for the ESEA Flexibility Request: Name: Mr. Paul Leather Position and Office: Deputy Commissioner Contact's Mailing Address: 101 Pleasant Street Concord, NH 03301-3860 Telephone: 603.271.3801 Fax: 601.271.1953 Email address: paul.leather@doe.nh.gov</p>	
<p>Chief State School Officer (Printed Name): Virginia M. Barry, Ph.D.</p>	<p>Telephone: 603.271.3144</p>
<p>Signature of the Chief State School Officer: X </p>	<p>Date: Renewal Submission: March 31, 2015 Updated: July 6, 2015 Updated: July 20, 2015 Updated: July 22, 2015 Updated: July 28, 2015</p>
<p>The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.</p>	

WAIVERS (RENEWAL)

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

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 school-wide 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.

Optional Flexibilities:

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

10. 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.
11. 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.
12. 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.
13. 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 in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

N/A

14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

N/A

ASSURANCES (RENEWAL)

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 ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted 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 State's college- and career-ready standards. (Principle 1)
- 3. It will 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) no later than the 2015–2016 school year. (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 annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.
- 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 ESEA flexibility 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 (**Renewal Attachment 1**) as well as copies of any comments it received from LEAs. (**Renewal Attachment 3**)
12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA 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. (**Renewal Attachment 2**)
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 its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
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, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): 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. In addition, it will 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. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

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 OF ORIGINAL WAIVER CONSULTATION (APPROVED JUNE 2013)

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

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

The NHDOE does not view the waiver as a separate siloed initiative and therefore, did not actively solicit teacher input for the waiver as a package. Instead it has, and will continue to solicit this feedback on the important priorities included in the waiver, such as the state’s accountability system, New Hampshire’s College- and Career-Ready Standards (NH CCRS), performance-based assessments and educator support and evaluation systems. For example, the Commissioner met with hundreds of teachers at the NEA-NH Chapter’s Training Day in October 2012, and fully addressed the waiver design and the educator evaluation model. On January 28, teams from 30 of New Hampshire’s 84 SAU’s came together to work through the teacher evaluation model and heard about the full waiver design.

NHDOE believes in the power of partnerships and understands its limitations to communicate and gather input from all educators and other stakeholders around the state. To date, the NHDOE has consulted with educators, parent associations, educational associations, business organizations and disability organizations on the implementation of our ESEA Flexibility Waiver. However, we know we can reach out to and receive more helpful information from other organizations and individuals (such as students, community-based organizations and civil rights organizations) when we develop and implement a quality communication and engagement strategy.

The Department will use the [Reform Support Network's Communication and Engagement Rubric](#) to assess its current efforts to communicate with and engage all stakeholders. It will ensure that all of its work teams related to this waiver continue to have classroom teacher representation by utilizing technology tools so that disruption to the classroom environment can be limited as much as possible. Additionally, the NHDOE will ensure it will perform its due-diligence to gather regular feedback from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners and business organizations. The state will share this assessment with the U.S. Department of Education (US ED) as soon as it is available.

FEEDBACK FROM DIVERSE COMMUNITIES

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

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

- The NHDOE Title III Director held a phone conference in November 2012, with experienced ESOL (English for Speakers of Other Languages) teachers and administrators from the Title III districts with the highest number of enrolled ELs. Participants offered strong recommendations for addressing the professional development needs of mainstream teachers of ELs, specifically in the area of college- and career-ready standards. This conversation led to the sponsorship of two trainings in December 2012 and March 2013 with Dr. Joy McLaughlin, a WIDA (World-Class Instructional Design and Assessment) consultant, for teachers of ELs to provide in-depth knowledge of the amplified WIDA English Language Development Standards and their alignment with college- and career-ready standards. A second set of training opportunities (April 2013, led by Don Bouchard, Senior WIDA Consultant) included district teams of EL and mainstream teachers. These follow-up workshops addressed the implementation of instructional strategies that are aligned with the NH CCRS. Similar workshops will be scheduled in fall of 2015 for identified Priority and Focus Schools.
- NHASEA gathered input from a meeting held in November 2012, about how the Association can play a more deliberate role in the design and redesign of the various components within the waiver. They also reflected on the ways that the Association has already been a part of this work:

- The NH CCRS Implementation Team included special education teachers and directors.
- The work team focusing on designing and implementing the state's Networked Strategy conducted sessions for its work and attendees included special education administrators.
- The NHDOE Regional Liaisons attended regional special education director's meetings to inform and gather input on a variety of issues, but specifically on the priorities in the waiver.
- Three special education educators served on the Educator Effectiveness Task Force.
- The NHASEA held at least two meetings focused on gathering input and feedback on the NH CCRS implementation.

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

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

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

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

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

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

Stakeholder Groups

Educators:

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

Education Associations:

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

State Policymakers:

- Joint Meeting of the Commissioner's Accountability and Adequate Yearly Progress (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

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

FEEDBACK ON THE ORIGINAL WAIVER APPLICATION (APPROVED JUNE 2013)

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

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

Consultation for the NH Flexibility Waiver Renewal

The two major changes to the NH Flexibility Wavier for its renewal request include the addition of the Performance Assessment of Competency Education (PACE) Pilot and a request to change the state's high school statewide assessment to the College Board's SAT for the 2015-16 school year and beyond. The following meetings took place to discuss and gather feedback for these opportunities.

- The PACE Policy Committee met on the following dates:
 - January 8, 15 and 24, 2014
 - February 6, 10, 11 and 19, 2014
 - March 4, 13 and 27, 2014
 - April 7 and 17, 2014
 - May 15, 20 and 21, 2014
 - June 13 and 16, 2014
 - July 15, 21 and 23, 2014
 - August 11, 19 and 21, 2014
 - September 14, 2014
 - October 3 and 16, 2014
 - December 4, 5, 16 and 17, 2014

- February 10, 2015
- March 12, 2015
- The Accountability Task Force met on the following dates:
 - January 22, 2014
 - February 19, 2014
 - April 9, 2014
 - May 21, 2014
 - October 27, 2014
 - January 12, 2015
- Discussion and feedback also occurred at the NHSAA Membership Meetings, on:
 - January 31, 2014
 - March 28, 2014
 - December 12, 2014 (follow up survey on the SAT – January 14, 2015)
 - January 23, 2015
 - March 27, 2015
- The Legislative Oversight and House Education Committee also provided feedback on:
 - April 18, 2014
 - March 16, 17 and 23, 2015
- Committee of Practitioners discussed the waiver on the following days:
 - March 3, 2015
 - March 16, 2015
- Meetings with the US ED occurred on:
 - July 10, 2014
 - July 18, 2014
 - October 22, 2014
 - October 29, 2014
 - November 14, 2014
 - December 2, 2014

In addition to the feedback meetings that occurred above, a draft of this waiver renewal was posted on the NHDOE website for public review on March 16, 2015. This announcement provided a survey to collect feedback from the public (see **Renewal Attachment R3**). The waiver renewal draft and the survey link were also provided to all LEAs in the state to gather input (see email in **Renewal Attachment R1**). The results of the survey can be found in **Renewal Attachment R2**.

Further, the NHDOE solicited feedback from major education associations in the state, including, the NH School Administrators Association, NH Principals' Association, NEA-NH, AFT-NH, the Parent Information Center, the NH Parent Teacher Association, the NH School Boards Association. The State Board of Education approved this ESEA Flexibility Waiver Renewal application on March 25, 2015.

The NHDOE will post on its website a side-by-side of the feedback received with the response taken in the revision of the draft waiver renewal no later than April 30, 2015.

EVALUATION

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

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

OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

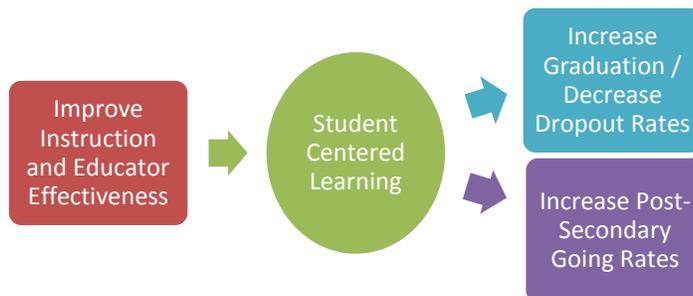
A COMPREHENSIVE APPROACH AND SHARED VISION FOR STUDENT ACHIEVEMENT

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

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

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

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



The NHDOE believes that for too many years, New Hampshire, along with every other state, has had to operate pursuant to the provisions of an outdated federal education law that, while well intentioned, does not support a holistic and a rational accountability structure or the focused and meaningful supports schools need. This request to the U.S. Department of Education (US ED) to waive certain aspects of the Elementary and Secondary Education Act (ESEA) will allow for a more coherent overall approach, thereby, creating the conditions for achieving dramatic improvements in student performance.

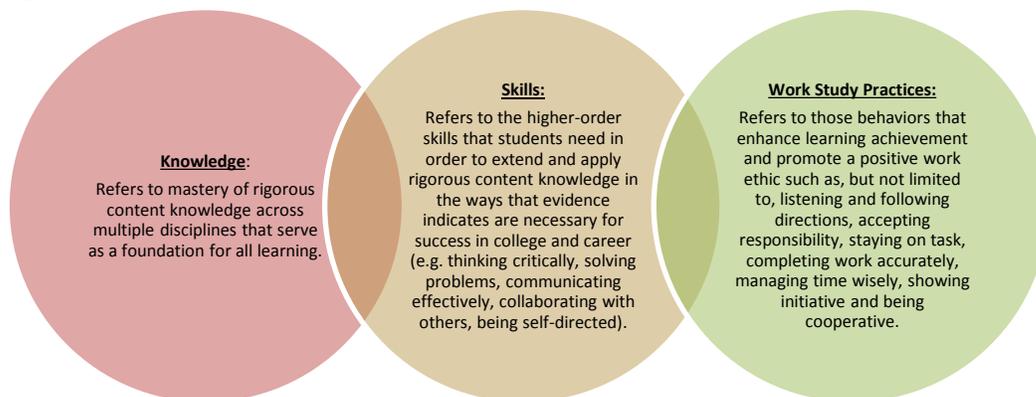
The state’s current situation creates unnecessary complexity and confusion for New Hampshire schools and parents because there is misalignment between the current state and federal accountability systems. In 2009, the legislature of the State of New Hampshire passed SB180, a bill establishing an accountability system to ensure students receive the opportunity for an adequate education. The legislation specified a two-part accountability system: one part is **input-based** and the second part is **performance-based**. The input-based component assesses whether a school provides the necessary components for an adequate education (as defined by state law, RSA 193-E) and sets appropriate expectations for completion of the academic program. The performance-based component assesses adequacy based on the school’s demonstration of student achievement, engagement and persistence to graduation. However, in addition to these two, the state is also required to comply with the federal accountability system that does not support either the input-based or proficiency-based components specified by state law.

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

A NEW THEORY OF ACTION

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

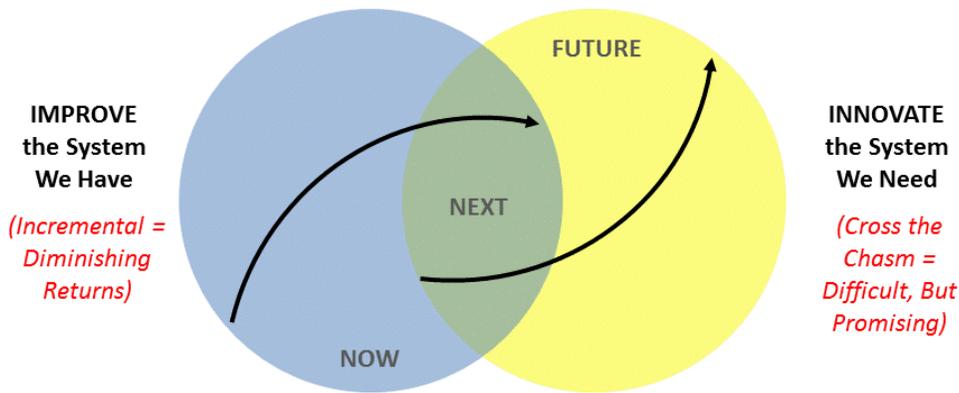
Figure 1



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

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

Figure 2- Improvement to Innovation Continuum



Therefore, in New Hampshire:

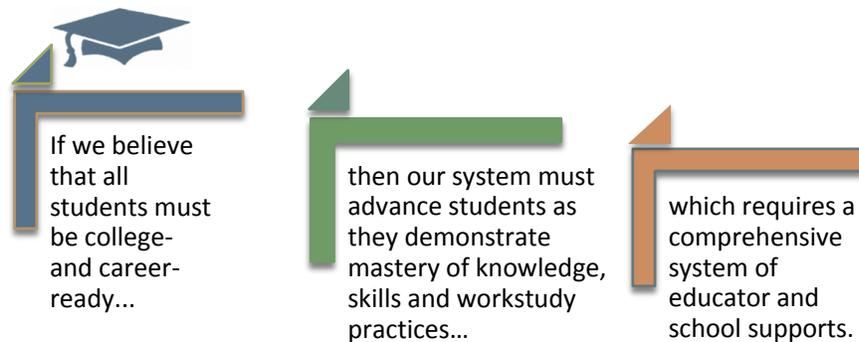


Figure 3- Theory of Action

- All students will demonstrate on a continual basis that they are on the right path for college and career readiness based on an expanded definition of rigorous content and knowledge, higher-order skills, and critical work-study practices. 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 continue to support the 16 career clusters in Career and Technical Education (CTE). CTE offers 52 programs; each program is competency-based and aligned with national standards for each of the program areas. Competencies are then cross-walked with NH's CCRS in mathematics and English language arts. Stakeholders from postsecondary and business and industry vet the competencies as the final step in the approval process.
- The state will adopt a balanced system of assessments (formative, interim and summative) to assess student competencies 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 continued goal of closing the gap of achievement in every subgroup by 50 percent 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 networks will be the methodology for reaching the state's goals towards learning, innovation and improvement.
- The state will implement a model educator and principal support and evaluation system connected to student performance, including competency attainment. It will address areas of preparation, selection, induction, mentoring and evaluation of teachers and principals.

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

Table 1

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

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

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

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

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

Option A

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.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)

Option B

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.

- i. Attach evidence that the State has adopted the standards, consistent with the State's standards adoption process. (Attachment 4)
- 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)

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

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

NEW HAMPSHIRE'S FOCUS ON HIGH STANDARDS AND PERSONALIZED LEARNING

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

The New Hampshire State Board of Education adopted college- and career-ready standards in mathematics and English language arts (ELA)/literacy (based on the Common Core State Standards) in July 2010 (**see evidence in Attachment 4**). All districts in New Hampshire are expected to ensure their students meet the expectations of these standards and can certainly go above and beyond the state's adopted standards. The state's accountability and assessment system is based on progress toward the state standards.

The NH academic standards in mathematics and ELA/literacy, along with other content standards and New Hampshire's focus on competencies (knowledge, skills and work-study practices) make up the New Hampshire College- and Career-Ready Standards (NH CCRS). Since the adoption of the new mathematics and ELA/literacy standards, the NHDOE has conducted, with its partners, many meetings across the state to raise awareness, provided multiple professional development opportunities for educators to further expand understanding of the standards and engaged educators in the work of implementation.

At the request of NH educators, 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 occurred throughout the state on the areas identified in the framework and included professional development for teachers of students with disabilities and ESOL teachers. The state focused its implementation efforts on providing distinct and focused learning opportunities for the specific needs of district and school leaders, teachers, parents and students, as requested by districts and NHDOE partners. The NHDOE and its partners provided these opportunities and technical assistance for schools and districts through its Networked Strategy (see Principle 2A) so that all districts could fully implement the NH CCRS in ELA/literacy and mathematics by the 2013-14 school year.

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

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

Since the original waiver submission, the NHDOE, working with teams of NH educators, the Center for Collaborative Education and the Center for Assessment have developed state model graduation competencies in English language arts, mathematics, science, work study practices and the arts. Work planned for the coming year includes completing model graduation competencies for social studies. As NH districts pilot and look to implement new models of accountability, based on the results of the pilot review, these model competencies support common understandings of college and career readiness across the state. The NH model competencies can be found at: http://www.education.nh.gov/innovations/hs_redesign/competencies.htm." Additionally, NH's CTE program includes the opportunity for college credits, a series of summative assessments aligned with industry, and licenses and certificates in various programs. In addition, the nationally designed CTE competencies are based on national standards (with an alignment to industry) and then aligned with college programs. These competencies and associated assessments are cross-walked with NH CCRS in mathematics and English language arts/literacy.

NEXT GENERATION LEARNING

The state's competency work has been advanced by partnerships with the Council of Chief State School Officers (CCSSO), the Stupski Foundation, the Hewlett Foundation and the Nellie Mae Education Foundation with 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 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. In addition, 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 have been connected to their peers nationwide, sharing lessons and building a body of evidence demonstrating the effectiveness of the student centered approach. MST is now not only offering a regional two-year career and technical center, but has also expanded to a state of the art NxGL school, offering a four-year personalized secondary learning experience 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 NH CCRS and include multiple dimensions. These dimensions include the knowledge, skills and work-study practices (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.

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

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

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

- Knowledge, skills and work study practices 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 work study practices 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 work study practices is also vital for student success in terms of citizenship, in addition to college and career readiness, including the ability to contribute and succeed in our increasingly diverse, democratic, global society.

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

NH CCRS IMPLEMENTATION HISTORY

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

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

From December 2011 to July 2012, the implementation team worked to create the *Mathematics and ELA/Literacy Implementation Framework* (see **Supplemental Attachment B**) based on the identified needs of the field. The framework specifically addresses four critical elements of implementation: leadership, instruction, assessment and technology preparedness. The framework sets high expectations in that a shared vision must be the first step to success for every district. The framework was not required, but made available as a technical assistance document for districts to consider.

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

In July 2012, a statewide conference brought together over 600 educators from K-12 and higher education to engage in a technology-embedded three day training conference (see **Supplemental Attachment D**). The conference, *The Changing World of Teaching and Learning*, featured three national speakers: Linda Darling-Hammond and David Conley who spoke on college- and career-ready standards and Scott Marion who spoke on educator effectiveness in a student-centered, competency-based teaching and learning environment. Breakout sessions required the use of iPads (provided to all registered participants) in order to have technology embedded professional development that would serve as a model for technology embedded instruction. Title I low performing schools, that are likely to be designated as Priority and Focus Schools, sent teams to the conference and were required to attend all three days. These teams were paired with a faculty member from a higher education institution to promote shared learning and planning for NH CCRS implementation within the district.

The teams were also provided with a facilitator for their team time and were instructed in a facilitation model that they could use while continuing their work in their district. This pairing also served to raise the awareness of the higher education faculty on the skills and knowledge necessary to transition from pre-service teacher to in-service teacher. Statewide summer conferences also occurred in 2013 and 2014 and will continue to focus on instruction.

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

Using a Train the Trainer model, the higher education faculty were trained on six specific modules:

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

All principals were invited and encouraged to attend; however, our School Improvement Grant (SIG) principals were required to attend the workshops. The workshops were conducted statewide in September and October, 2012.

ALIGNMENT TO COMMON CORE STATE STANDARDS (CCSS): GENERAL SIMILARITIES AND DIFFERENCES

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

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

The ELA/literacy standards embed the National Assessment of Educational Progress (NEAP) text standards and diverse reading materials are elements of the current standards in New Hampshire. However, the new ELA/literacy standards are organized in a different manner. The writing expectations had the largest

instructional shift for New Hampshire students and will require professional development for instructional leaders and teachers. NHDOE currently uses the NAEP assessment results to identify trends in student populations. By incorporating the expectations of the NH CCRS, 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 NH CCRS in ELA/literacy, New Hampshire students and schools should improve on the NEAP.

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. The English Learners population has not changed drastically since 2012; however, there has been a slight increase in the Seacoast, South Central and Western areas of New Hampshire. In 2013, the Title III office created an English Learners Network in the NHDOE Networks to strengthen communication among the NH ESOL educators and provide quality online professional development.

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[®]. Since 2013, the NHDOE Title III Office has been participating in WIDA Conferences and Board Meetings. In addition, the Title III Director is part of the WIDA Technology Research Subcommittee.

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

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

In 2013, the NHDOE [WIDA English Language Development Standards and the NH CCRS in mathematics and English language arts/literacy](#) were posted on the NHDOE ESOL website, the NHDOE ESOL Network and announced in the NHDOE Key Messages. Immediately after these announcements, numerous workshops were offered between 2014 -2015 by WIDA and the Title III Office to support ESOL and general education teachers,

and administrators. In particular, an emphasis was given to unit and lesson design and planning, building academic vocabulary, reading complex text, data analysis and collaboration and co-teaching strategies.

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 were 26,960 students with disabilities ages 5-21 as reported on the October 1, 2013, Statewide Census Report, which is publicly posted on the NHDOE website. According to the Special Education Annual Performance Report dated April 30, 2014, 97 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 for 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 IEPs can be aligned to the new mathematics and ELA/literacy standards and the general education curriculum requirements. This will ensure that students with disabilities are well-prepared to participate in state assessments. NHDOE has distributed the white paper *Application to Students with Disabilities* (see **Supplemental Attachment E**) to educators statewide that articulates these concepts.

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

The Next Steps NH: College, Career, and Life Readiness project provides professional development and coaching to selected New Hampshire high schools for the purpose of increasing the graduation rate of students with disabilities and students at risk. This is done through the implementation of evidence-informed transition planning practices that help students prepare for college, career and adult life. The overall goal of Next Steps NH is to increase the number of students with disabilities and/or those at risk of dropping out of school who are college- and career-ready in New Hampshire through implementation of evidence based transition practices.

Next Steps NH focuses on four strategies to achieve this goal:

1. Increasing student competency through increased use of Extended Learning Opportunities (ELOs);
2. Enhancing transition planning, activities and opportunities;
3. Greater family-school engagement; and
4. Sustaining practices through our state Institutions of Higher Education (IHEs), regional professional development intermediaries, a transition Community of Practice and the use of technology.

This project offers seven objectives designed to support these strategies:

1. To develop the capacity of those providing professional development on Extended Learning Opportunities (ELOs), transition planning and parent engagement, and to define the expectations and commitment of those receiving professional development;
2. To increase and expand the use of ELOs in all regions of New Hampshire by increasing the knowledge and skills of NH special and general educators, related service personnel and administrators in the design,

- implementation with fidelity and sustainability of evidence based ELOs;
3. To increase the use of best practice and evidence-based transition planning, including enhanced family engagement strategies;
 4. To sustain the use of ELOs, transition planning and parent engagement strategies through evidence-based and quality coaching;
 5. To increase the use of implementation, intervention and outcome data to support decision making at the school, LEA and state level;
 6. To ensure LEA administrators are trained to support their staff and initiatives to implement and sustain the use of ELOs, transition planning and family engagement strategies; and
 7. To enhance the inclusion of evidence-based training materials on ELOs, transition planning, and parent and family engagement in higher education pre-service training programs to sustain delivery of grant services throughout the state.

NH CCRS IMPLEMENTATION TEAMS

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

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

Five regional liaisons provided support and outreach planning for implementing the NH CCRS and the Networked Strategy for the NHDOE. As part of the innovation practices of the Department, the liaisons were 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 (CRM) system to better align NHDOE resources and meet the needs of district and school-based teams more efficiently. The regional liaisons and NHDOE personnel have provided continued access to these networks while working side-by-side with leaders and practitioners in the field to implement NH CCRS.

As part of their ongoing support role, the regional liaisons participated in monthly superintendent, principal and CIA (curriculum, instruction and assessment) meetings that took place in their respective regions. As part of their participation, they brought information and ideas to their regional teams. By engaging teachers and leaders in the networks, the liaisons helped to build a capacity for innovation and progress that exceeded what the liaisons could do on their own. They also formed a conduit for feedback to the NHDOE, thereby supporting a continuous demand driven approach to implementing the NH CCRS. The liaisons participated in bi-monthly meetings at the NHDOE, included as members of the NHDOE Expanded Cabinet (staff meetings), ensuring a better two-way flow of information between the field and the NHDOE.

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

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

- The NHDOE continues to engage in conversations with the New Hampshire Business and Industry Association about the standards for career-ready. *Career* is different from *job* in that a person in a career is assumed to demonstrate cognitive engagement with the work, seek longevity in the industry, and value the possibility of promotion. A career is thus not just measured by entry-level employment.
- The P-16 Council of New Hampshire's marketing campaign attempts to portray the opportunity in New Hampshire as: "live, learn, work, stay and play." Aware that 50 percent of New Hampshire's four-year institution graduates leave the state for careers elsewhere, the marketing plan is targeted to New Hampshire's successful graduates with a message to stay and contribute to economic growth in New Hampshire. At the same time, the council has focused its goals on college and career readiness and success through five goals:
 - **Goal 1:** Increase percent of New Hampshire high school completers to 100 percent
 - **Goal 2:** Increase New Hampshire high school completers who enroll in postsecondary program within 12 months by five percent
 - **Goal 3:** Increase percent of New Hampshire high school completers finishing postsecondary education or technical training by ten percent
 - **Goal 4:** Increase proportion of graduates (resident and nonresident) from New Hampshire 2- and 4-year degree programs by five percent
 - **Goal 5:** Increase percent of college graduates (resident and nonresident) from New Hampshire 2- and 4-yr institutions who stay, work, and play in New Hampshire to 55 percent
- In the spring of 2012, Commissioner Barry addressed the Institutions of Higher Education (IHEs) Roundtable on college- and career-ready standards and the significance of the NH CCRS and teacher effectiveness on teacher preparation programs. Specific references to the responsibilities of the IHEs resulted in the implementation of their own self study of preparedness and career longevity for teacher employment in the state. As with all first examinations, the self-study created more questions than it answered. However, it solidified the awareness by all stakeholders involved that participation in this work is important. As evidence of this evolving commitment, the IHE Roundtable has requested to further engage in the work of increasing college- and career-ready awareness statewide.
- In November of 2014, the Board of the New Hampshire College & University Council also provided a letter of support for various initiatives happening in the state, including the adoption of higher standards. (See **Renewal Attachment R4**)

TECHNICAL ASSISTANCE NETWORKS FOR NH CCRS IMPLEMENTATION

New Hampshire is a community state with less than 100 school administrative units, less than 200,000 students and less than 35,000 educators, which makes true collaboration and support a real possibility. The NHDOE has modeled this through the work of the Effective Teaching Task Forces, the Accountability Task Force, its school improvement model and others. The NHDOE believes that it has the resources internally and through its partners to ensure the state is providing the support schools and districts need to implement the new mathematics and ELA/literacy standards, just like it has with its standards in the past. To be clear, NHDOE understands the higher level of urgency with the new mathematics and ELA/literacy standards and the instructional shifts that must be made which is why it has made implementation of the NH CCRS a priority in its launch of the NH Networked Strategy. Therefore, the state's plan to monitor this work will be through its network supports, surveys to districts to understand their status of implementation (see example survey in **Supplemental Attachment F and Renewal Attachment R5**) and through a higher level of on-the ground, in-person review with our Priority and Focus Schools.

In addition, New Hampshire law (RSA 193-E) provides the requirement of the NHDOE to monitor all schools on their implementation of an adequate education through its school approval process. This process is guided by the state's [minimum standards](#) and a schools performance on the statewide assessment. The minimum standards are focused on ensuring all students have the skills to be college- and career ready through a competency-based educational system.

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

- Unpacking the standards to write learning progressions;
- Updating high school competencies to include the rigor of the NH CCRS K-12;
- Writing more complex student learning objectives (SLOs);
- Resource tools 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 and the weaving of other New Hampshire initiatives – such as teacher effectiveness models and the Multi-tiered System of Support/RTI – were embedded in the regional workshop presentations. These presentations were leveraged to communicate with multiple stakeholders on the interconnectedness of the NHDOE innovations over the previous two years, and how the initiatives are tied together to form the overall NHDOE strategic plan.

The New Hampshire Networked Strategy is a statewide system available to all schools with the specific goal of supporting our low-achieving and economically challenged students. The system provides the opportunity for technical assistance, access to a world knowledge-base with social networking options and access to innovation networks based on readiness. New Hampshire's networks are developed and offered in response to statewide surveys to the identified needs and interests of the LEAs school districts and schools. Networks are added as demand dictates. Between 2013 and 2015, networks added included: Educator Effectiveness, Principal Leadership, Data Collection and Use, NH CCRS, curriculum alignment in an RTI-Multi-tiered System of Support and Performance-based Assessments. In July 2015, the following networks will be added: Family and

Community Engagement, Schoolwide Integrated Framework For Transformation (SWIFT), Culturally-Responsive Teaching and Early Childhood.

Schools in need of intensive, onsite technical assistance over a full year can apply for a SWIFT innovation coach. NH SWIFT is a framework for achieving breakthrough results in schools, especially those that are struggling with low achievement, economic challenges, high rates of problem behavior and segregated delivery of specialized services. SWIFT assists schools to transform academic and behavioral instruction from fragmented systems into fully integrated organizations that deliver effective education and extra-curricular activities to all students in the school community.

The New Hampshire Educators' Summer Summit, the Quarterly Meetings and the Tri-annual Review (discussed in Section 2A) are open to all schools with an identified Problem of Practice based on student achievement data. Additionally, New Hampshire schools are divided into five regions. Each region is assigned a Regional Title I Manager through the NHDOE. All schools are offered differentiated guidance and professional development through their managers that is responsive to the individual needs of the schools and LEAs in the region at least six times annually. On-site reviews are conducted once every three years. Each Regional Manager has an area of expertise (Early Childhood & Family Engagement, Charter Schools, SWIFT, NH Networks, Schoolwide Programming) and are available to offer technical assistance across the state in their area of expertise. As New Hampshire has limited resources, regional managers also develop technical assistance tools in their area of expertise that is offered to all regions in the state. All of this work assists schools with helping students that are educationally disadvantaged.

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

The Title III office developed a ten-month long sustained professional development project on collaboration and co-teaching. Between 2014 and 2015, Dr. Andrea Honigsfeld and Dr. Maria Dove facilitated a two-day summer institute; provided coaching at school level; facilitated a three-month NHDOE EL Network online book study; and a workshop for ESOL teachers and administrators. These professional development opportunities gave the teachers the tools to collaborate, co-plan, co-teach and co-assess. Collaboration between ESOL and content area teachers will accelerate the implementation of the English Language Proficiency (ELP)/NH CCRS standards.

Nashua, one of New Hampshire's districts with a large EL population, appointed experienced ESOL teachers at the secondary level to have structured meetings with mainstream teachers to show them how to use the new standards and English Language Proficiency (ELP) standards to plan and implement their instruction for ELs. They have started to make progress and so have the students. The expanded collaboration between EL and classroom teachers is critical to student success with the NH CCRS and speaks to the heart of the instructional expectations of NH CCRS to share responsibility for the academic success of ELs in the mainstream classroom. This type of professional development is essential. Nashua, Manchester and Concord School Districts, as well as, numerous school districts from all over the state have participated in NHDOE Title III sponsored events related to collaboration and co-teaching. Furthermore, the Title III Director has been conducting monitoring visits to all

Title III entities and reinforces the importance of implementing the ELP/CCSS standards during meetings with teachers and administrators.

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

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

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

 - **Standards-Based Reporting**
 - ⇒ Teachers track student progress towards standards goals (PerformancePlus/Mileposts)
 - ⇒ Stakeholders (teachers, principals, students, parents) have access to standards-based program data

 - **Aligning Systems for Staff Observation, Evaluation and Support**
 - ⇒ Educators align continuous improvement process, including evaluation and professional development to NH CCRS target (portfolio based)

- **Phase Three – How to Implement the NH CCRS**
 - *Systemic Implementation – Mapping and Planning Classroom Practices– Leadership, Classroom and Technology Preparedness*
 - Learn to plan effective standards and messaging awareness
 - Define the standards message of what, why and how
 - Develop and plan for communications at all levels
 - Clarify transition plan from the New Hampshire Curriculum Frameworks to the new NH CCRS– side by side and alignments
 - Build leadership capacity

- **Phase Four – How to Teach the NH CCRS**
 - *Classroom Examples and Success Stories*
 - Teacher quality/observation validated
 - Teacher professional development portfolio contains examples of NH CCRS instructional success
 - Teacher evaluation tied to student learning shown by evidence of student growth

IN PARTNERSHIP WITH THE SOUTHEASTERN REGIONAL EDUCATION SERVICE CENTER

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

The following timeline (**Table 1**) shows the activities that took place during the 2012-13 school year. The activities also outlined the way the state will monitor the work of the participating districts and schools through the consultancies.

Table 1

NH CCRS IMPLEMENTATION THROUGH STATEWIDE SUPPORT 2012 -13 Key Activities and Deliverables	
TIMELINE	ACTIVITIES
October 2012	<ul style="list-style-type: none"> • Survey NH school leaders to assess implementation awareness, status and needs regarding NH CCRS. • Needs shared with both steering committee and consultant workgroups. <ul style="list-style-type: none"> ○ Steering committee invitations issued and first meeting held. ○ Core consultant workgroup identified and convened to discuss experience working on school improvement; promote common language and use of resources; set core consultant and coaching goals; and develop feedback plans. • Initial meetings with newly formed NHDOE sponsored resources: Regional Technical Assistance Providers and Comprehensive Technical Assistance Network. • Schedule ongoing participation to keep project participants current with new initiatives, common understandings and collaboration.

November 2012	<ul style="list-style-type: none"> ● Finalize plan for early December “kickoff” event to include: <ul style="list-style-type: none"> ○ Basic orientation to standards; ○ General review of implementation status with highlights from early adopters; ○ Explanation of project consultation/coaching services; ○ Explanation of procedures to access project services; and ○ Introduction to key staff. ● Meet with established NH Professional Development Centers: NCES, Seacoast PD Center, and Southwestern New Hampshire Educational Support Center at Keene State College to discuss emerging professional development needs. Encourage and design collaborative expansion of regional NH CCRS related professional development. Propose ongoing meeting schedule. ● Information webpage is developed on SERESC website. It will offer: <ul style="list-style-type: none"> ○ National, statewide and local resource information. ○ Information about professional development events that support project outcomes, sponsored by NHDOE, NH Professional Development Centers and Collaboratives and other educational support entities such as NHSAA, ASCD-NH and Learning Forward NH. ○ Application information, answers to frequently asked questions, updates from early adopters and observations/blogs from project leaders, participants and others.
December 2012	<ul style="list-style-type: none"> ● Hold kickoff event for state educational leaders at SERESC and in the North Country. <ul style="list-style-type: none"> ○ Discuss current understandings of status of implementation and gather new information to inform the project. ○ District/school applications for consulting/coaching services reviewed. Selection and consultants matched for first ten schools. ● Onsite pilot work begins in a few districts. Consultant workgroup meets to review results, design/redesign. Consultants and project director develop work schedules and projected outcomes based on initial meeting with assigned schools.
January 2013	<ul style="list-style-type: none"> ● Consulting activity begins with first meetings with the first group of ten districts. ● Second district group of 20 is processed from application pool. ● Consultants matched with districts. ● Core consultant group meets with Project Director to report their observations of high need topics relating to NH CCRS and recommendations on how professional learning on those topics could be delivered for maximum long-term effect. ● Meet with regional professional development centers to review line up of professional development events relating to introduction of NH CCRS, instructional shifts and professional learning needs. ● Discuss ways to collaboratively expand offerings.
February 2013	<ul style="list-style-type: none"> ● Second group of twenty districts begins onsite work.
March 2013	<ul style="list-style-type: none"> ● Core consultant workgroup meets 1-2 times to review progress, trends, ideas to improve process based on pilot and first group’s work.
April 2013	<ul style="list-style-type: none"> ● Steering committee meets to review progress. ● Applications posted for districts who would like to apply for year two support.
May 2013	<ul style="list-style-type: none"> ● Onsite project work wraps up for school year. ● Determine additional consultant/coach needs and convene proposed year two team. ● Develop a plan to include early adopters in the statewide implementation plan for summer and year two. ● Onsite project work wraps up for school year.

June 2013	<ul style="list-style-type: none"> • Wrap-up in-district project work. • Begin district sponsored summer session activities. • Project report to NHDOE and Steering Committee. • Request for continuation of project. • Project reflection sent to participants and posted on website. • Summary of activities and results also posted on website. • Wrap-up in-district project work. • Begin district sponsored summer session activities.
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In addition, SERESC provided several workshops and follow-up activities last year (2014). These include, but are not limited to:

- *Tiered Support for ELA Standards;*
- *Assessing Academic Content for Students with Significant Disability;*
- *What Teachers Need to Know and Do: Teaching Close Reading; and*
- *Putting the 8 Math Practices of the Common Core into Place.*

The NHDOE and SERESC assessed the impact of the above activities regularly through evaluations (see **Supplemental Attachment G** sample) and at year end. The state will build on these activities and lessons learned to implement the next series of network opportunities for schools and districts over the next few years. We will use the results of the statewide assessment to assist in the development of new NH Network offerings and the building of partnerships to work with schools on evident challenges.

IN PARTNERSHIP WITH NEA- NEW HAMPSHIRE

Since the New Hampshire Department of Education received a waiver in June of 2013, NEA-New Hampshire and the New Hampshire Department of Education have worked closely together to provide professional learning opportunity for educators in New Hampshire about the waiver, college- and career-ready standards, and educator support and evaluation programs.

NH CCRS Educator Support

With assistance from NHDOE personnel, NEA-New Hampshire applied for, and received a \$53,000 grant from the National Education Association to provide professional learning to 26 educators around the NH CCRS in mathematics and English language arts and their implementation. Representatives from the NHDOE were at every gathering of this group and provided some of the training. These 26 educators went out to convene workshops and discussions about the NH CCRS. During the 2013-2014 school year, this group of educators held over 100 workshops and trainings on the NH CCRS. Over 800 educators and students people attended these trainings. NHDOE personnel also presented workshops at NEA-New Hampshire's Fall and Spring Instructional Conferences on NH CCRS, teacher support and evaluation systems, and Student Learning Objectives (SLOs).

The following workshops were offered at the following conferences:

NEA- NH Summer Leadership Conference 2013

- Two day workshop on the Common Core attended by educators and legislators
- NHDOE all day training on SLOs

NEA-NH Fall Instructional Conference 2013

- NHDOE Commissioner Barry conducted the opening keynote for 500 educators to discuss educator quality
- NHDOE workshop on Creating Common Core Aligned Assessments
- Workshop on Common Core for Paraprofessionals
- Three NHDOE workshops on Introduction to Student Learning Objectives
- Two NHDOE workshops on the Nuts and Bolts of New Hampshire's Teacher Support and Evaluation Framework
- Two workshops on Teacher Support and Evaluations
- Workshop on Making Sense of the Common Core
- Workshop on Rolling out the Common Core
- Two NHDOE workshops on New Hampshire's Transition to the Smarter Balanced Assessment Consortium
- Workshop on linking the Common Core to Service Learning Projects

NEA-NH Spring Instructional Conference 2014

- Two workshops on Common Core for Paraprofessionals
- Workshop on Introduction to SLOs
- Three workshops on Close Reading and the Common Core
- Workshop on the Common Core and Interdisciplinary Curriculum
- Workshop on Rolling Out Common Core Math
- NHDOE Workshop on New Hampshire's Transition to the Smarter Balanced Assessment Consortium
- Workshop on Teach with Intention – Common Core
- Workshop on Common Core Math - The Differences Between Math GLEs and the Common Core
- Workshop on Asking Text Depended Questions in the Middle School
- Conversations about Classroom Experiences with College- and Career-Ready Standards

NEA-NH Summer Leadership Conference 2014

- Workshop on SLOs
- Workshop on Common Core

NEA-NH Fall Instructional Conference 2014

- Two workshops on Understanding Instructional Shifts in Math
- Workshop on Science and the Common Core: What's Common Core about Next Generation Science Standards?
- Workshop on Common Core in the Social Studies Classroom
- Workshop on Common Core for Paraprofessionals
- NHDOE workshop – Incorporating Data in the Your School Teams - Performance Plus
- Two workshops on Number Talks – Common Core State Standards
- Workshop on Making the Common Core Developmentally Appropriate
- Workshop on Teacher Support and Evaluation in NH

Networks around the new assessments will be incorporated into the state's professional development planning. New Hampshire has begun providing technical assistance for test administration of the Smarter Balanced

Assessment. Although preparedness for the new assessment is important, it remains critical that the implementation of the mathematics and ELA/literacy standards be driven by the larger expectations of college and career readiness for our students and support to teachers in getting them there. The success of students on the SBAC assessments should be the result of strong implementation of the NH CCRS or a district's high quality standards.

INSTRUCTIONAL MATERIALS SUPPORT

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

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

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

All workshops that emphasize instructional supports and resources are open to teachers who work with students with disabilities, and they are strongly urged to attend. In addition, all teachers are encouraged to attend the NHDOE's Bureau of Special Education sponsored professional development opportunities for students participating in the NH alternate assessments and supporting students with print disabilities. In the spring of 2014, the Title III Office facilitated a Special Education Considerations for English Learners online book study via the NHDOE EL Network. In this book study teachers discussed assessments practices, English Language Development (ELD)/CCSS standards, identification and accommodations.

The NHDOE's Bureau of Special Education has offered many types of professional development opportunities to districts over the last several years. These trainings have included special education teachers, related service providers, and administration. Topics have included how to write age-appropriate measurable annual IEP goals, Written Prior Notice, and training regarding the Compliance Improvement Monitoring Process.

Writing measurable annual goals has been offered to districts since the 2012-2013 school year, and has evolved into two different types of training; a Train the Trainer model and as an offering to districts who have gone

through the Compliance Improvement Monitoring Process and were found to have an area of noncompliance in measurable annual goals. In both trainings, participants have learned to use the information from the present levels of performance along with their data they have collected in order to write Measurable Annual Goals and objectives. All of the information presented is connected with Individuals with Disabilities Education Act (IDEA) requirements as a foundation for the presented material so the participants can write age appropriate measurable annual goals and objectives to help build student skills so they can access, participate and make progress in the general curriculum.

Professional development opportunities for Written Prior Notice (WPN) was created with stakeholder input in response to district requests for the Bureau of Special Education to provide guidance regarding the use of and the content of this form. This training utilizes IDEA regulations as a guide to remind participants of the intent of a WPN, when districts should use a WPN, and the required components of the form.

Prior to the Compliance Improvement Monitoring Process, districts who have been selected receive professional development regarding the process used by the Bureau of Special Education. Districts that have not been selected also have the opportunity to request this training. All components of the training for the Compliance Improvement Monitoring Process are connected to an IDEA regulation. Additionally, throughout the process itself, there are multiple opportunities for districts to receive training as well as technical assistance from the Bureau of Special Education.

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

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

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

<p>Option A <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>FOR SMARTER BALANCED AND DYNAMIC LEARNING MAPS</p>	<p>Option B <input checked="" 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>FOR SAT ONLY</p>	<p>Option C <input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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DEVELOPING AND ADMINISTERING ASSESSMENTS THAT MEASURE STUDENT GROWTH

In the context of the NH CCRS, the state needs ways to measure whether students are meeting expectations and reaching academic achievement goals. By 2015, the NHDOE will implement the opportunity for a balanced and robust system of assessments (formative, interim and summative) focused on personalized learning that will evaluate students’ competencies over rigorous academic content and adaptive skills. 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**).

New Hampshire has begun administering the Smarter Balanced Assessments in English language arts and mathematics, effectively transitioning from one assessment consortium—New England Common Assessment Program (NECAP)—to another. Just as the NHDOE participated in the NECAP collaboration process, it again is working with a consortium of states to develop and implement the Smarter Balanced Assessment.

The work of the Smarter Balanced Assessment Consortium is guided by the belief that a high-quality assessment system can provide information and tools for teachers and schools to improve instruction and help students succeed – regardless of disability, language or subgroup. The development of the assessment has and will continue to involve experienced educators, researchers, state and local policymakers and community groups working together in a transparent and consensus-driven process.

Smarter Balanced not only offers a summative, end-of-year, statewide assessment, but it also provides teachers with optional tools in a digital library of resources developed by educators and interim assessment tools to use in the classroom. To assist students, parents, educators and administrators in the implementation of Smarter Balanced, the NHDOE is working with its assessment vendor, American Institutes for Research (AIR), to provide information on its NH Smarter Balanced Portal (<http://nh.portal.airast.org/>)

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NEW HAMPSHIRE DEPARTMENT OF EDUCATION
SMARTER BALANCED ASSESSMENT PORTAL

Students & Families

Test Administrators & Teachers

Test Coordinators

Technology Coordinators

Recent Announcements

NEW! Classroom Activities for the 2014–2015 Smarter Balanced summative assessments have been posted to TIDE. You will have to log-in to the TIDE system to see which classroom activity your school has been assigned to administer and download the activity.
Added March 9, 2015

NEW! Some key documents have recently been published regarding test administration policy and procedures for the Smarter Balanced Assessments. Please see the following documents, which can also be found under the Resources section.

- [Test Administration Manual](#)
- [Test Coordinator Manual](#)
- [SBAC Registration and Processing FAQs](#)
- [NHDOE Guidelines regarding the Alternative Assessments \(DLM for ELA/Math\)](#)

Added March 9, 2015

Welcome!

Welcome to the New Hampshire Smarter Balanced Assessment Portal. This site provides access to resources for the Smarter Balanced Assessments in Mathematics and English Language Arts/Literacy.

Secure Browsers

Practice & Training Tests

Important Dates

COLLEGE BOARD – SAT

The NHDOE has worked with its school districts to find consensus around using an assessment at the high school that may be more valuable to students – an assessment that they would find helpful as they are preparing for life after high school. The request from the field to use the College Board’s SAT for the high school statewide assessment was widely accepted throughout the state. The College Board has recently released a report of Maine’s experience in using the SAT for its statewide high school assessment stating that Maine’s adoption in 2006 increased four-year college-going rates by 2-3 percentage points. Among students who would not otherwise have taken the SAT, college enrollment increased by 10 percentage points. Please note, this research was published in a peer-reviewed journal, [Educational Evaluation and Policy Analysis](#). For further information on the College Board’s SAT plan please see **Renewal Attachment R6**.

The NHDOE is requesting, through this Flexibility Waiver Renewal, to allow the state to implement the SAT at the 11th grade for all students beginning in the 2015-2016 school year and beyond. New Hampshire will continue with the Smarter Balanced Consortium for grades 3-8 (except for the PACE Pilot explained below).

The requirement to assess once in high school will be operationalized by the following process:

1. The NHDOE will set up a working group of stakeholders to design a roll-out plan with professional development, communications and technical support to begin in the summer of 2015.
2. The SAT will be administered to all students in 11th grade in the state (except those eligible for the DLM alternate assessment) in the spring of 2016 as a replacement to the Smarter Balanced Assessment with the multiple choice section only.
3. The essay portion will be maintained as a local option, however, not a part of the state assessment.
4. The state will use the school day administration option at each high school in the state. The newly developed, college- and career-ready standards aligned SAT will be offered on two set dates in Spring, 2016, one in early March, the second mid-April. The new SAT will be three hours in duration for the multiple choice section, with the optional essay of 50 minutes. Enhanced accommodation administration will also be provided to assure accessibility for all students and will be offered over several days of administration.
5. Supports to this administration will include:
 - a. Professional development for teachers in preparation for the assessment and use of data from the assessment;
 - b. Assessment prep for students (including College Board sponsored practice sessions offered via Khan Academy);
 - c. Support for students with special needs, including EL. The state is arranging these accommodations at state cost beyond those available to all, with the understanding that they may affect college reportable scoring;
 - d. The test will be paper/pencil for the next two to three years and will be administered in a single session in each window across all NH high schools;
 - e. Clarity on alternative assessments for students with special needs;
 - f. Rapid turnaround of data for planning and school improvement purposes; and
 - g. Financial supports necessary to increase equitable access through sponsored College Board programs, such as:
 - i. Fee waivers;
 - ii. Advanced Placement (AP) supports;
 - iii. Scholarships; and
 - iv. Identifying students with college potential.

The NHDOE will begin meeting with a committee on July 13, 2015 to develop a high-quality plan that details the steps the state will take to ensure that the SAT high school assessment administered in the 2015-16 school year and in future years is a “high-quality assessment,” as defined on pages 5-6 in the ESEA Flexibility Policy Document (<http://www.ed.gov/esea/flexibility/documents/review-guidance.doc>). For each of the following bulleted key components of the plan, the following elements will be included as required by the policy document: (1) key milestones and activities; (2) a detailed timeline; (3) the party or parties responsible; (4) evidence; (5) resources; and, (6) significant obstacles. Key components include:

- Process and timeline for development of test blueprints and item specifications;
- Review and selection of items for inclusion in the assessments (including through piloting);
- Scaling and scoring procedures to be used;
- Test administration procedures, including selection and use of appropriate accommodations;
- Data analyses proposed to document validity and reliability of the assessments;

- Independent evaluation of alignment of the assessments with the NH's college- and career-ready standards;
- Process and timeline for setting college- and career-ready achievement standards and the method and timeline to validate those achievement standards; and
- Meaningful report formats to communicate results to students, parents, and educators.

ALTERNATE ASSESSMENT

The NHDOE, along with intensive involvement with many stakeholders, developed the NH Alternative Learning Progressions Assessment (NH-ALPS). The state has successfully implemented this innovative, research-based assessment for the past three years. In 2012, validation of NH-ALPS, including videotaping of student performance, was completed and approved by US ED. However, the costs and capacity associated with the NH-ALPS to measure the NH CCRS led NHDOE to join the Dynamic Learning Maps (DLM) Consortium, which was administered for the first time this spring (2015).

DLM offers an innovative way for all students with significant cognitive disabilities to demonstrate their learning throughout the school year via the DLM Alternate Assessment System. Traditional multiple-choice testing does not always allow students with significant cognitive disabilities to fully demonstrate their knowledge. By integrating assessment with instruction during the year and providing a year-end assessment, DLM maps student learning aligned with college and career readiness standards in English language arts and mathematics.

ENGLISH LANGUAGE PROFICIENCY ASSESSMENT

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

A COMPREHENSIVE COMPETENCY-BASED ASSESSMENT SYSTEM

NH was recently approved to implement and evaluate the [Performance Assessment of Competency Education \(PACE\)](#) pilot with four school districts during 2014-2015 and up to another four districts in 2015-2016.

NHDOE is committed to creating a balanced and robust system of assessments (formative, interim and summative) focused on supporting personalized learning models to evaluate students' competencies over rigorous academic content, adaptive skills and critical work-study practices. NH schools have been taking advantage of the learning opportunities available through Smarter Balanced Digital Library of formative assessment probes, the interim assessments and related supports. New Hampshire is firmly committed to the Smarter Balanced Assessment Consortium (SBAC) and expresses this commitment in its role as a governing state. Further, Deputy Commissioner Paul Leather and NHDOE consultant Scott Marion from the National Center for the Improvement of Educational Assessment, are two lead members of the SBAC Proficiency-Based Learning Task Force that is studying how the Smarter Balanced summative and interim assessments can support competency-based approaches to education (CBE). The Task Force is making recommendations to the Smarter Balanced executive committee for potential enhancements to the designs of both the summative and interim assessments to better support CBE assessment, monitoring, auditing and reporting.

New Hampshire Administrative Rule Ed 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.

Performance Assessment to Support Meaningful Learning

The NHDOE is designing a coherent accountability system to foster deep understanding of learners. Many current educational accountability systems have stated goals of promoting deeper learning for students to, among other goals, improve college and career readiness. The NH initiative is based on the premise that performance-based and related assessment approaches must be meaningfully incorporated into accountability systems if we are to do more than pay lip service to these policy goals. We rely on the following definition for performance assessment:

Performance assessments are generally multi-step activities ranging from quite unstructured to fairly structured. The key feature of such assessments is that students are asked to produce a product or carry out a performance (e.g., a musical performance) that is scored according to pre-specified criteria, typically contained in a scoring guide or rubric.² In fact, the rubric is a critical component in establishing the validity of the score inferences since it is the bridge between the student work and the resulting score, the basis for the inference (Marion & Buckley, in press).

This definition does not distinguish among traditional academic and more cross-cutting (e.g., critical thinking, problem solving) knowledge and skills, because the principles for assessment design and validation apply to the multiple assessment targets. Shepard (2000) and others have argued that high quality tasks and assessments provide teachers and students the opportunity to learn more about the content being assessed than they could from selected-response items. Additionally, good assessments, especially performance tasks in which students have to generate solutions and reveal and/or explain their thinking, can provide opportunities for teachers to develop sophisticated understandings about the nature of student learning (see also NRC, 2014). Although such insights are not impossible to obtain with selected response items, they are more likely to emerge from examining student work associated with complex performance tasks.

Performance Assessment of Competency Education (PACE)

New Hampshire is committed to raising the bar for all students by defining college and career readiness to encompass the knowledge, skills and work-study practices that students need for post-secondary success, including deeper learning skills such as critical thinking, problem-solving, persistence, communication, collaboration and learning to learn. Therefore, the state is piloting an accountability system with significantly greater levels of local design and agency to facilitate transformational change in performance. As part of this shift in orientation, the state is supporting a competency-based approach to instruction, learning and assessment contextualized within an internally-oriented approach to accountability to best support the goal of significant improvements in college and career readiness. The information learned through performance-based assessments would then be used to support accountability determinations and, hopefully, better inform school improvement (e.g., Hargreaves & Braun, 2013).

A competency-based system relies on a well-articulated set of learning targets that helps connect content standards and critical skills leading to domain proficiency. Such a system requires careful tracking of student progress and ensures that students have mastered key content and skills before moving to the next logical set of knowledge and skills along locally-defined learning trajectories. Current systems that rely on compensatory systems (e.g., averaging)

² *Products* are sometimes thought of as a separate category of assessment form, but we argue that products are really one possible outcome or piece of evidence derived from a performance assessment.

for grading and related record-keeping may allow students to slip through the cracks in terms of possessing necessary knowledge for building deep understandings in the focal disciplines.

The PACE system is designed to foster deeper learning on the part of students than is capable under current systems. This requires timely assessments linked closely with curriculum and instruction. The PACE system is based on a rich system of local and common (across multiple districts) performance-based assessments that are necessary for supporting deeper learning as well as allowing students to demonstrate their competency through multiple performance assessment measures in a variety of contexts. Thus, the accountability option was established to enable schools and districts to demonstrate student achievement and learning growth through means other than or in addition to standardized tests, with an emphasis on performance assessment.

In the PACE pilot, the NHDOE has created a route for districts and schools to demonstrate quality not solely or primarily dependent upon state standardized tests. The creation of the PACE accountability option reflects NHDOE's belief that school accountability works best if the responsibility for design and implementation is shared by districts and the state, rather than top-down mandates. Known as "reciprocal accountability," districts and schools are responsible for determining and reporting on local accountability measures, while the state is responsible for support and oversight in helping districts establish strong accountability systems.

As noted above, NHDOE received approval from USED to limit state standardized testing to select grade levels (e.g., 4, 8, and 11). NHDOE is a strong supporter and governing member of the Smarter Balanced Assessment Consortium, but it argues that once per year assessments, as good as Smarter Balanced may turn out to be, are not enough to drive and support deeper learning. Further, NHDOE is concerned that having external, large-scale assessments at almost every grade will control the conversation and not allow the space for the competency-based reform to take hold. The current PACE model, described here, is not necessarily a fully realized competency-based accountability system. Rather, we are presenting a "transitional system" that incorporates expected requirements of federal and state accountability, but points the way to what a fully realized system would look like with a possible change in ESEA or other policy changes on the federal level.

PACE Implementation Plan

It is one thing to put forth a proposal for a richer approach to education, but it is another thing to create the conditions necessary for successful implementation. NHDOE is engaged in a multi-faceted implementation plan to ensure the success of the PACE option that includes requirements for participating districts, technical and professional learning support, including task development and scorer calibration activities and wrestling with complex technical issues. We describe below key aspects of PACE implementation to provide an understanding of how NHDOE will eventually scale-up this pilot to all NH school districts.

Requirements for Participating Districts ("Guardrails")

Districts participating in the 2014-2015 pilot have all adopted the state graduation competencies in ELA, mathematics and science (the arts competencies will be approved this year and social studies competencies during the 2015-2016 school year) and developed a coherent and high quality set of K-12 course and grade competencies mapped to the state graduation competencies. These graduation competencies were developed by teams of NH educators and approved by the NH State Board of Education. Districts must have demonstrated the leadership and educator capacity to participate effectively in the pilot. In addition to having a well-articulated set of competencies, these districts must have developed or be close to completing the development of a comprehensive assessment system tied to these competencies. Districts considered for the 2015-2016 pilot must have adopted graduation competencies and have a commitment during 2014-2015 to fully build out their course and grade competency systems in K-12, as well as their comprehensive assessment systems.

Participating districts must be willing to participate in a peer and expert review process where they submit their systems of performance-based assessments for evaluation based on clear and rigorous criteria including alignment with state standards and competencies, consistency and accuracy of scoring and fairness to all test takers. Further, PACE districts will be required to administer the state summative assessments (Smarter Balanced) in at least three grades, one at each level (e.g., 4, 8, and 11), which will serve as both an internal and external audit regarding school and district performance (see **Table 2** below). Both local and Smarter Balanced assessments will be components in the PACE accountability system. *(Please note: Districts not participating in the PACE pilot are expected to continue to take the state assessments aligned to the state standards in all grades dictated by law.)*

All pilot districts are expected to have the same general assessment requirements in the same courses and grades. As noted above, the Smarter Balanced summative assessment will be administered in select grades. The current plan involves staggering the Smarter Balanced subject areas according to when the results will be most useful for informing programs and auditing the local and common performance assessments. The current state science assessment (NECAP) will be phased out and revised as these districts play a lead role in beginning to pilot complex performance science assessment tasks. In fact, the National Research Council (NRC) advocated in a recent report that evolving systems of assessment must be led by classroom-based assessments rather than trying this complex endeavor with large-scale assessments first (NRC, 2014). The PACE districts will be particularly suited to pilot this new approach, given their intensive efforts in implementing complex performance assessments.

Importantly, local performance assessment, used for competency determinations, will be administered in all subjects and grades. In certain grades and subjects, they will be “anchored” by Smarter Balanced assessment results, but in many others, they will be tied to performance assessments common to all participating districts (PACE Common Assessments). The competency determinations for all grades and subjects depicted above will include local (to each district perhaps) performance and other assessments designed to represent the full range and depth of the target competencies at each grade level. They were not depicted in **Table 2** below simply to avoid cluttering the chart. These common performance assessments (PACE) are intentionally limited to just one or two major tasks in most grade levels and content areas because NHDOE does not intend to simply replace one state assessment with another. Rather, these common performance assessments will be used to help calibrate performance expectations across participating districts and will be incorporated into local competency determinations.

Grade	Competency Grading	English Language Arts	Mathematics ³	Science
K-2	<input checked="" type="checkbox"/>			
3	<input checked="" type="checkbox"/>	Smarter Balanced	PACE	
4	<input checked="" type="checkbox"/>	PACE	Smarter Balanced	PACE
5	<input checked="" type="checkbox"/>	PACE	PACE	
6	<input checked="" type="checkbox"/>	PACE	PACE	
7	<input checked="" type="checkbox"/>	PACE	PACE	
8	<input checked="" type="checkbox"/>	Smarter Balanced	Smarter Balanced	PACE
9	<input checked="" type="checkbox"/>	PACE	PACE	PACE
10	<input checked="" type="checkbox"/>	PACE	PACE	PACE
11	<input checked="" type="checkbox"/>	Smarter Balanced	Smarter Balanced	PACE
12	<input checked="" type="checkbox"/>	*CAPSTONE PERFORMANCE ASSESSMENT		

Table 2. Common summative performance-based assessments (PACE) and Smarter Balanced assessments administered by grade and content areas in all PACE districts.

³ High school mathematics and science PACE assessments are tied to courses (e.g., algebra, physics) and not to grade level.

Task Bank

An ultimate goal of the PACE pilot is to enhance the capacity of educators to develop and use their own classroom assessments. However, creating a set of tasks for common administration and scoring purposes, as well as helping to jumpstart local capacity is critical to the success of this project. The NH Task Bank is a repository of quality performance tasks that have been designed specifically to assess student attainment of the New Hampshire State Model Competencies which are aligned to the state's academic standards and developed by local educators. Additionally, the tasks in the NH Task Bank serve as models that teachers can use in their own assessment design work.

One of two key sources for performance tasks are those designed and submitted by New Hampshire teachers, most of who have participated in New Hampshire's Quality Performance Assessment Initiative over the past three years. These teachers received training in task design, quality assurance, analysis of student work and calibration. Tasks that are submitted to the NH Task Bank undergo a rigorous vetting and revision process. The NH Task Bank is organized according to content-specific competencies arranged along a developmental trajectory. The second key source of performance tasks is through the CCSSO's Innovative Lab Network (ILN) Performance Assessment Project. The ILN project is collecting and curating a set of quality performance tasks that will populate an open-source, vetted task bank accessible to teachers. The emphasis of the work is on the type of performance-based measures that support assessment of deeper learning.

Professional Learning Support

The professional learning opportunities associated with PACE are embedded in the actual work of PACE, including task development, scorer calibration activities, system design and peer review. The implementing schools established work groups, creating common developmental competencies in the key content areas aligned to the state graduation competencies as well continuing to build the state task bank. Sharing and analyzing student work is the core of any meaningful professional learning activity. Therefore, a key aspect of such learning opportunities for PACE teachers involves learning how to carefully analyze student work using established protocols to engage in common scoring sessions designed to foster consistent and accurate scoring of complex tasks.

Technical Issues and Considerations

In order for this reform initiative to be credible to New Hampshire stakeholders and to satisfy US ED requirements, NHDOE is focused on ensuring the technical quality of the PACE system. Some of the key technical challenges include: creating comparable annual determinations, documenting longitudinal student progress (growth), measuring and reporting the performance of key student groups (equity), and establishing systems for the effective use of assessment and accountability results (utility).

Comparability of Annual Determinations

One of the major challenges with the PACE pilot accountability system is ensuring that students from all NH schools receive meaningful opportunities to learn the required knowledge and skills. One of the ways to evaluate these opportunities is to require all students to participate in the same assessment of the same knowledge and skills. But it is not the only way. There are many examples, both with educational programs and outside of education, where we recognize that the "same" is not the only way to define comparability. For example, consider students applying for a competitive music program. Students will play different songs, perhaps using different instruments, but judges will have to determine who should be admitted to the program. We accept that judges are able to weigh the different types of evidence to make "comparable judgments." Why do we accept this? Because we have great trust in expert judges and their shared criteria. When the criteria are not explicit and applied systematically, then people have concerns.

True psychometric comparability (i.e., “interchangeability”) across districts administering different systems of assessment cannot be assured. In fact, it is not expected. However, NHDOE is taking important steps to ensure that students in pilot districts receive a high-quality education that meets or exceeds the expectations for non-pilot districts held to the same high expectations. For example, students deemed proficient in a particular grade or content area likely should be considered proficient regardless of the type of assessment.

Comparability efforts should not be focused on individual assessments administered throughout the year, rather the focus of comparability must be on the annual determinations of “proficient,” “on-track,” “competent,” or any other label. NHDOE has proposed an approach to do just that. The Smarter Balanced achievement level descriptors (ALDs) are the basis for establishing cut-scores on the Smarter Balanced assessments (this process was recently completed). The ALDs serve as the narrative descriptions of performance and the role of the standard setting panelists is to match the narrative descriptions with actual performance on the test. Therefore, NHDOE has decided to require all PACE districts to anchor their annual determinations of proficiency (competency) to the Smarter Balanced ALDs for the respective grade level and subject area.

Of course, it is one thing to use common descriptors, but having assessment evidence to evaluate against these descriptors is another critical component of comparability. Therefore, all PACE districts have agreed to participate in a common standard setting process based on thoughtfully-identified set of summative competency assessments administered throughout the year along with the common summative PACE performance assessment. Participating in a common standard setting process, where student work is compared with the ALDs will allow for comparably rigorous achievement standards to be established in all PACE districts.

To audit the extent to which the intended comparability has been achieved, NHDOE will rely on the results of the Smarter Balanced assessments in mathematics and ELA in at least three grades. Further, as noted above, NHDOE is closely examining the Smarter Balanced interim assessments to replace or augment current local benchmark assessments to support comparability while raising the level of performance expectations. These common state assessments provide both an internal and external audit for locally-designed systems of assessment, evaluating the degree to which student performance on the local performance assessment system relates to performance on the statewide assessments. Discrepancies between local and state assessment results do not mean that the local results are wrong. Rather, it should lead to conversations and inquiries to try to understand the reason for any large differences between the two sets of results.

All districts participating in the PACE pilot will participate in a peer review process during the first two years of implementation in order to examine their system design, assessment results and annual determinations. Peer review will be structured to provide support and technical assistance to districts to ensure that local systems maintain high quality.

Lastly, NHDOE is taking steps to ensure scoring comparability by promoting accurate and consistent scoring of performance assessment tasks across classrooms, schools and districts. NHDOE will sponsor professional development institutes, including summer and school-year Quality Performance Assessment Institutes on assessment literacy, competencies and designs for teaching them (knowledge, skills and work-study practices), assessment task design and validation, scoring calibration and data analysis to track student progress and inform instruction. Regional task validation sessions will be conducted to assist districts in fine-tuning assessment tasks to ensure they measure target knowledge, skills, and work-study practices. Regional calibration scoring sessions will be conducted to build inter-rater reliability and consistency in scoring across districts. These sessions are designed to build expertise among a core group of participants who can then lead task validation and calibration scoring sessions at the local level.

Equity

The competency-based educational system at the foundation of this pilot is, by design, more equitable than traditional educational approaches because educators focus on the learning needs of every student and do not allow any students to fall through the cracks. That said, the state will continue to aggressively monitor and report the performance of student groups as outlined in this waiver. In addition, districts participating in the PACE pilot will be subject to additional examination of student subgroup performance through their required participation in a peer review process to evaluate aggregate and student subgroup performance results.

Student Progress

Student Learning Objectives (SLOs) continue to be the main component of NH's educator support and evaluation system for NH districts. This was the clear intention of the NH Task Force on Effective Teaching (NHDOE, 2013). The state believes that it can successfully document changes in student learning while supporting positive changes in local assessment and instruction. Pilot districts, because of the improvements in their assessment capacity, will be able to produce higher quality SLOs than most NH schools and districts. Therefore, the question should focus more on can pilot districts produce valid educator evaluation results and less on specific (and distal) approaches for calculating current achievement conditioned on prior achievement (e.g., SGPs, VAM).

New Hampshire has been using Student Growth Percentiles (SGPs) (see Betebenner, 2009) for school accountability purposes for many years and plans to continue supporting districts in incorporating aggregate SGP results into educator evaluations starting in the 2015-2016 school year. The NH Task Force on Effective Teaching recommended not attributing SGP results to individual teachers, unless the district's specific evaluation plan requires such use. The Task Force recommended, and NHDOE agreed, that aggregate SGPs must be used at least as part of a "shared attribution" approach according to a district's (or school's) theory of improvement (e.g., grade-level or content area teams). This is an important distinction because a similar—but not exactly the same—model can be applied in the PACE schools. In other words, NH proposes to use Smarter Balanced assessments at select grades to calculate SGPs and use the results aggregated at the school level. These school-level results can be used to audit the individual SLO results and compare the "growth" of students in the pilot schools with other schools in the state.

Utility

Henry Braun stated that utility is the most important technical criterion by which we should judge the quality of accountability systems (Braun, 2012). Utility refers to the degree to which the policy/accountability system is able to support its intended aims. In the case of PACE, this would mean that the accountability system provides structure and information to help transform educator practices and deepen student learning. Focusing on utility changes the accountability conversation from one of labeling and sorting to one focused on using the results to bring about desired improvements in schools and student learning (Hargreaves & Braun, 2013).

Scaling Up

The state is not blind to well-known challenges with implementing performance assessments as part of accountability systems as well as with the challenges of building the local capacity necessary for raising the level of student learning, improving local performance assessments and supporting local accountability determinations. The state is not attempting to meet the levels of standardization and psychometric specifications associated with a state-controlled assessment and accountability system (e.g., AERA, APA, NCME, 2014). NH argues that the theories of action for such systems are impoverished and have little evidence that such state-led systems bring about the levels of student and organizational learning the NHDOE would like to see. Rather, NHDOE is willing to engage in the challenge of supporting local capacity and agency in order to bring about transformational changes in student learning.

The state is currently developing plans for scaling such efforts to all NH schools. The current PACE accountability system, even if fully successful, is based on a voluntary proof of concept pilot with high-capacity schools. Improving chronically low-performing schools will be an enormous challenge. The state is committed to supporting the development of local leadership and capacity to help low performing schools implement the PACE system with fidelity. However, there are no illusions that this will happen overnight. In fact, the networked approach supported through PACE and other NH reform initiatives is likely the only viable strategy for bringing PACE to scale. This would involve growing this reform at a rate that can be managed and supported, while continuing to focus on building local expertise as part of regional and statewide networks. Additionally, NHDOE is working closely with and supporting NH's 18 IHEs in their efforts to transform teacher education and to require performance-based evidence of acceptable pre-service candidacy. Again, NHDOE does not assume that implementing a reciprocal accountability will be easy or smooth, but is committed to employing an approach couched in research on individual and organization learning to realize the deeper learning for students envisioned by many NH stakeholders.

Evaluation

As discussed in the approval letter sent by Assistant Secretary Deborah Delisle of March 5, 2015, the NHDOE is arranging for a third-party evaluation of the outcomes of the pilot to be completed after the 2015-2016 school year. The evaluation will address the efficacies of this multiple assessment system accountability system, through comparability studies, an analysis of the effectiveness of teacher calibration and large-scale moderation, as well as a review of Smarter Balanced Assessment results and PACE Common Assessment results by content area.

Next Steps

Upon completion of the evaluation and an analysis of the pilot overall, the NHDOE will determine whether to seek a change to this waiver, once approved, in order to make project amendments and to expand the implementation of the PACE system for the 2016-2017 school year.

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

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

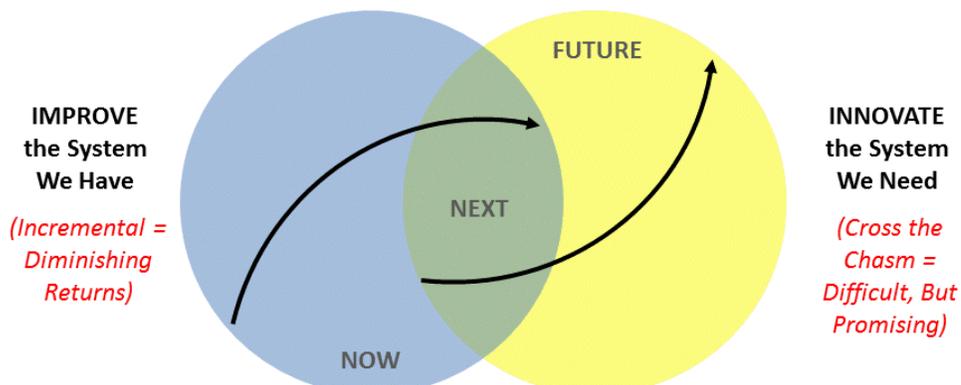
- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school 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 has and continues to put into place a strong and fair school, teacher and student accountability system that will allow the state to realize its 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.

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

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

Figure 4. 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 4** 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 continues to be committed to implementing this new way of supporting its districts and schools. Shifting from a compliance orientation to a support orientation, NHDOE is reorganizing its structure, staffing and resources to better meet the needs of districts. In realizing this shift, NHDOE has moved 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.)⁴ The system of improvement and innovation is energized when based on the strengths of educators, not simply deficits.

NHDOE continues to develop 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 several types of networks, organized using the Instructional Core or identified as a “working group.” These networks are designed to better support districts’ needs and interests. These networks 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. Additionally, “working groups” allow teams from within districts, schools or across stakeholder groups an environment to share resources and documents particular to their interest or assignments.

Following (**Table 3**) are brief descriptions of the network categories. Within those network categories, the state is offering an array of topics designed to meet the needs of districts through a blended delivery model including face-to-face and virtual training.

⁴ [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).

Table 3: Network Topics

Meaningful Content and Skills	Instructional Quality	Student Engagement	Working Groups
<ol style="list-style-type: none"> 1) Standards, Instruction and Assessments 2) Social Studies Network 3) Early Childhood 4) English Language Learners 5) NH College and Career-Ready Standards in Mathematics and English 6) Smarter Balanced Network 7) NH Arts Learning Network 	<ol style="list-style-type: none"> 1) NEA NH 2) ASCD-NH 3) RTI/Multi-tiered System of Supports 4) Principal Leadership 5) Teacher Effectiveness 6) Professional Development Master Plans 7) Performance Assessments 8) Mentor Network of NH 	<ol style="list-style-type: none"> 1) Competency Education 2) Innovation Network 3) Data Use 4) Next Generation Learning 5) Analyzing Student Data 6) Story Preservation Initiative 7) Family and Community Engagement 8) Etc... 	<ol style="list-style-type: none"> 1) Charter Schools 2) Developing High-Quality SLOs 3) Regional Leadership groups 4) Safe Schools and Healthy Students 5) Title I Networks 6) Various district and school networks

For Priority and Focus Schools, these supports are required and prioritized through a Regional Title I Manager, an onsite, school-based facilitator (see more details in the Priority and Focus School sections), a school leadership team and a comprehensive needs assessment. The Regional Title I Manager and the on-site facilitator will leverage diagnostic tools, such as the Indistar *Steps to Success* to help each school plan accordingly. Applying a Problems of Practice and Tri-annual Review Model of transformation, school teams will take a “deep dive” into performance and gap data to understand the conditions and needs of their schools.

Using these on the ground conditions and needs, the Regional Title I Manager and on-site facilitator will help school leaders and a school-based team of educators develop a plan for accessing the right supports from the array of offerings available across the NH Networks, as well as the state’s Problems of Practice national experts. In addition to Network participation, this process will determine further on-site needs for each specific school, and how these needs can be best met through site-based, district-based and state-based resources – all of which are aligned to a coherent plan for improvement. Based on need, Learning Paths (mini courses) and modules have been developed for all users, aligned to the turnaround principles. Through ongoing assessment (same diagnostic instrument, along with observations and regular check-ins), each school’s team will ramp up additional supports as needed.



College and Career Ready Students

Components	Tools and Practices	Results
Theoretical Framework Engaged, Purposeful, Empowering	<ul style="list-style-type: none"> • Community Engagement • Implementation Science • Local Leadership 	Ensuring the work is grounded in effective and proven strategies.
Structure Intensive, Coherent, Substantive	<ul style="list-style-type: none"> • Educators’ Summer Summit • Quarterly Meetings • Tri-annual Review 	Ensuring the process is coherent and manageable with in the school culture.
Sustainability Facilitation, Protocols, Rubrics, Networking	<ul style="list-style-type: none"> • School-based Facilitation • Protocols and Rubrics • NH Networks 	Ensuring the work is embedded in everyday practice.

**New Hampshire Problems of Practice (NHPP)
Model of School Innovation**

Building on the *NH Best Schools* (2000) community engagement and Implementation Science process for change, NH developed a *Problems of Practice* (Elmore, 2009) model of school innovation. This model situates the locus of power and change at the school level and positions SEAs as technical assistance centers for innovation and sustained change.

Theoretical Framework: Engaged, Purposeful and Empowering

Community Engagement

Grounded in community engagement, the New Hampshire Problems of Practice (NHPP) model draws diverse stakeholders from each school, representing school staff, community and family partners. Teams jointly develop a problem of practice based on gap and performance data using Elmore’s (2009) survey model. This data drives professional development strands at a summer summit (see below) and informs the innovation plan submission, a requirement prior to approving registration and funding.

Implementation Science

Purposeful tools and practices developed into a “specific set of activities” (Fixsen, et.al. 2005) to produce identified outcomes. The set of activities are identified based on analysis of gap data. Leadership teams, comprised on both school staff and community stakeholders explore the development of the set of activities with trained experts and implement them in an apprentice model. The set of activities comprise direct student interventions and as well as implementation activities. Using an *Implementation Science Model*, teams convene at the summer summit and then continue to meet during quarterly meetings where the trained scholars and experts further develop strands in response to the schools.

Local Leadership

Local leaders and scholars (Earick, 2009) construct understandings of school innovations through guided practice. Educators, administrators and communities have a deep desire to reflect and transform the lives of children and youth. When faced with challenges they have not yet succeeded in addressing, they need

mentorship in effective skills, strategies and practices. Offering opportunities to work side by side with trained scholars who have the unique expertise to address identified challenges supports an empowerment model of technical assistance. This model develops local scholarship in educators and administrators through effective and proven strategies they can then implement and replicate with their students.

Structure: Intensive, Coherent and Substantive

Educator Summer Summit

The New Hampshire Educators’ Summer Summit is an annual event where school teams convene for 2 days to engage in professional development from national and local experts. During the Summer Summit, teams review their problems of practice survey, identify specific sets of activities as they develop an innovation plan to address and close gaps in student achievement. National experts and trained scholars present to and engage with the teams to align their innovation plans with effective skills, strategies and practices.

Quarterly Meetings

School teams continue professional development, reflect on and monitor progress with national and local experts at four Quarterly Innovation Meetings. Tri-annual Reviews are timed to inform meeting agendas.

Tri-annual Review

The Tri-annual Review drives the progress monitoring. Through a double-blinded peer review process feedback is returned to the schools and technical assistance provided as needed and/or requested. School teams submit their innovation plans in August for approval and release of federal funds for their specific set of activities. An interim report is submitted in January and summative report in May.

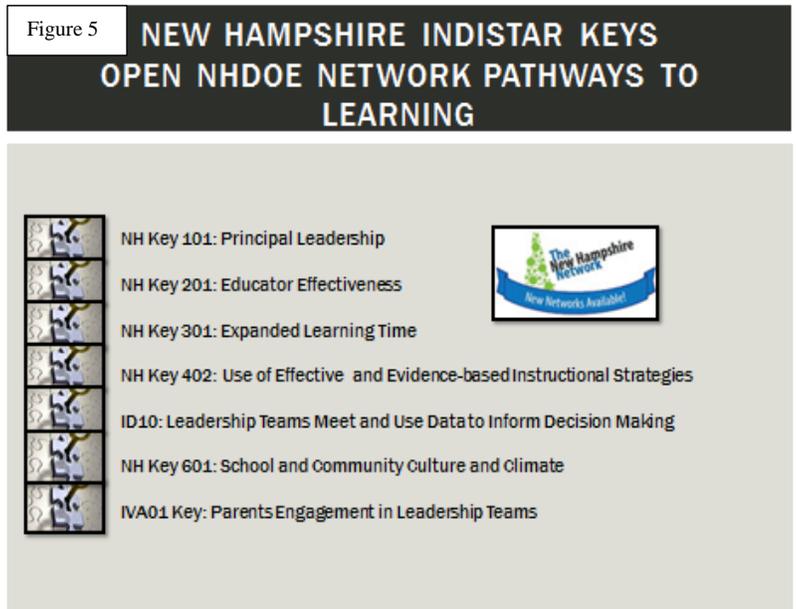
Sustainability: Facilitation, Protocols, Rubrics and Networking

On-site Trained Facilitators

To ensure coherence and to optimize communication one team member from each school is assigned the role of ‘facilitator’ and attends 2.5 days of training and continues their role for the academic year. The training of on-site facilitators builds local capacity and assist with long term sustainability.

Indistar: Protocols and Rubrics

Central to this process was the development of holistic rubrics for the initial, interim and summative reports that, incentivize use of the tools and maximized local self- regulation. Indistar published the NHDOE rubrics and reporting documents. The NHDOE is now positioned as a technical assistance provider rather than overseer of the planning process. We can now track 25 sub-categories aligned to the NH Indistar Keys which will allow for analysis of individual school needs, as well as state trends the NHDOE can use to inform state level technical assistance. The rubrics offer clear guidelines for funding approval and feedback from peer and NHDOE reviewers.



New Hampshire Networks

The New Hampshire Networks and Pathways align to each NH Indistar Key, providing professional learning communities (PLCs), online courses, resources, materials, and best practices.

SUPPORTS FOR ALL SCHOOLS

Beyond Priority and Focus Schools, all other schools in the state will continue to have an orientation to a menu of robust professional learning opportunities from across the NH Network. While this menu will be aligned with the state's four pillars and the Instructional Core, by design, it has and will continue to remain dynamic based on needs and interests of practitioners throughout the state.

Initially, the NHDOE itself spearheaded efforts to deliver and manage high quality professional learning opportunities and resources through the NH Networks. Currently and continuously, the goal is that the “networked” state expands with an array of respected partners, including professional associations, institutions of higher education and regional professional development centers, acting as key points of delivery for the training. The NHDOE will help manage quality, aggregate resources and directly support Priority and Focus Schools. Information and learning opportunities are and will continue to be much better aligned across the state through this effort. Additionally, the NHDOE has moved to an integrated management model of federal funds and technical assistance that will be dedicated to managing the intensive support required for the state's most struggling schools.

Online Knowledge Platform

Effectively implementing the Networked Strategy outlined above requires a well-managed integration of content, software and services which will enable educators across the state to be truly *networked* to each other, to information and to the differentiated supports they need, rather than a one size fits all approach to support. The *New Hampshire Network* is an online knowledge base and social networking tool which will support problem-solving within schools and districts and provide customized professional learning supports based on unique needs within districts. The *New Hampshire Network* has a vast body of resources aligned with the improvement to innovation continuum, all searchable and sortable against a robust taxonomy. The tool includes a robust collection of information on how school models across the nation and world are effectively implementing progress towards student achievement, the technology tools each model is using, and a range of relevant research and information. Additionally, *The New Hampshire Network* provides the opportunity for blended delivery of professional learning activities, so the work is not limited to face-to-face network activity. Finally, the platform enables social networking to better connect people to people, people to information and people to the dedicated networks, thereby becoming a place for schools to do their work.

Figure 6 provides a screen shot of *The New Hampshire Network*, illustrating the array of resources and functionality which will improve communication, alignment and provide quality information and supports.

Figure 6- The New Hampshire Network



Timeline

The Networked Strategy launched in Fall 2012. Over the course of the first year, an array of networks launched. Over the second year, the goal was to expand the network offerings as a broader array of partners begin to assume delivery responsibilities. The focus was on supporting Priority and Focus Schools, acculturating users throughout the state to the networks and the *New Hampshire Network* as a statewide platform.

<i>NH Network Growth</i> <i>SY 13-14</i>		<i>SY 12-13</i>
Professional Learning Networks=over 60		Professional Learning Networks=7
Users=8,402		Users=2,280
Average Visit Duration=11:04		Average Visit Duration=8:38
Network Events=300		Network Events=82

During Summer 2013 and for school year 2013-14, NHDOE began to expand the role of partners in the delivery of learning opportunities. The focus will remain to ensure quality across the networks and provide continued deep supports for Priority and Focus Schools.

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

- *Human Capital*
 - The regional liaisons have been attached to a particular interest area or skill set (Early Childhood, Competencies and Performance Assessments, Leadership and Instructional Support), as well as geographic region, with the goal of increasing two-way communications, helping to problem solve across regions and being more responsive to district-based needs. In order to increase

responsiveness, the liaisons have been a part of monthly meetings of superintendents, principals and directors of curriculum and instruction in their respective regions and across the state. The liaisons have also attended the NHDOE's Expanded Cabinet meetings (staff meetings) and engaged in regular conversations with the Commissioner, Deputy Commissioner and senior NHDOE team members where they have had the opportunity to align efforts between the field and NHDOE to ensure a continual, intentional flow of information. This communication has focused the priorities of the Department and provided a structure for the NHDOE staff to engage more deeply with schools.

- Dedicated NHDOE stakeholders and staff will review the individual improvement and innovation plans of the Priority and Focus Schools. The NHDOE Bureau of Integrated Programs will provide on-going intensively structured support for those Priority and Focus Schools not showing improvement through participation in the networks.

- *Technology*

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

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

- *District perception of value* matters. One of the areas for improvement, and why the state is eager to shift from “compliance to a support orientation,” is that an adversarial relationship between the NHDOE and school districts does not help improve student achievement. To the contrary, it often confounds the SEA's abilities to add value. Therefore, NHDOE will be tracking and managing its efforts through focus groups and evaluations with teachers and leaders throughout the state in an ongoing way.
- This strategy will be carefully *tracking and measuring improvements in student achievement*. For Priority and Focus Schools, the work of dedicated NHDOE Regional Managers will focus on the development of and management against a clear improvement plan, with clear milestones. If those milestones are not reached, the NHDOE will provide alternative supports. The state will also manage data on how the efforts correlate to network supports.

- A *rigorous evaluation of all providers* (external/internal) will be undertaken through a combination of the previous measures and observation of the providers, to ensure that the state is continually offering the highest caliber of supports as evidenced by feedback and impact of improvement among participants.

A designated team of dedicated NHDOE field staff and contractual support will both monitor and provide technical assistance to Priority and Focus Schools, utilizing student data sets from our PerformancePlus system, expert service delivery recommendations from our KnowledgeBase and communication and coordination, using the social networking built into the New Hampshire Network.

On-site visits and monitoring as well as on-line and blended professional development services will be provided in service to the accomplishment of school improvement plans for each designated school. The NHDOE believes that structurally connecting the work of the department staff with its core partners to the newly designed on-line and blended network will create both substantial scaffolded supports and oversight for schools struggling with overall and gap performance. Making the connection to the overall technical assistance networks (again, supported by state leadership and core state and national partners), will assist the NHDOE in addressing the needs of schools that are not designated as Priority or Focus Schools, but still lag in performance overall or for certain populations.

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

New Hampshire has constructed a differentiated system for reward, recognition and incentives for all schools that recognizes student achievement. The Networked Strategy described above has created low-cost opportunities for all districts and schools in the state to benefit from a rich source of high quality evidenced-based professional learning activities as well as the opportunity to join virtual professional learning communities. The networks are New Hampshire’s venture into the future of learning. The launch of the system has gained attention and created excitement and there appears to be a renewed spirit for innovation. Guided book studies and Learning Paths have generated the most use in year two and year three of the Networked Strategy, as have district and project-level network spaces for collaboration. The use and value of the NH Network platform continues to evolve, responding to demand and to need.

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

Option A

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

Option B

- If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system or to identify reward, priority, and focus schools, it must:
- a. provide the percentage of students in the “all students” group that performed at the proficient

	<p>level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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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>
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The NHDOE is committed to improving educational outcomes for *all* students, but recognizes that the current requirements of ESEA create obstacles to focusing on the schools and districts needing the greatest assistance. The state will continue to take advantage of the opportunity afforded by US ED to define and use more realistic AMOs. These will allow the state to differentiate levels of support for schools by building on the NH Networks.

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 initially defined its AMOs based on the NH statewide assessment system results from previous years. However, due to the implementation of the Smarter Balanced and Dynamic Learning Maps in the spring of 2015, the state will reset its AMOs using the results of the 2014-15 results as its baseline year. The index scores would be a combination of the results for Smarter Balanced and Dynamic Learning Maps for whole school and each subgroup. The AMOs will be represented using New Hampshire’s previously approved index system (described below).

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

All available student achievement data for the “all students” group is reviewed for each school annually. The raw student achievement data for the state’s ELA 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).

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

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

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

Safeguards of the new categorization system are demonstrated below (**Table 4**) using actual school data. The first column, “Previous Categories vs. New Categories” identifies previous (under the State’s Adequacy Accountability System) and the newly created categories used to identify student subgroups. The second column “Actual Student Summed Enrollment” represents the total number of students (2012) present in each of the previous and newly created categories. Subsequently, the reader can review that the same number of students is depicted in both the previous and new categorization systems.

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

Table 4

Previous Categories vs. New Categories	Actual Student Summed Enrollment	Comparative Analysis: Summed IEP Enrollment	Comparative Analysis: Summed SES Enrollment
Previous: AllOtherSG	2733		
Previous: SES SG	585		585
Previous: IEP SG	719	719	
Previous: EL	90		
Previous: ELComp \geq 4	49		
Total Across all SES	907		585
Total Across All IEP	736	719	
New: Students with Disabilities(SWD)	440	440	
New: English Learners (EL)	38		
New: EL & SWD	9	9	
New: EL & Economically Disadvantaged (ED)	35		35
New: EL & SWD & ED	8	8	8
New: ED	585		585
New: ED & SWD	279	279	279
New: All Other students	2733		
Total		736	907

INCLUDING GRADUATION RATES

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

In June 2009, the New Hampshire State Legislature passed Senate Bill 180, now RSA 193-E that “establishes an accountability system to ensure schools are providing the opportunity for an adequate education.” The legislation defines the two components of the accountability system: an input-based system (or self-assessment), and a

performance-based system (see **Supplemental Attachment J**). New Hampshire’s Adequacy Reports were developed in response to RSA 193-E:3-b. They were designed by a Commissioner’s Task Force for Accountability over multiple years and are comprised of a number of different indicators or components. The high school components that relate to graduation and dropouts will be used to monitor those rates as part of the accountability system.

Persistence or readiness indicators are designed to evaluate the extent to which schools help prepare students for the next level of schooling. Ideally, the system would employ credible postsecondary readiness measures, but those are not available at this time within the constraints of the data requirements. Graduation and dropout rates are two critical indicators that signify a school’s ability to provide high school students with an opportunity to move beyond high school. Graduation and dropout rate indicators are described below.

Graduation Rate

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

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

Dropout Rate

In addition to graduation rate, the dropout rate was selected as an indicator that describes whether a school has provided the opportunity for an adequate education. The assumption is that schools with low dropout rates engaged their students and provided essential supports to students at risk. Dropout rate is the average percentage of students in a 9th, 10th, or 11th grade cohorts who do not return to school the following year. Those who graduate early or earn a GED are not counted as dropouts.

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

This table (**Table 5**) illustrates the methodology. Note that the total points are a combination of all the sub-groups as well as the whole school.

Table 5

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

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

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

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

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

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

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

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

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

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

The NHDOE provides all required federal and state reporting components through its NH School Profiles located on the NHDOE website. This site includes assessment results, by whole school and subgroups, graduation rates, dropout rates, school staff information, accountability data and other important facts. 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 law, RSA 193-E:3, as one way to access this information.

Test scores are important, but numbers alone do not tell the whole story. All of the data located on the NH School Profiles 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 link provides an example of the profile reports available for all schools in the state: <http://my.doe.nh.gov/profiles/profile.aspx?d=9&year=2015>.

In October of 2012, the additional dimension of “adequacy,” as prescribed by state law, was added to the site. This section describes how each school has addressed and scored on both the input based (self-assessment) and performance components. After approval of NH's first ESEA Flexibility Waiver, the new AMO results were added to this report so that educators and families had all of their data in one place. The Profiles also 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 List of Schools meet ESEA Flexibility Definitions” guidance.

IDENTIFICATION METHODOLOGY FOR REWARD SCHOOLS

The NHDOE will recognize Title I Reward Schools for high performance and high progress annually. However, given the fact that NH is transitioning to a new statewide assessment system in the 2014-15 school year, the NHDOE will pause its reward and accountability program for one year. Therefore, the NHDOE will announce its next group of Reward Schools starting with the results of the 2015-16 statewide assessment. This will allow two years of data to be compared for determining Title I High-Progress Schools.

Title I High-Performing Reward Schools

NH’s High-Performing Reward Schools are the top five percent of Title I schools (as of October 1 of each year) in the state with the highest absolute performance (using combined index scores) over a two year period for the “all students” group and for all subgroups on the statewide assessment (Smarter Balanced and Dynamic Learning Maps combined). The state will also recognize all Title I Schools with a graduation rate of 95 percent or higher each year (as long as the school has also met the achievement criteria). No school, at any level, will be a High-Performing Reward School if it has significant achievement gaps.

Title I High-Progress Reward Schools

NH’s High-Progress Reward Schools are Title I schools (as of October 1 of each year) in the state that are making the most progress in improving the performance of the “all students” group (using combined index scores) over a number of years on the statewide assessment (Smarter Balanced and Dynamic Learning Maps combined). Comparisons of each school to itself based on its own statewide improvement between the current and previous year shall be used. Schools will be positioned from most improvement to least improvement. The top five percent of the schools will be recognized as High-Progress Reward Schools. Additionally, the state will rank order the progress schools have made in increasing their graduation rate each year and the top 10 percent of Title I high schools making the most progress will be recognized (as long as the school has also met the achievement criteria). No school will be a High-Progress Reward School if it has significant achievement gaps and/or a graduation rate of less than 60 percent.

2.C.ii Provide the SEA's list of reward schools in Table 2

The NHDOE will provide a list of Reward Schools to the US ED by October 30th of each year, starting in 2016.

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

The NHDOE will designate Title I Reward Schools using the methodology described above. Schools will be recognized at a press conference every fall with invited guests, such as the Governor, local legislators, school board members and parents. Each school will receive a certificate articulating their reward selection.

Additionally, the NHDOE provides several other reward and recognition programs for all schools in the state. These include:

Blue Ribbon Schools

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

Governor's Initiative to Eliminate High School Drop Outs

The high schools with zero drop outs 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 School

Each year, the highest performing Title I participating school will be recognized for the highest performance among Title I schools (see methodology above). In addition, a **Closing the Gap Award** will be presented to the school with the highest progress 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 school leadership with an engraved apple to showcase their recognition.

Commissioner's Circle of Excellence

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 is led by the Commissioner of Education with invited guests such as: the Governor of the State of New Hampshire; the Majority and Minority Chair of the Senate Education Committee; the Majority Leader of the Senate; and the teachers, administrators, board

members, parents and students from the honored schools attending. In addition, a publication is developed that celebrates the accomplishments of these schools (future publications is dependent on funding). It is sent to each elected official in the state, as well as to media outlets and school districts. It serves as a model of promising and successful practices in New Hampshire public education.

Additional Recognitions 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.

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 TITLE I PRIORITY SCHOOLS

In its initial Flexibility Waiver, the NHDOE identified Title I Priority Schools by adding each school's index score for mathematics to the index score for ELA to produce a combined index score for each year. Then, combined index scores for 2010-11, 2011-12, and 2012-13 were averaged and then rank ordered. The lowest five percent of Title I schools were then selected as Priority Schools. In addition, all schools receiving School Improvement Grant (SIG) funds are considered SIG Priority Schools during the duration of their grant cycle.

Since Priority Schools must remain in that status for three years, the current cohort (selected in the 2013-14 school year) will continue throughout the 2015-16 school year. In addition, our newly granted SIG schools have been identified. The following cohort is based on the most recently available data.

2015-16 Priority Schools

1. Beech Street School (SIG)
2. Nute High School
3. Wilson Elementary School (SIG)
4. Idlehurst Elementary School
5. McDonough School

6. Brown Elementary School
7. Somersworth Middle School
8. Stewartstown Community School (SIG)
9. Fairgrounds Elementary School (SIG)
10. Parker-Varney School
11. Bakersville Elementary School
12. Franklin Middle School
13. *Franklin High School (SIG Priority only)*
14. *Hillsboro-Deering High School (SIG Priority only)*
15. *Middle School At Parkside (SIG Priority only)*
16. *Alstead Primary School (SIG Priority only)*
17. *Farmington Senior High School (SIG Priority only)*
18. *Henry Wilson Memorial School (SIG Priority only)*
19. *Littleton High School (SIG Priority only)*

The methodology for selecting Title I Priority Schools will be continued in NH's renewal phase; however, the state is transitioning to Smarter Balanced and Dynamic Learning Maps for its statewide assessment system. Therefore, the state will be pausing its accountability determination process for one year (2015-16). Additionally, by the fall of 2016, the NHDOE will submit an updated list of Priority Schools based on two years (instead of the three in the initial cohort) of Smarter Balanced and Dynamic Learning Maps results. Any current Priority Schools not meeting the exit criteria below, and any Title I school meeting the entrance methodology above, will be considered a Title I Priority School (Cohort 2).

During the 2016-17 school year, interventions for current Priority Schools staying in that status will be continued; however, schools not having consistent growth will revisit and revise their intervention plans with the assistance from the NHDOE. Interventions for new schools (identified in the fall of 2016) will be developed no later than 90 days after the date the school is notified of their selection as a Priority School (NH RSA 193-H:4).

2.D.ii Provide the SEA's list of priority schools in Table 2.

The NHDOE will provide the list of Cohort 2 Title I Priority Schools no later than then September of 2016.

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

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

and Cohort II SIG schools with professional development and discussions around the topics outlined by the transformation model.

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

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

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

All current SIG schools will now be designated as Priority Schools. The identification methodology provided above will add additional schools that are not currently receiving SIG funds, however, the NHDOE will work with all Priority Schools with the same level of commitment that is described in this section. The School Improvement Team within the Bureau of Integrated Programs at the NHDOE, along with the Department's Bureaus of Special Education, Assessment and Accountability and Data Management, will continue its focus on the state's struggling schools to ensure they have the support they need to improve. Each school determined to be in Priority status will work hand-in-hand with staff at the NHDOE to develop a high quality intervention plan that addresses the turnaround principles defined by the US ED. All Priority Schools will have a plan to begin implementing interventions aligned with the turnaround principles no later than 90 days after the date the school is notified of their selection as a Priority School (NH RSA 193-H:4).

TOOLS TO MOVE FROM IMPROVEMENT TO INNOVATION: INDISTAR

In the past, schools in improvement status under No Child Left Behind mandates in New Hampshire have been required to use the Indistar Online Tool from the Center on Innovation and Improvement (CII). This tool includes the *Steps to Success* program – a comprehensive improvement planning process built around a set of research-based indicators of effective educational practice. In 2014, New Hampshire applied the Steps to Success Program as a tool in a larger, more compressive planning process, the New Hampshire Problems of Practice (NHPP) and Tri-annual Review process. Schools have been required to conduct a comprehensive needs assessment and develop an innovation plan targeting the areas where the evidence based practice will lead to improved student achievement. The components and products of the process are housed on an online website maintained by the Academic Development Institute (ADI), host of the national Center on Innovation and Improvement (centerii.org). NHPP is an approach to school improvement made available to all New Hampshire schools and districts; however, NHDOE will continue to require the use of this process with Title I Priority and Focus Schools.

The web-based tool enables the NHDOE, with its limited staff and resources, to provide meaningful feedback on the school team's work, to identify common challenges among the users and to design interventions linked to the team's identified needs. NHPP is premised on the firm belief that school improvement is best accomplished when directed by the people closest to the students. While the School Improvement Team will provide ongoing

and deliberate guidance and support to Priority Schools, the NHPP process and *Steps to Success* tools also provide a comprehensive framework for the process where each school team invests its own effort to identify areas of need and adopt best practices to achieve the results it desires for its students—students it knows and cares about.

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

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

The *NHPP* process engages teams and extends the reach of change to everyone in the school, ensuring transparency and broad engagement to the evolving plan, its implementation and its success. It also includes continuous planning, implementation, monitoring, and adjustment in the course that empowers decision makers to make informed decisions about changes in the practice to achieve desired results in student growth. In 2014, the NHDOE developed holistic rubrics for the Tri-annual Review process, which Indistar integrated in NH's Indistar platform to allow for an interactive submission and review process between NHDOE staff and Title I Priority and Focus School staff. All forms and rubrics are housed directly on the Indistar platform. NHDOE will monitor the year-end reporting progress on the implementation indicators and the leading and lagging indicators.

TURNAROUND PRINCIPLES

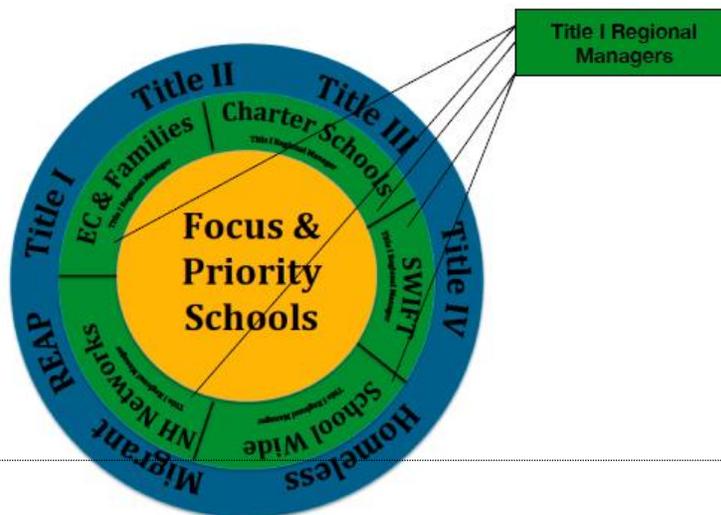
The state will require Priority Schools to implement the turnaround principles that are outlined below in **Table 6**. Priority Schools that have received SIG funding have already focused on the implementation of these principles and will be required to continue their successful work, as well as, revise their current plans that have not been shown to improve student achievement. In addition, the state will support a school that determines it would prefer to implement one of the four turnaround models as defined by the US ED. The turnaround principles, with a description of the partnership the NHDOE will have with its Priority Schools are outlined below. The NHDOE will work closely with the schools to determine what external providers and assistance they need to fully implement their intervention plans. **Table 6** below provides initial alignment activities that the NHDOE will provide regarding the turnaround principles.

Table 6 - Priority Interventions

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>Title I Regional Managers and/or other members of the School Improvement Team will provide technical assistance to 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 current research. This evidence will be required in the Indistar Innovation Plan.</p> <p>All principals will participate in a facilitated PLC that will meet during the Quarterly Innovation Meetings, where colleague mentors will be identified from Priority and Focus Schools who are successfully closing achievement gaps and increasing student achievement, as identified by the Tri-annual Review.</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>(1-2) NHDOE will require signed assurance from the school’s district that the LEA will review the effectiveness level of all staff and ensure that ineffective teachers will not be transferred into or within the school or district.</p> <p>(3) The Priority School Educator Effectiveness Networks will support the structure of the development of the leader and teacher evaluation systems that aligns to the state models. The NHDOE will continue to partner with external providers to provide intensive technical assistance to foster a deep understanding of the standards of effective teaching and the development of an evidenced-based leader and teacher evaluation models.</p>
<p>Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.</p>	<p>Priority School principals will participate in a summer leadership strand at the NH Educators’ Summer Summit, which will include a focus area on redesigning and increasing instructional time, as well as, reviewing the effectiveness of their current instructional time. The expected outcome for this participation will be specific action steps to include in their innovation plan that will be implemented over the school year. All principals will be assigned a mentor to assist them in this process throughout the school year.</p> <p>Also, the Innovation Extended Learning Time Network will provide face to face and virtual platforms to explore adding additional time.</p>

<p>Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the CCRS.</p>	<p>All Priority Schools will be required to participate in the RTI-Multi-Tiered System of Support Network to align curriculum to the NH CCRS in mathematics and ELA/literacy. This Network will provide a cohesive, integrated approach for implementing the NH CCRS for ALL students. Priority Schools will develop a system that ensures all subgroups of students receive equitable services and support to demonstrate achievement in the NH CCRS.</p>
<p>Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.</p>	<p>The Multi-Tiered System of Support training will provide the professional development for educators to use data to inform classroom instruction. The Data Network will provide the systems approach for collection and analysis of data for continuous improvement. All Priority Schools will be expected to form data teams. The NHDOE will offer a data coach to facilitate discussions while LEAs build local capacity.</p>
<p>Establish a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students’ social, emotional, and health needs.</p>	<p>Priority Schools will conduct a culture and climate survey as part of their self-assessment. If the data collected identifies areas of need, then those topics will be addressed in the school’s innovation plan. The NHDOE Culture and Climate Network will provide support for these schools.</p>
<p>Provide ongoing mechanisms for family and community engagement.</p>	<p>The Indistar <i>Steps to Success</i> system includes a family and community engagement self-assessment. The indicators assessed are aligned with best practices. Identified weaknesses will be addressed in the school innovation plan for newly identified Priority Schools.</p>

The School Improvement Team will consist of the administrator of the NHDOE Bureau of Integrated Programs, the Regional Title I Manager for each Priority School, the SIG coordinator, the SWIFT (School Wide Integrated Framework for Transformation) consultant, the Indistar consultant, and as needed, a NHDOE data coach, and/or coordinators for Title I, II-A and III, and partners in early childhood, special education and accountability. (In New Hampshire, the term consultant is also used to describe a particular position at the NHDOE and not necessarily an outside expert.)



Using the Tri-Annual Review Model, this team will lead a double blind peer review and approval process of the newly identified Priority School innovation plans for the Commissioner’s final approval. Title I Priority School updates will be reviewed at monthly Bureau of Integrated Programs meetings to track progress toward improving student achievement. Data will be examined six times per year and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE.

Identified Priority Schools will not have participated in the state’s early turnaround experiences such as the intensive technical assistance to develop an evidence-based teacher evaluation model provided by the SIG funding. The NHDOE is committed to providing the same types of support to these newly identified schools and they will be expected to participate in the Networked Strategy which is aligned to the turnaround principles. The Network support and advance knowledge of evidence and research-based practices correlate to improved student performance and improved quality of instruction which underlie transformation.

Between 2013 and 2015, networks to support Priority Schools included: Educator Effectiveness, Principal Leadership, Data Collection and Use; NH CCRS, curriculum alignment in an RTI-Multi-tiered System of Support and Performance-based Assessments. In July 2015, the following networks will be added: Family Engagement, SWIFT, Culturally-Responsive Teaching and Early Childhood. Priority Schools will be supported by their Regional Title I Manager from the NHDOE to develop an innovation plan based on the New Hampshire Indistar Keys and Indicators which align to the turnaround principles and SWIFT domains for schools requesting SWIFT technical assistance (see **Chart 2**).

Chart 2

USED	Indistar Keys	SWIFT Domains
Strong Leadership	NH Key 101 Principal Leadership Network	Administrative Leadership
Effective Teachers and Leaders	NH Key 201 Educator Effectiveness Network	Administrative Leadership
Redesign School Day, Week, Year	NH Key 301 Expanded Learning Time Network	Inclusive Policy Structure and Practice
Strengthen Instructional Program	NH Key 402 Use of Effective and Evidence-based Instructional Strategies	Multi-Tiered Systems of Support
Use Data to Inform Instruction	ID10 Leadership Teams Meet and Use Data to Inform Decision Making	Multi-Tiered Systems of Support
Safe School Environment	NH Key 601 Culture and Climate Network	Integrated Education Framework
Engage Families and Communities	IVA01 Key Parents Advise and Participate in Leadership Teams	Trusting Family and Community Partnerships

The Priority School's Regional Title I Manager will conduct six-week progress monitoring visits between Tri-annual Reviews and report to the NHDOE at monthly Bureau of Integrated Programs meetings.

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

For those select few schools that have received supports through either the SIG cohort or the newly designated Priority and Focus School requirements and still, after one year of intervention, do not show improvement will be subject to more intensive monitoring, planning and on-site technical assistance, supported by the Bureau of Integrated Programs School Turnaround Office, led by the Bureau Administrator and designated Title I and SIG program staff.

The Indistar: *Steps to Success* tool and NHPP planning process supplemented with an analysis of subgroup data will allow schools to set specific measurable goals to track subgroup academic achievement and interventions. The Priority Schools will form a school leadership team to develop and monitor these goals in partnership with the NHDOE. This team will include the following members: the principal, ELA and math teacher leaders, a consultant for English learners, a special educator, guidance counselor, family engagement coordinator and a data coach. One member will be identified and trained as the onsite meeting facilitator. The staff member will facilitate the planning process and the school innovation plan – with measurable goals aligned to the turnaround principles – will be developed and presented to the Commissioner of Education for review and approval by August each year. Further timeline activities are presented below in **Table 7**.

Table 7: Priority Schools Intervention Timeline

Timeline	Activity
Summer	<ul style="list-style-type: none"> • All Priority Schools examine/re-examine all school and subgroup data to develop a deep understanding of student achievement and complete the Indistar <i>Steps to Success</i> self-assessment. The self-assessment must produce a school innovation plan aligned to the turnaround principles and clearly articulate interventions for continuous improvement. The plan is required to include ongoing measurements to track subgroup student achievement to include pre- and post-assessments, formative, interim and summative assessments in addition to state assessment. The plan must be submitted to the NHDOE school improvement team and Commissioner through the Indistar tool for approval. The NHDOE Regional Title I Manager will facilitate the process. • Current Priority Schools complete their <i>Problems of Practice</i> Survey. • Year 2 onsite facilitators training. • Priority School leadership teams will attend the NH Statewide Educators' Summer Summit and participate in a <i>Problems of Practice Model</i> of School Innovation. • Priority School exit status will be reviewed.
Fall	<ul style="list-style-type: none"> • New Priority Schools identified (2016). • NHDOE Regional Title I Manager assigned. • Commissioner's meeting for all new Priority School leadership teams to discuss expectations and requirements. • New Priority Schools form school leadership teams and complete a <i>Problems of Practice</i> Survey and identify a leadership team member to serve as their onsite facilitator. • Year I (new) onsite facilitators training. • Priority Schools begin to build the culture for change and introduce the plan to their community. Participation in the networks explained to staff and school leads appointed. Innovation plans will be submitted to the state board within 90 days of the date that the school or school district was designated as a priority school (NH 193-H:4). • October Quarterly Meeting will be held. • Tri-annual Review will be held.
Winter	<ul style="list-style-type: none"> • As determined by their self-assessment, the Priority Schools will participate in the following statewide system of the NH Networks which are aligned to the transformational principles: Teacher Effectiveness, Principal Effectiveness, Data Collection and Use; RTI-Multi-tiered System of Support; NH CCRS; Family Engagement and Performance Assessments. • December and February Quarterly Meetings will be held. • Tri-annual Review will be held.
Spring	<ul style="list-style-type: none"> • NHDOE team on-site evaluation to determine degree of implementation of planned interventions. A report to Commissioner will include commendations and recommendations. During this process the school innovation plan will be examined and modified if required. Requests for funding to support interventions must be embedded in the school. • May Quarterly Meeting will be held. • Tri-annual Review will be held.

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

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

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

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

SUPPORTING URBAN LEA CHALLENGES

Manchester, by far New Hampshire's largest district and its largest refugee center, currently has four schools participating in the Title I School Improvement Grant (SIG) process and as such, are considered Priority Schools. The NHDOE provides particular support for the district focused in two areas: early childhood education and for students who are English language learners.

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

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 current Priority School was notified after NH’s initial waiver approval. This notification provided 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 by the 2014-15 school year. The state continues to work hand-in-hand with all Priority Schools to ensure they have the resources to be successful.

Priority School identified in Cohort II will have 90 days to develop a plan for interventions based on NH law (RSA 193-H). These interventions will be aligned to the turnaround principles identified above in **Table 6**.

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.

If a current (as of 2014-15) Title I Priority School has one or two years of growth using the former statewide assessment, those years will be counted toward meeting their exit criteria. For example, if a school has two years of growth (2011-12 to 2012-13 (1 yr growth) to 2013-14 (2 yrs growth), then the school only need to have one more year of growth (2014-15 to 2015-16) using the Smarter Balanced Assessment. Another example is if a school has one year of growth using the former statewide assessment (2013-2014 – 1 year), then the school needs two more years of growth on the Smarter Balanced Assessment (2014-15 to 2015-16 and 2015-16 to 2016-17 – 2 years). Additionally, Priority Schools may only exit if they are one standard deviation greater than the lowest scoring 10 percent of Title I schools AND an average combined index score greater than the cut score for Priority Schools, AND, if a high school, the combined graduation point score must be greater than one or 75 percent.

Beginning after the implementation of the 2016-17 statewide assessment (after three years of data is established), in order to exhibit significant gains in student outcomes, removal from Priority School status requires that a school achieves a three-year average “equity index” one standard deviation greater than the lowest scoring 10 percent of Title I schools AND an average combined index score greater than the cut score for Priority Schools, AND, if a high school, the combined graduation point score must be greater than one or 75 percent. Thus, there will be three years, combined evidence of significant growth in the exit criteria.

Every school selected as Priority must remain in this designation for at least three years. The only exception to this would be those schools currently participating in the SIG program. These schools will be able to count their years in the SIG program as part of their three year requirement. However, they must also meet the exit criteria outlined above (three years of continued growth and no longer in the lowest five percent of Title I schools). Monthly meetings within the NHDOE will be held to monitor implementation of the Priority School innovation plans and progress toward improving student achievement. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE. Support may be intensified to include targeting 1003(a) funds and directing participation in specific networks. This process will continue every year that a school is in Priority School status. As noted previously, the staff of the NHDOE Bureau of Integrated Programs will conduct intensive on-site monitoring, plan review and development, and institute technical assistance strategies designated to address the multiple factors resulting in the long-term lack of success of these schools.

Since the NHDOE has no authority to take over schools in the state, even in the case of a Priority School not making improvements after three years, the SEA will instead continue to drill down and focus its efforts in a strategic way. If a Priority School does not improve after three years, the Commissioner will, based on pertinent student performance data, meet directly with the school's superintendent and its school board to negotiate a co-developed improvement and restructuring plan, designed to re-direct the use of federal funds in a more clear, cohesive, and targeted approach based on research-based best practices that can result in dramatic student improvement. This will be in alignment with NH law, RSA 193-H (see **Renewal Attachment R9**).

2.E FOCUS SCHOOLS

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

Identification Methodology for Focus Schools

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

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

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

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

A secondary benefit of this categorization system is as it identifies student learner needs in a systematized manner, school, district and state education resources can be effectively used to target and address subgroup needs. For subgroup specifics, please see **Table 4**.

The methodology for selecting Title I Focus Schools will be continued in NH's renewal phase; however, the state is transitioning to Smarter Balanced and Dynamic Learning Maps for its statewide assessment system. Therefore, the state will be pausing its accountability determination process for one year (2015-16). By September of 2016, the NHDOE will submit an updated list of Focus Schools based on two years of Smarter Balanced and Dynamic Learning Maps results. Any current Focus School not meeting the exit criteria below, and any Title I school meeting the methodology above when the data is run in the fall of 2016 will be considered a Title I Focus School (Cohort 2) starting in the 2016-17 school year. For the next Title I Focus School Cohort, a two-year equity index will be used until a three-year average "equity index" can be established. Only ten percent of the state's Title I schools (as of October 1, 2015) will be considered Focus Schools.

During the 2016-17 school year, interventions for current Focus Schools staying in that status will be continued; however, schools not having consistent growth will revisit and revise their intervention plans with the assistance from the NHDOE. Interventions for the new schools (identified in the fall of 2016) will be developed no later than 90 days after the date the school is notified of their selection as a Focus School (NH RSA 193-H:4).

During the 2015-16 school year, the current cohort of Focus Schools will remain in that status (this cohort is based on the most recently available data):

1. Allenstown Elementary School
2. Beaver Meadow School
3. Disnard Elementary School
4. Ellis School
5. Grinnell School
6. Harold Martin School
7. Hillside Elementary School
8. Indian River School
9. John Stark Regional High School
10. Maple Avenue School
11. Milton Elementary School
12. Nottingham West Elementary School
13. Paul Elementary School
14. Pembroke Academy
15. Penacook Elementary School
16. Pittsfield Elementary School
17. Pleasant Street School

18. Southwick School
19. Valley View Community Elementary School
20. William Allen School
21. Winnisquam Regional Middle School

Please note: Currently the state only has 21 schools selected as Focus Schools. This is due to two schools meeting the exit criteria last year and the fact that the state was not required, through its original Flexibility Waiver, to add any new schools this past year. In the Fall of 2016, when the state re-runs the list of Focus Schools, it will ensure we again have 23 (or 10 percent) of its Title I schools selected.

2.E.ii Provide the SEA's list of Focus Schools in Table 2.

The NHDOE will provide the list Cohort 2 Title I Focus Schools no later than September of 2016.

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

Focus School interventions will be based upon a diagnosis grounded in the analysis of subgroup data. Specific measurable goals to track subgroup academic achievement and interventions must be included in a Focus School's innovation plan. Where Priority Schools must address overall progress of students across assessment areas, Focus Schools will concentrate their efforts addressing sub-group progress in their innovation plan, tri-annual reporting and six-week progress monitoring reviews. The "deep dive" into the data will be facilitated by NHDOE data and Indistar coaches in addition to their onsite trained facilitator. Focus Schools will form a leadership team to participate in the data analysis and self-assessment and the team must include the following members: principal, ELA and math teacher leaders, consultant for English language learners (if relevant), a special educator (if relevant), guidance counselor, family engagement coordinator (if relevant) and a data coordinator. One member will be identified and trained as the onsite meeting facilitator.

The NHDOE School Improvement Team will support the work of the Focus Schools in the same manner that will occur with Priority Schools. The state School Improvement Team will consist of the administrator of the NHDOE Bureau of Integrated Programs, the Regional Title I Manager for each Focus School, SWIFT (School Wide Integrated Framework for Transformation) consultant, Indistar coach, and as needed, a data coach, early childhood consultant, consultants for Title I, II-A and III, and consultants for special education and accountability. (In New Hampshire, the term consultant is also used to describe a particular position at the NHDOE and not necessarily an outside expert.) Using a Tri-annual Review Model, this team will lead a double blinded peer review and approve the Focus School innovation plan for the Commissioner's final approval. Focus school updates will be reviewed at monthly Bureau of Integrated Programs monthly meetings to monitor implementation of the plan and progress toward improving student achievement. Data will be examined six times per year and if evidence of adequate progress is not demonstrated, the team will re-examine supports being provided by the NHDOE. Intensified support may include targeting 1003(a) funds to the school and will include aligning the use of Title I-A regular funds to support the schools improvement plan.

Based upon data and identified needs in the Indistar self-assessment, Focus Schools will be expected to participate in the networks which are aligned to the turnaround principles and focused on the schools specific needs based on its achievement gaps. The school's innovation plan will identify ongoing measurements to track

subgroup student progress to include pre- and post-assessments, interim and formative assessments in addition to the annual state assessment.

All Focus Schools will have a progress monitoring visit at six-week intervals from their NHDOE Regional Title I Manager. During this visit, assessment data will be reviewed and progress toward meeting the reduction of the identified gap recorded. In addition, implementation efforts aligned to the schools innovation plan will be reviewed. Reports from the progress-monitoring meeting will be posted by the Regional Title I Manager to the Indistar online management system.

Table 8: Focus Schools Intervention Timeline

Timeline	Activity
Summer	<ul style="list-style-type: none"> • All Focus Schools examine/re-examine subgroup data to develop a deep understanding of student achievement and complete the Indistar <i>Steps to Success</i> self-assessment. The self-assessment must produce a school innovation plan aligned specifically to the achievement gaps identified by the data and clearly articulate interventions for the identified subgroups. The plan is required to include ongoing measurements to track subgroup student achievement to include pre- and post-assessments, formative, interim and summative assessments in addition to state assessment. The plan must be submitted to the NHDOE school improvement team and Commissioner through the Indistar tool for approval. The NHDOE Regional Title I Manager will facilitate the process. • Current Focus Schools complete their <i>Problems of Practice</i> Survey. • Year 2 onsite facilitators training. • Focus School leadership teams will attend the NH Statewide Educators’ Summer Summit and participate in a <i>Problems of Practice Model</i> of School Innovation. • Focus School exit status will be reviewed.
Fall	<ul style="list-style-type: none"> • New Focus Schools identified. • NHDOE Regional Title I Manager assigned. • Commissioner’s meeting for all new Focus School leadership teams to discuss expectations and requirements. • New Focus Schools form school leadership teams and complete a <i>Problems of Practice</i> Survey and identify a leadership team member to serve as their onsite facilitator. • Year I (new) onsite facilitators training. • Focus Schools begin to build the culture for change and introduce their innovation plan to their community. • Innovation Plans will be submitted to the State Board of Education within 90 days of the date that the school or school district was designated as a priority school (NH RSA193-H:4). • October Quarterly Meeting will be held. • Tri-annual Review will be held.
Winter	<ul style="list-style-type: none"> • As determined by their self-assessment, the Focus Schools will participate in the NH Networks which are aligned to their innovation plans. • December and February Quarterly Meetings will be held. • Tri-annual Review will be held.

Spring	<ul style="list-style-type: none"> • NHDOE team on-site evaluation to determine degree of implementation of planned interventions. A report to Commissioner will include commendations and recommendations. During this process the school innovation plan will be examined and modified if required. Requests for funding to support interventions must be embedded in the school. • May Quarterly Meeting will be held. • Tri-annual Review will be held.
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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 will focus its efforts on helping those schools diagnose their gap problems and develop an innovation plan to address those realities.

ADDITIONAL OPTIONS

District Selection for Improvement Monitoring

In February 2015, the NHDOE, Bureau of Special Education (Bureau) solicited input from district and community stakeholders to develop the district selection process for improvement monitoring. This was necessitated by the change from the NECAP Assessment to the Smarter Balanced Assessment, in addition to the shift in the timing of the tests from fall to spring. This new process utilizes a multi-data approach rather than a single measurement tool which supports (OSEP's) differentiated monitoring approach and will be implemented beginning in the 2015-2016 school year.

As a means of transparency, the Bureau is utilizing information and data provided by each district to determine district selection. The Bureau is employing this new district selection process with the expectation that the data will present the districts with the greatest need. By improving results, districts can ensure improved outcomes for students especially in the area of achievement gaps.

CONCLUSION: NETWORKED STRATEGY FOR PRIORITY AND FOCUS SCHOOLS

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

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

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

Further, recognizing the impact a principal has on the school culture and success, every Priority and Focus School principal will be required to participate in the NH Educators' Summer Summit's Leadership strand and follow up activities. The NHDOE will include external partner/providers to assist in the development and implementation of the Leadership Strand to ensure appropriate support for principals. This process will provide each principal with an opportunity for professional growth and the skills necessary to meet the needs of the students in a transformation school. College credit may be available for certain professional learning opportunities.

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

Finally, the NHDOE will also create incentives and recognition opportunities for Priority and Focus Schools to share evidence-based promising practices that have resulted in improved student achievement. These promising practice schools will become part of the NH Network and will lead presentations at the Quarterly Innovation Meetings, Summer Summit and National School Transformation Conferences. This initiative will support development and dissemination of successful strategies, promote sustainability and further innovation.

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

During the internal monthly meetings, the NHDOE Regional Title I Manager will monitor implementation of the schools innovation plans and progress toward improving student achievement. This will include data from regular progress monitoring visits on a six-week cycle. During visits, assessment data will be reviewed and progress toward meeting the reduction of the identified gap recorded. Reports will be completed in Indistar by the regional Title I Managers. Data will be examined and if evidence of adequate progress is not demonstrated, the team will re-examine supports provided by the NHDOE. Support may be intensified to include targeting 1003(a) funds and directing greater participation in Networks.

Additionally, non-improving Focus Schools will receive a review by the Director of Title I within the NH Bureau of Integrated Programs or their designee, to include both district personnel and community organizations concerned with the performance of specific student subgroups. A second year plan will be developed that will include community input. This process will align with RSA 193-H.

Once a Focus School can demonstrate one year of statewide assessment scores where the school is no longer in the lowest 10 percent and has shown at least a 50 percent reduction in the gaps – based upon reliable and valid state assessment scores – then the school will be eligible to exit Focus School designation.

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

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

NHDOE has chosen to implement Option A, which allows 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 reset its AMO targets by January 31, 2016 based on the first full implementation of the Smarter Balanced and Dynamic Learning Maps assessments in the spring of 2015. The 2014-15 results will serve as the state’s baseline year and targets will be set every year (for each whole school and subgroup within the school) for the next six years.

In order to track the other Title I schools not designated as Priority and Focus Schools, New Hampshire has taken a deliberate and systemic approach to evaluating progress. In applying this methodology, the AMOs will be calculated for each New Hampshire school’s subgroups by using the achievement score of student groups in each school. The AMOs are represented using New Hampshire’s previously approved index system. In an effort to develop a fair, meaningful and flexible AMO system as part of New Hampshire’s ESEA Flexibility Waiver, a four tiered classification system was created. A classification is calculated for each school and sub-group which provides a measure for acceptable AMO performance.

- A school or any subgroup in the school that has met or exceeded the AMO target or graduation rate target is identified as a “Tier 1” school.
- A school or any subgroup in the school is considered to be in “Tier 2” and in “safe harbor” when they are below the actual targets (AMO and/or graduation rate), but are within five percent of the target or within the- 95 percent confidence interval – whichever number is lower – and has an index score that is greater than the previous year’s score.
- A school or any subgroup in the school is considered to be in “Tier 3” and in “safe harbor” when they are below the actual targets (AMO and/or graduation rate), but are within five percent of the target or within the- 95 percent confidence interval – whichever number is lower – and has an index score that is lower than the previous year’s score.
- A school or any subgroup in the school is considered to be in “Tier 4” when they are below the actual targets (AMO and/or graduation rate), are not within five percent of the target or within the 95 percent confidence interval.

Appropriate and available supports will be initiated should a school fall below its original “on target trend.” A similar yearly monitoring process will take place for schools not designated Priority or Focus Schools that miss their annual targets for graduation rate, including all previously identified sub-groups.

Specifically, if a school falls within Tier 3 or “Safe Harbor” or Tier 4, it will receive the following:

1. Tier 3: Using 2016-17 SBAC/DLM data, the NHDOE will provide notification to the superintendent and principal that corrective action may be indicated. The NHDOE will provide the LEA and school with an analysis of the data and will provide technical assistance (TA), if requested. Regional Title I Managers will survey each school and document if additional TA requests are requested. TA requests will be reviewed at

monthly Bureau of Integrated Programs meetings where TA needs will be matched with Bureau consultants, partners and contractors.

2. Tier 4 (or more than one year in a row of Tier 3); The NHDOE will again analyze the school's data and provide this information to the superintendent and principal of the school. In addition to the supports and monitoring articulated in #1 above, the NHDOE will expect these LEAs to provide signed assurance that they will require deliberate interventions to improve student achievement based on the data results.

As previously mentioned, due in part to recent legislation in New Hampshire that requires students to stay in school until the age of 18, New Hampshire has one of the highest graduation rates in the country. **To ensure that these high levels continued, all high schools, and sub-groups within the school, will be monitored using the method describe above.** AMOs and graduation rates for all student groups are accounted for in New Hampshire's system of differentiated interventions and supports for other Title I schools.

ADDITIONAL INCENTIVES AND SUPPORTS FOR IMPROVEMENT

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

The New Hampshire Educators' Summer Summit, the Quarterly Meetings and the Tri-annual Review are open to all Title I Schools with an identified Problem of Practice based on student achievement data. New Hampshire schools are divided into five regions. Each region is assigned a Regional Title I Manager through the NHDOE. All schools are offered guidance and professional development through their managers that is responsive to the individual needs of the schools and LEAs in the region at least six times annually. On-site reviews are conducted once every three years. Each Regional Manager has an area of expertise (Early Childhood & Family Engagement, Charter Schools, SWIFT, NH Networks, Schoolwide Programming) and are available to offer TA across that state in their area of expertise. As New Hampshire has limited resources, they also develop TA tools that area shared with the NHDOE and can then be offered to all regions in the state.

ADDITIONAL MECHANISMS FOR ACCOUNTABILITY

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

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

The state's Networked Strategy is designed to ensure supports for all schools, with a special focus on Title I schools. NHDOE's new Theory of Action also focuses on providing support, especially those who struggle the

most. In addition, the state supports federal policy which requires that significant time and effort be focused on subpopulations to ensure ALL students receive an adequate education. For examples, the Office of Civil Rights requires every district to provide English language acquisition classes by certified ESOL teachers for all qualified ELs so the students can meaningfully participate in the mainstream classroom. These services cannot be substituted or pre-empted by other instructional programs such as Title I, special education services or a Response to Instruction model. Therefore, although the 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 implement because they are good for students.

NH SCHOOL WIDE INTEGRATED FRAMEWORK FOR TRANSFORMATION (SWIFT)⁵

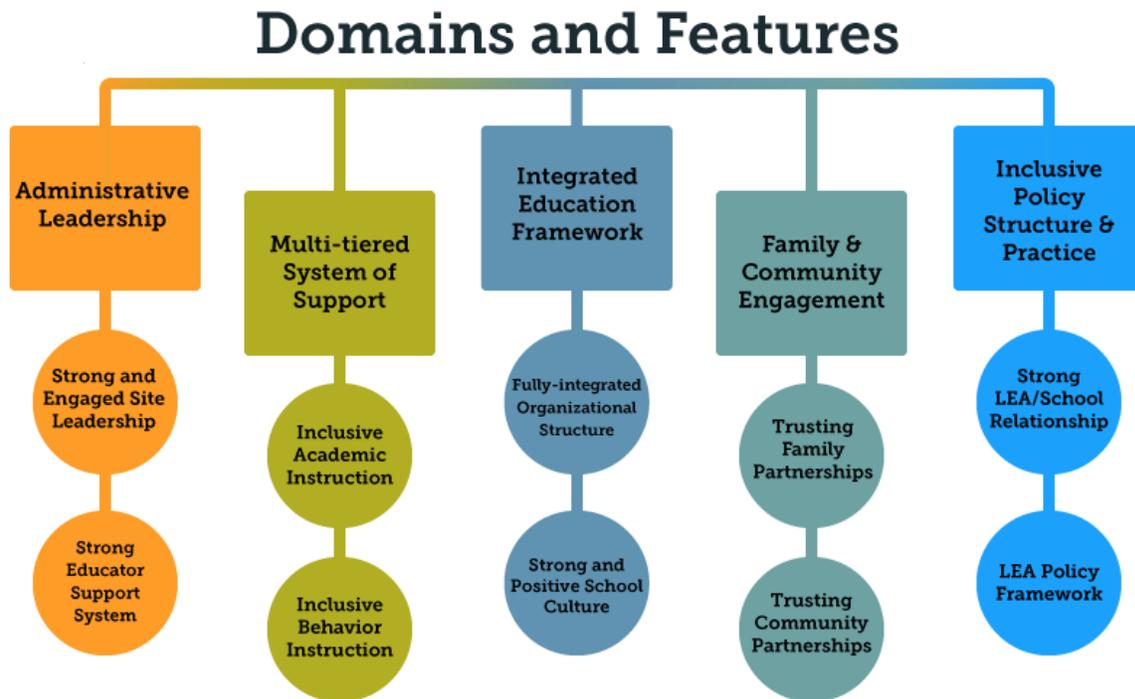
SWIFT is a framework for achieving breakthrough results in schools, especially those that are struggling with low achievement, high rates of problem behavior and segregated delivery of specialized services. SWIFT assists schools to transform academic and behavioral instruction from fragmented systems into fully integrated organizations that deliver effective education and extra-curricular activities to all students in the school community.

A SWIFT classroom represents a diverse learning community. In a SWIFT classroom, ALL students are learning together and have the supports they need to fully participate in the general education curriculum. General educators, specialized educators, support staff, and family and community members work in tandem to differentiate instruction. For example, in a SWIFT classroom, you may witness a parent volunteer practicing sight words with a student, a general educator and a specialized educator leading differentiated small reading groups, a speech/language therapist working on reading vocabulary with another group of students, and classmates collaborating on a reading comprehension activity. In a SWIFT classroom, students are valued for their unique contributions to the learning community and educators have the support they need to successfully teach ALL students.

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Figure 7: SWIFT Framework Domains and Features



- **SWIFT as an organizing framework** for viewing the relationship and alignment of NH’s many existing education improvement efforts/initiatives within the Domains and Features of SWIFT – and in support of NH overarching vision for education throughout the state.
- **SWIFT as a vehicle for all stakeholders in NH SWIFT schools to co-create a positive image of the future** and commit to actions in support of making it happen. A future where all students and adults, including families and community partners, are engaged in a learning community that enables maximum benefit for each individual and the whole.
- **SWIFT Center in a partnership** with NH schools/communities, SAUs, SEA and other major stakeholders to support the successful implementation of SWIFT via the Center’s three pronged TA Structure, convening of partners in action-oriented dialogues and a commitment to co-creating SWIFT in each locale. Every effort will be made to capitalize on existing and excellent resources within the state and region to provide needed TA.
- **NH SWIFT is sustainable: the Bureau of Integrated Programs** will offer SWIFT TA to 16 new schools per year as part of their commitment to Innovation, Leadership, RTI and Multi-tiered Systems of Support.

Central to NH’s SWIFT work is an interagency team focused on optimizing resources across programs, while offering technical assistance in the SWIFT Domains. The SWIFT domains and features are the building blocks of effective inclusive education (Waldron, 2010). Research shows it takes administrative leadership, a multi-tiered system of support, family and community partnerships, an integrated educational framework, and inclusive

policies and practices to effectively meet the needs of ALL students, including students with disabilities, and those with the most extensive needs.

- ***Excellence*** is determined by measurable student social and academic gains.
- ***Equity*** is defined by the measureable capacity of each NH SWIFT School to deliver the intensity and range of supports to meet the needs of each student and extending to their family and community.
- ***All*** is defined as the measurable integrated active engagement of all students in the learning process.

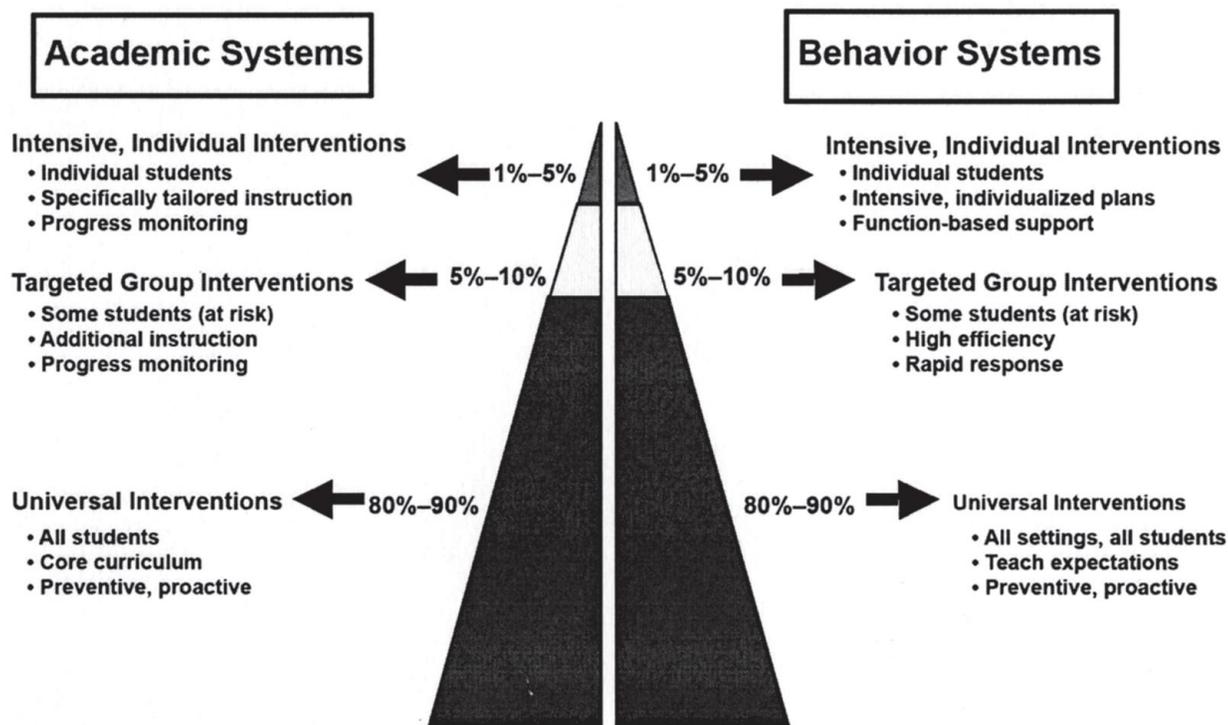
The point of public education is giving students a foundation of learning that will help them build a career later in life. Thirty years of research shows us that when all students are learning together and are given the appropriate instruction and supports, ALL students can participate, learn, and excel within grade-level general education curriculum, build meaningful social relationships, achieve positive behavioral outcomes, and graduate from high school, college and beyond.

HISTORY OF NH'S MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) – RESPONSE TO INSTRUCTION

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. (One of the SWIFT domains includes MTSS, which in New Hampshire is RTI.)

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 RTP" to inform parents about the RTI initiative in coordination with the state's Parent Information Center.

The Three-Tier Model of Prevention and Intervention



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

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

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

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

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

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

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

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

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

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

Instruction, Assessments, Collaborative Data Based Decision Making, Multi-Tiered System of Support, Parent and Family Engagement, Leadership and School Culture and Climate.

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

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

Tier 2 - 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 3 – Intensive – These supports are intended for students with significant or chronic deficit-based challenges as well as for students with significant underachievement who require the most intensive services available in a school. Because of the urgency at this level, diagnostic assessments may be given to get a comprehensive look at the student’s strengths and areas of needs. Interventions need to be monitored more frequently.

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

Universal Design for Learning

The Bureau of Special Education has moved towards a Universal Design for Learning (UDL) model; affecting the instruction happening in the classroom. UDL is a set of principles to develop learning environments that give all individuals equal opportunities to learn. UDL proposes not a single, one-size-fits-all solution but rather a set of flexible scaffolds and supports that can meet individual needs. Individual learners are very different from one another and may require different methods and means to reach a common goal. These differences, both seen and unseen, may be shaped by brain development learned and innate skills, cultural and social experience,

and a host of other factors. The UDL framework encourages creating flexible designs from the start that have customizable options, which allow all learners to progress in the curriculum. The options for accomplishing this are varied and robust enough to provide effective instruction to all learners.

The NHDOE, Bureau of Special Education has contracted with the Center for Applied Special Education Technology (CAST) to provide New Hampshire educators with professional customized learning opportunities that build capacity in the implementation and roll out of Universal Design for Learning (UDL) as a systemic framework for educational decision-making.

CAST Professional Learning team provides a formula for successful UDL implementation that clearly defined goals, ongoing measures of progress relative to the goals, and flexible methods and resources that support the five phases of implementation (Explore, Prepare, Integrate, Scale, and Optimize). The CAST Professional Learning Team is proposing a three-year program for implementing UDL across 24 districts in New Hampshire; eight districts will be selected to participate in the UDL Academy.

The UDL Academy is a yearlong professional learning program for districts that are committed to using a team approach to impact educator effectiveness and agree to actively participate in the key components of the UDL Academy. The design of the UDL Academy supports learning about UDL, trying out UDL in practice, reflecting about application of UDL, and working in teams that identify and address common needs and actions.

STATE PERSONNEL DEVELOPMENT GRANT – NH RESPONDS

The NHDOE was awarded a U.S. Department of Education, Office of Special Education Programs five year federally funded State Personnel Development Grant (SPDG) known in NH as NH RESPONDS from September 2007 to December 2012. NH RESPONDS used demonstration sites to provide comprehensive RTI training and support in literacy and behavior in early childhood, elementary, and high schools in five Supervisory Administrative Units (SAU's) within the five regions of NH. Nine elementary schools fully participated in NHRESPONDS with a range of current practices in place (e.g., Behavior and/or Literacy, Tiers 1, 2, and 3). Two high schools participated in the project focusing on behavior and secondary transition. Four early childhood education programs completed all NH RESPONDS professional development on preschool **Positive Behavioral Interventions and Supports (PBIS)** and emergent literacy. By the end of the grant five of the nine literacy schools with multiple years of NECAP data had increased proficiency rates (ranging from a 1 percent to a 13 percent increase, with an average increase of 6 percent) from their baseline year to the last administrating year. The school with the largest increase in proficiency rates (13 percent) also had among the highest fidelity scores for the four literacy fidelity tool instruments used in the grant.

NH RESPONDS also provided statewide trainings to NH schools other than participating demonstrations sites. These trainings were based on findings learned at the NH RESPONDS demonstration sites and focused on each Tier of RTI over the last three years of the grant. Early NH RESPONDS work focused on the development of competencies for administrators and coaches to support the implementation of RTI, early childhood education competencies for emergent literacy and behavior, and secondary transition competencies. The competencies were validated by NH and national content experts. The competencies were shared with NH RESPONDS IHEs (University of New Hampshire, Keene State College, Plymouth State University and Rivier College) to be used as a framework to assess programs of study in their teacher education and administrator programs.

During the NH RESPONDS grant, NH RESPONDS staff were members of the *NH RTI PLC* working collaboratively on developing an Interactive Guide to RTI in NH and later the NH RTI Framework as a means of sustaining and continuing the expansion of RTI in New Hampshire.

Seeking national support, the NHDOE and *NH RTI PLC* entered into a memorandum of understanding with the National Center for RTI (2011-2013) to scale up implementation of RTI in NH. Winsome Waite from American Institutes for Research (AIR) was our assigned liaison to assist the NHDOE to align and coordinate programs at the Department which would lead to successful implementation of RTI. The NHDOE Bureau of Integrated Programs sponsored a Summer RTI Training open to numerous LEA teams on July 7-8, 2011 with national experts Shannon Harkin and Amelia Van Name presenting on MTSS and the development of LEA infrastructure required to implement RTI. A RTI pilot site project was developed in which NH RTI PLC members along with Winsomme Waite provided the ongoing training and technical support to six NH elementary schools for implementation of RTI. These six schools would later be exemplars for other NH schools to visit. In addition, Winsomme Waite provided RTI training using National RTI Center's RTI model to NH IHEs at Keene State College. NHDOE in collaboration with the *NH RTI PLC* developed and disseminated the Integrated Instructional Framework for Transformation: NH Response to Instruction Model for Implementation in September 2013.

In 2013, New Hampshire was selected as one of five states for a national education initiative called SWIFT (School-wide Integrated Framework for Transformation). The SWIFT project will provide technical assistance and professional development over a period of four years to selected schools in the state. The overarching framework is MTSS/RTI with the desired outcomes being enhanced inclusive educational practices as well as increased social and academic progress for all students, all subgroups. The SWIFT Center project seeks to assist SEAs, LEAs and schools to fully integrate school-based systems of support.

Lastly, the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center is partnering with New Hampshire and three lead IHEs to provide intensive technical assistance to enhance the preparation of teachers and leaders to better support students with disabilities in achieving college-and career-ready standards.

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

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

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

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

The foundations for NHDOE's powerful Networked Strategy will be rigorous and ongoing to ensure all of our schools are provided access to the array of supports needed to improve student-learning outcomes. For our Priority and Focus Schools, these supports will be required and prioritized through direct interaction with a dedicated NHDOE Title I Regional Manager. This manager will leverage diagnostic tools (such as Indistar) to help each school plan accordingly. Using the conditions and needs on the ground, the regional manager will help educators and school leaders develop a plan for accessing the right supports. 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 and innovation. 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 Regional Manager will ramp up additional supports as needed.

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

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

PREVIOUSLY REQUIRED SET-ASIDES

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

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

PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input checked="" type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

BACKGROUND: TEACHER AND LEADER EFFECTIVENESS

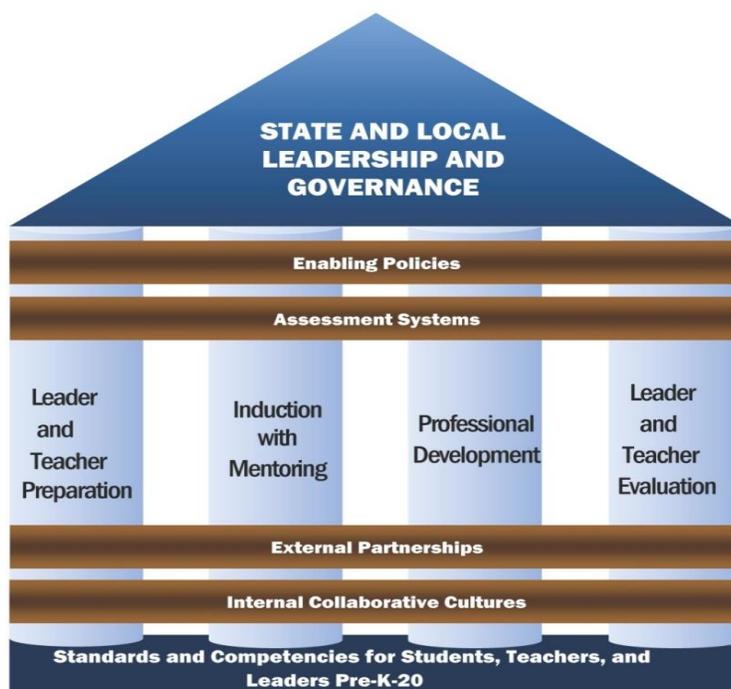
The NHDOE has developed a comprehensive model of educator effectiveness over the last three years. This work was in close partnership with two Commissioner’s Task Forces made up of key stakeholder groups and involving close to 150 regular members. The NHDOE has approached this work in an inclusive manner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

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

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

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

New Hampshire’s political structure places considerable limitations on the executive branch; however, current law (RSA 189:1-a, III) requires every school board to develop, adopt, implement and monitor a teacher evaluation system with input from teachers and principals. In New Hampshire, a teacher is any professional employee of any school district whose position requires certification as a professional engaged in teaching. The term “teacher” also includes principals, assistant principals, librarians and guidance counselors. Although the statute is in place, it does not provide specific elements or components that must be included in the districts’ systems. Therefore, NHDOE has embarked on this journey to support the local development of high quality educator support and evaluation systems through the development of a teacher support and evaluation model and a leader support and evaluation framework – both of which provide considerable on-going professional learning opportunities and tools to support local implementation.



Assisting in this approach to support the continuous improvement of instruction, New Hampshire's Administrative Rule Ed-512.02 and 512.03 (see **Supplemental Attachment P**) sets criteria for the development and approval of local professional development master plans which clearly state that each educator must demonstrate, by collecting and interpreting data, their growth in subject or field of specialization and growth in learning as they relate to school and district goals in order to increase student achievement. These Rules promote the guidelines required in this flexibility waiver.

Because of the state's Rules, **every educator** in the state must develop, in collaboration with a supervisor or the supervisor's designee, an individual professional development plan that includes how the educator will improve student learning and how the plan is connected to the district's evaluation system. In addition, through this flexibility, **schools in New Hampshire must include all five domains in their teacher evaluation system and all nine principles of the principal evaluation system** (see evaluation sections below). **Also, schools will be required to base twenty percent of educator evaluation determinations on evidence from student growth. (The only exception is for those piloting the principal evaluation model. These schools may use a 12.5 percent weight during the 2013-2014 school year, but then schools must weight student growth on the principal evaluation as a 20 percent weight.)**

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

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

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

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

USING DATA SYSTEMS TO SUPPORT AND TRACK EDUCATOR EVALUATIONS SYSTEMS

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

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

At the state level, to track the implementation of comprehensive evaluations at each LEA, the NHDOE will survey every district each year to determine if their evaluation systems are consistent with the principles (see each model below) proposed in its flexibility waiver and will report the results to US ED, as necessary. If it is determined that there are inconsistencies, NHDOE staff will work with the district to provide supports that will help the schools build a comprehensive system. NHDOE is developing monitoring tools that will assess progress of district development and implementation of evaluation systems through the Educator Effectiveness Network over the next two years. Our most recent field survey (Fall, 2012) showed that 89 percent of New Hampshire districts have developed teacher evaluation systems approaching consistency with the domains of the state model, and 51 percent were implementing their model consistently (see **Figure 11** on page 126). This survey was completed before the state model was released and professional development had begun.

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

PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

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

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

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

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

DEFINITION OF EFFECTIVE PRINCIPAL LEADERSHIP

The Task Force defined effective principals as those who:

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

RECOMMENDED PROCEDURES

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

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

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

1. The evaluation of a principal should reference specific data gleaned from a variety of sources to validate performance in conjunction with the frameworks. Information collected during formal and informal interactions should be considered. **The Task Force recommends such data be considered during formative discussions and utilized in making a determination about the principal's performance.**
2. **Principals should collect artifacts (e.g., student performance reports, newsletters, schedules, reports, letters, etc.) that demonstrate their competencies in a portfolio.** The portfolio should be organized in such a way that artifacts, products, and information are aligned with the frameworks. Information from the portfolio should be shared and discussed with the supervisor on a regular basis. These artifacts can be used during both formative and summative evaluations. This information will be especially important in addressing the specific goals that are tied to the frameworks.

3. A set of principal evaluation rubrics (**see Supplemental Attachment R**), based on the ISLLC standards (see the framework below), has been developed by the Task Force. **It is recommended that supervisors use these rubrics when evaluating a principal and that any rubric used should be based on the frameworks and validated for use in this context.**

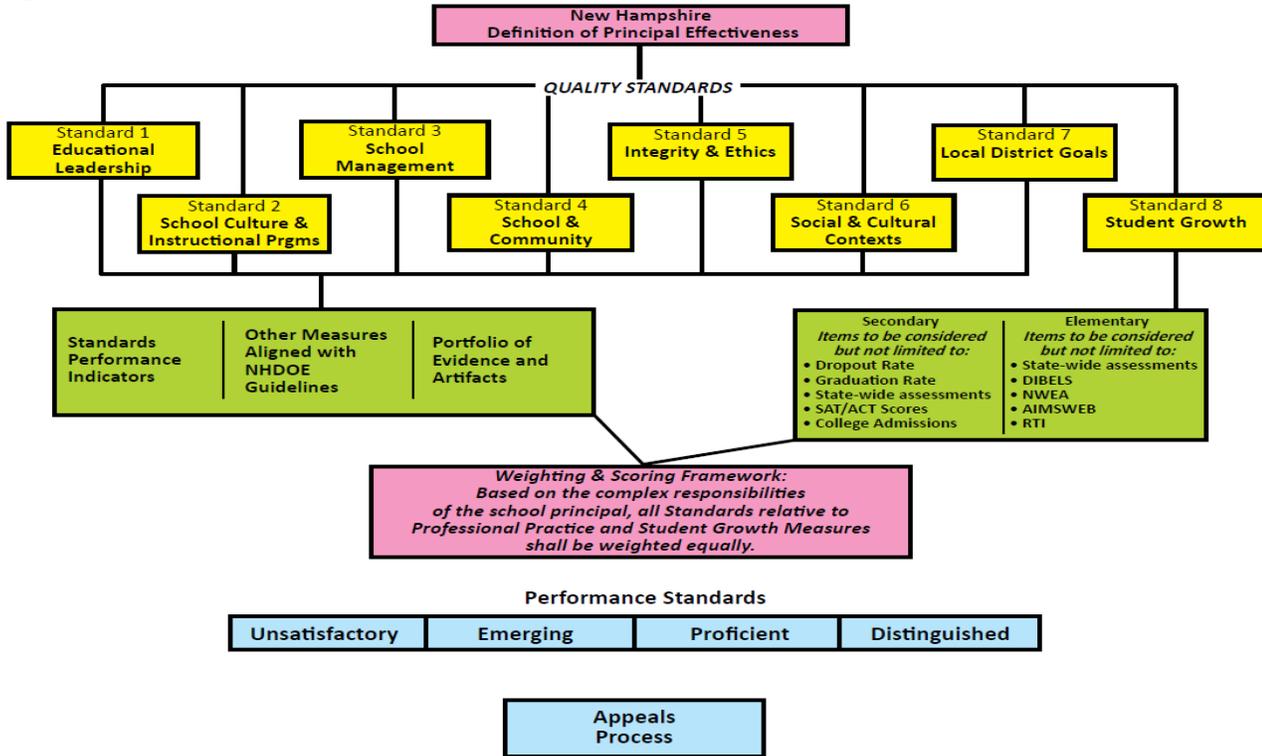
4. For all principals, frequent interaction with their supervisor(s) is necessary. Interactions should be both formative and summative. Formative interactions and assessments can be used to guide a principal's future actions. Summative interactions and assessments provide the principal with assessment about competence (Condon and Clifford, 2009). **It is recommended that principals have an opportunity to meet with their evaluator periodically for formative discussions prior to any summative assessment.** Accurate documentation should be maintained and this should be in the form of shared notes or minutes taken during meetings. Discussions should reference the frameworks and the goals that have been established in alignment with them.
 - **Evaluating Novice Principals:** Novice principals (those with three or fewer years as a principal) should maintain a close, reflective relationship with their supervisor. At a minimum, the evaluator/supervisor should meet quarterly with the principal to provide formative evaluations of performance. All novice principals are evaluated at least annually.
 - **Evaluating Experienced Principals:** Experienced principals (those with four years or more as a principal) should meet at least three times per year with a supervisor. The initial and mid-year meetings should be reflective in nature. The final meeting should be summative in nature. Experienced principals should be evaluated at least once every three years.

5. **The Task Force recommends that supervisors meet with their principal to establish a priority order of the standards.** The principal and supervisor should try to adjust the evaluation period so that it coincides with the normal three year recertification cycle. **Further, the Task Force recommends the following timeline** for supervisors and principals to use when setting up their evaluation process:
 - August/September: Goal setting consultation between principal and supervisor
 - Establish SMART goals (*Specific, Measurable, Attainable, Realistic, and Timely*)
 - Determine which standards are to be addressed
 - Set specific timelines
 - Determine responsibilities
 - Discuss resources and supports
 - January/February: Mid-year progress consultation/update
 - Review SMART goals
 - Modify goals as needed
 - Review performance status
 - Supervisor provides a brief written summary (within 15 days)
 - May/June: Summative conference
 - Principal shares portfolio information/artifacts with supervisor
 - Principal reflects on goals
 - Supervisor provides a rubric-based assessment (with written response within 15 days)

RECOMMENDED FRAMEWORK

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

Figure 8



New Hampshire expects that principals including assistant principals be evaluated every year. In New Hampshire principal contracts are predominately one year contracts. The principal effectiveness system uses a three-step format to ensure both support and evaluation is fair and accurate. First, the principal and supervisor meet to conduct a goal-setting conference in which goals are identified for focused attention during the year. Secondly, a mid-year formative conference is conducted to review progress, make adjustments and direct the principal as necessary. Novice principals are to have more than one formative meeting during the year. Finally, a summative conference is held to review current performance level, provide the principal with a reflection opportunity and have the supervisor make a judgment on principal effectiveness.

MONITORING OF PRINCIPAL EVALUATION ADOPTION AND IMPLEMENTATION

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

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

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

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

STATEWIDE SUPPORT FOR PRINCIPAL DEVELOPMENT

The NHDOE and its partners will provide resources to assist LEAs in the evaluation model training through the Networked Strategy. Videos have been developed and are available on the NHDOE website highlighting a mock conference between a principal and superintendent to demonstrate the model in action. In addition, every superintendent in New Hampshire received a copy of the video.

The Professional Standards Board and the Council for Teacher Education have partnered to determine the process by which educator administration programs prepare future school leaders to have the necessary skills, knowledge and work-study practices to implement these standards. The principal and superintendent certification rules -were updated and approved by the NH State Board of Education on June 12, 2014. The Institutions of Higher Education and their leadership programs were at the table as these rules were developed.

Outreach has occurred in the field throughout the 2013-14 school year. This work has included communication to regional principal groups to support their professional learning, understanding of the state model and the ongoing presentations on the changing role of leadership. The NH SCEE Team has been working closely with the Northeastern Comprehensive Center to outreach to the principals.

NEW HAMPSHIRE REGIONAL PRINCIPAL GROUPS: *SUPPORTING AND DEVELOPING BUILDING LEADERS*

During the fall of 2012, one of NHDOE's liaisons was assigned to the Southeast Region Superintendents' Group. The superintendents in the area asked for monthly meetings to be organized for their principals in order for them to network as principals, share ideas and information and receive professional development on current issues and needs. This network began in 2013 with an average of 20-30 principals each month in attendance during the first year. Monthly topics included: the state's Leader Effectiveness Model for Support and Evaluation, setting instructional direction as building leader and school emergency management. Each topic was chosen by the principals themselves. The second year was coordinated and organized by principals in the region as they took ownership of the network. Year two topics included: student learning objectives, competency based learning, special education leadership and networking with their Special Education Director, and state testing procedural practices. The Seacoast Region is now in the third year of successful operation.

While the North Country Region already had a functioning group, hosted by the Executive Director of North Country Education Services, apart from the Seacoast, the remaining regions did not have any organized principals' groups. The NHDOE encouraged this effort to move forward and soon other regions, both superintendents and principals in the state were asking for such a group in their region.

Following the same model as used in the Southeast Region, subsequent groups were formed in the Southwest

(southern tier) region in Keene, hosted by the director of the SW Center for Educational Support; the Southwest (northern tier) region in Henniker, hosted by the Sunapee Middle/High School principal; the South Central region, hosted by the principal of the Manchester School of Technology; and the Lakes Region, hosted by the principal of Laconia High School.

TEACHER EVALUATION AND SUPPORT SYSTEMS

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

Effective teachers are those that focus relentlessly on the achievement of their learners. They are also deeply committed to the success of all learners. Research has shown that teacher's knowledge and skills are in key areas – the learner and learning, content knowledge, instructional practice, professional responsibilities— 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 was charged with operationalizing the recommendations put forth in the *Phase I Report*. The Phase II Task Force was comprised of over 40 key education stakeholders, including teachers, principals, superintendents, higher education representatives, and key union and association representatives. The Task Force was supported by the NHD OE, the Center for Assessment, and the New England Comprehensive Center and was led by the NH Commissioner of Education. 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 NH Educator Support and Evaluation System Model. Similar to the principal evaluations, the state has provided this model system for districts to use to evaluate its teachers or the district may use the model system as guide for developing its own evaluation system as long as schools implement the guidelines required in this flexibility waiver, including a 20 percent weight on student growth.

Important to note: New Hampshire's RSA 189:1-a(III) requires **all** districts to develop evaluation plans. Local School Boards shall involve teachers and principals in the development of the evaluations. Additionally, New Hampshire's Administrative rule Ed-512-02 (effective December of 2013) requires that all school districts have individual educator Professional Development Master Plans that direct continuous learning to increase teacher effectiveness and improve results for all students. Specifically, the rules require **ALL educators** to include **evidence** of effective instructional practices related to school and district goals that **increase student achievement**.

GUIDING PRINCIPLES

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

1. High quality teachers are critical for fostering student learning. Therefore, the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality.
2. The state model system was designed collaboratively among teachers, leaders, and other key stakeholders such as parents and students as appropriate. The Task Force recommends that the same process be considered by local school districts in the development of their system. Individual educators should have significant input into the development of their specific goals.
3. The state model system is based on the definition of effective teaching, including the domains that define effective teaching, as described in the August 2011 New Hampshire Task Force on Effective Teaching *Phase I Report*.
4. The state model system is comprehensive and, to the maximum extent possible, research-based and built on clearly defined standards of performance for both students and teachers.
5. The State model is designed to classify educator performance into one of four levels to specific the “performance level descriptors.”
6. The effectiveness rating of each educator must be based on multiple measures of teaching practice and student outcomes including using multiple years of data when available, especially for measures of student learning.
7. The state model system is designed to ensure that the framework, methods and tools lead to a coherent system that is also aligned with the NH Principal (Leader) Evaluation Model.
8. The state model system is differentiated for at least beginning and experienced educators and perhaps for various classifications of educators as well (e.g., specialists).
9. The state 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, the state model system provides information for school principals to make recommendations about each educator’s effectiveness determination.
10. Coherence is an important design goal for the state model in that the Task Force intends for the various components of the model to complement and be coherent with New Hampshire’s Performance-Based Adequacy School Accountability System and with the Principal (Leader) Effectiveness Evaluation System.
11. The model system is committed to formative input, appropriate and timely feedback leading ultimately to the summative evaluation.
12. The model system is committed to professional development and support for educators as they seek to improve their effectiveness.

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

DIMENSIONS/DOMAINS OF A MODEL SYSTEM

A key aspect of the state model system is that it contains five major components, four domains of professional practice and one domain of student learning. The Task Force does not limit options to a single tool, but recommends, **that all local systems are based on the four domains of effective teaching described in the Phase I report and also includes the use of student growth data:**

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

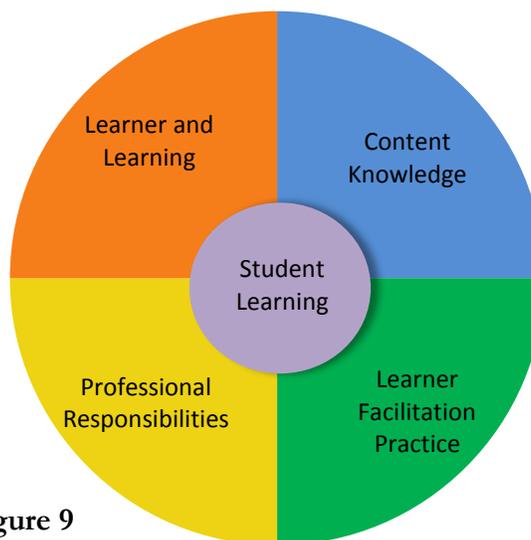


Figure 9

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

Standards of Professional Practice

The state model system values each domain, including student learning results, equally in the evaluation of educators. In fact, the Task Force considers student learning results as a fifth domain so that the weight of the overall evaluation is divided among the five major components except where circumstances dictate otherwise.

Performance Standards

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

“performance level descriptor” is the narrative component of the performance standard that describes the key qualities that differentiate educators at each of the various levels.

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

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

GENERAL EVALUATION FRAMEWORK

The general measurement framework describes the overall approach for how local districts following the state model would approach the data collection involved in evaluating educators. The measurement framework follows from the key principles outlined at the beginning of this document. As depicted in the pie graphic above (see **Figure 9**), there are four domains of educator practice along with evaluations based on student learning or improvements in student growth. The general measurement framework is tied to this overall depiction, but provides more structure for the model system and perhaps local instantiations of the state model system growing out of the guiding principles. Each educator evaluation modeled after the state model system must include:

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

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

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

- Use multiple measures of each domain when possible and when the use of the multiple measures improves the validity of the evaluation decision;
- Tailor the data collection methods to the specific evaluation questions to be investigated and for the specific nature of the educator’s teaching responsibility;

- Differentiate the evaluation system for novice (within the first three years of the teaching profession) and experienced educators; and
- Encourage and support -peer teams, in addition to building-level administrators, to participate in the evaluation process.

SPECIFIC MEASUREMENT FRAMEWORK

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

Domain 1: Learner and Learning

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

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

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

Domain 4: Professional Responsibility

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

Domain 5: Student Performance

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

Student Learning Objectives (SLOs) form the foundation of New Hampshire's approach for documenting changes in student growth associated with a teacher or group of educators and, as such, all educators will have the results of SLOs incorporated into their evaluations. SLO's are "growth" measures in the same way that value-added and student growth percentile models are "growth" measures, except they rely on a less fine-grained

conditioning approach. **For at least educators in “tested” subjects and grades – those grades and subjects for which there is a state, standardized test as well as a state test in the same subject in the previous year – Student Growth Percentiles (SGP) will be used in a way determined by the local school district as a part of the multiple measures for determining student growth. SLO results will be used in the evaluations of educators in both tested and non-tested subjects and grades.**

New Hampshire will assist all schools in ensuring student growth measures are a meaningful part of their evaluation system by providing comprehensive support in the form of professional development, a Tri-annual Review of all Priority and Focus Schools, a district peer review process based on the approved Oregon peer review model, Professional Development (PD) Master Plan reviews for all districts, and targeted technical assistance. In a recent survey, over 93 percent of NH school districts are currently using the statewide assessment in their educator support and evaluation systems for at least educators in tested subjects and grades. The NHDOE will continue to work with all districts to ensure student growth is a part of their systems. This will be reinforced through the opportunity to participate in the peer review process and continued work developing supportive on-site visits.

When SGP data become available after the 2016 administration of Smarter Balanced assessments, districts will have access to each student’s SGP scores via Performance Plus and included on assessment data files distributed to each district. A major advantage of SGPs over traditional value-added models (VAM) is that they start from the student so that district leaders can aggregate individual student results to best fit each district’s local theory of action. For example, if the grade level teachers at a particular elementary school do a lot of team teaching and pooling of students, it makes sense to share (pool) the SGPs across teachers for each grade. However, if other schools have teachers working as individuals, such pooling would not make sense and individual attribution approaches should be employed.

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

The state model system allows for either individual or shared attribution of the evidence of student growth, depending on the district’s defined theory of improvement. **In order for shared attribution to be used, a school must demonstrate that multiple teachers share students around instruction – regardless of school size.** NHDOE recognizes that there might be many valid approaches for attributing the results of student growth, but it wants to ensure that whatever approach is used is coherent with the district’s approach for school and district improvement.

Additionally, New Hampshire believes that the attribution of results should be considered thoughtfully to maximize the validity of the results. In fact, NHDOE argues that shared attribution among appropriate aggregations of educators will actually enhance the validity of the system, particularly the consequential validity. As described previously, there are many cases where assigning SGP (or SLO) results to an individual teacher would actually negatively affect the validity of the system inferences.

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

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

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

To assure the fidelity of the SLOs, the NHDOE is providing on-going training on the development of SLOs through the Center for Assessment and the NEA NH. This support is provided to ALL schools. In addition, trainings have been available to all SIG, Priority and Focus Schools through the Quarterly Meetings and annual Educators' Summer Summit. NHDOE and its partnerships with the Center for Assessment, NEA NH and the Northeast Comprehensive Center, continues to provide training on SLOs for educators and leaders using the Center for Assessment toolkits and their templates and rubrics as guides for local districts. Trainings have been provided throughout the state which includes the newly revised toolkit on SLOs (see draft rubric in **Supplemental Attachment S**) was made available to the attendees. In addition, through the Networked System, the NHDOE and its partners have developed Learning Paths and are providing ongoing training to local districts to further support districts and educators in the development of SLOs.

IN PARTNERSHIP WITH NEA-NEW HAMPSHIRE

With the support of the New Hampshire Department of Education, NEA-New Hampshire applied for, and received, a \$248,000 grant to work with the NHDOE and the Center for Assessment to provide professional learning opportunities on developing and implementing SLOs. Staff from the NHDOE have been present at every meeting of the group including:

- April 2014 – a national meeting in Minneapolis sponsored by the NEA to design the project.
- August 4, 5, and 6 – initial three days of training for 31 teachers chosen to participate in the project.
- November 17 - webinar on building capacity
- December 6 – all day training

The educators trained through this project will provide professional learning to other teachers and to districts over the next two years. In addition to this support, the Northeastern Comprehensive Center has also worked with the NHDOE and its Statewide Collaborative for Educator Effectiveness to develop Learning Paths, posted to the NH Networks that provide ongoing training and information to local districts to further support educators in the development of SLOs.

COMBINING MULTIPLE MEASURES

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

An example of a final decision matrix is found below (see **Figure 10**). The Task Force recognizes that a substantial amount of information needs to be aggregated before getting to this final matrix. For instance, the standards for professional practice represented on the vertical axis of this panel include information from the four domains of professional practice and multiple measures derived from artifacts or classroom observations within each domain. Similarly, the student growth results represented in the horizontal axis will include information from at least multiple SLOs (e.g., measures of high, average/typical, and low) and perhaps SGPs as well (required for tested subjects and grades). The major advantage of a profile or decision matrix approach is that once established, the educator **can never receive an unexpected** overall rating, whereas simple averaging approaches can produce some surprising and unintended outcomes. Also, this decision matrix assures that no teacher will be marked as “effective” with low overall student growth.

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

Figure 10 State Model Panel for Combining Multiple Indicators of Educator Performance

SPECIFIC EVALUATION GUIDELINES INCORPORATED INTO THE STATE MODEL SYSTEM

1. All educators will establish yearly professional goals in consultation with their supervisor or designee and document the process and products associated with these goals through a professional portfolio that is reviewed each year. NHDOE will produce guidance outlining the requirements of a professional portfolio to be used as a starting point for local requirements. The professional portfolio should include, in addition to other goals, evidence related to the domains of effective teaching such as evidence of improved assessment practices.
2. Teachers using SLO’s as one of their multiple measures must document student academic performance each year in accordance with the SLO guidance.

3. All teachers in “tested” grades and subjects will receive a report each year from NHDOE (on its PerformancePlus System) 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.
4. In the years that a teacher is evaluated, teachers must be observed formally based on their effectiveness level of teaching. The determination of the observations must occur in consultation with the teacher. At least one of the observations, but preferably most of them, should be tied to aspects of the curriculum that are the focus of the SLOs.
5. Within the first three years of implementation, each teacher will undergo a full evaluation. To the extent possible, yearly evaluations should include multiple years of student performance results.
6. Schools will classify all teachers into four categories of performance (e.g., highly effective, effective, needs improvement and ineffective). Please see pages 13-16 of the [New Hampshire Model Educator Support and Evaluation System Model](#) for a description of each suggested classification. Districts will be encouraged to enact a policy and set of procedures to differentiate evaluation results systems for its different levels of effectiveness.
7. All non-continuing contract (novice) educators will be evaluated each year, but districts may decide to focus specific aspects of the evaluation for novice educators by reducing the demands of the professional portfolio, for example. The model system requires summative evaluations for each beginning educator annually for their first three years in the profession. For all other educators the State Model requires evaluating each educator annually or more often until he or she has been designated as effective for two consecutive years. After which, each educator will be summatively evaluated at least every three years, but formatively evaluated each year.
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. In the guiding principles of the NH Educator Support and Evaluation Model, there is differentiation for at least beginning educators and experienced educators who have achieved specific levels of performance. This once again links back to the requirements of Administrative Rule Ed 512, Professional Development Master Plans. NH’s Phase II Task Force recognized that in order to sustainably implement local evaluation systems, differentiation is necessary. Interestingly, this was two years prior to a recent Carnegie reportⁱⁱⁱ advocating for similar differentiation strategies. While the model advocates differentiation of summative evaluation results, all teachers will participate in ongoing (multiple times each year) formative evaluation and annual documentation of student learning through the use of SLOs and/or SGPs.

CONSEQUENCES AND SUPPORTS

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

consequences should be applied unless multiple tiers of support have been provided. The need for these support structures are reaffirmed by:

- New Hampshire’s Administrative Rule Ed-512.02 that requires that each school district’s Professional Development Master Plan direct continuous professional learning to increase teacher effectiveness and improve results for all students. Please find more information about the PD Master Plans by clicking on the following link: <http://education.nh.gov/certification/documents/ed512.pdf>.
- The Phase II Task Force Report’s Guiding Principles 1, 11 and 12:
 1. “High Quality educators 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.”
 11. “The model system is committed to formative input, appropriate and timely feedback leading ultimately to the summative evaluation.”
 12. “The model system is committed to professional development and support for educators as they seek to improve their effectiveness.”

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

Both principal and teacher support and evaluation include provisions for making personnel decisions:

- The principal effectiveness system uses a three-step format to ensure both support and evaluation is fair and accurate. First, the principal and supervisor meet to conduct a goal-setting conference in which goals are identified for focused attention during the year. Secondly, a mid-year formative conference is conducted to review progress, make adjustments and direct the principal as necessary. Novice principals are to have more than one formative meeting during the year. Finally, a summative conference is held to review current performance level, provide the principal with a reflection opportunity and have the supervisor make a judgment on principal effectiveness
- While the educator system is designed for improvement and a significant support system is required to help struggling educators, there may come a point where educators may need to be counseled out of the profession or otherwise removed from teaching. The Task Force recognizes that conditions surrounding job removal are statutorily based and subject to negotiated legal agreements and/or other local human resource requirements, but the state model includes the following expectations for such circumstances:
 1. An experienced educator with two consecutive years of ineffective ratings should be non-renewed if reasonable efforts to improve performance have been implemented and the educator’s performance has not improved.
 2. An experienced educator with two consecutive years of needs improvement ratings should be moved to ineffective status.
 3. An educator rated highly effective for two consecutive ratings should receive recognition as determined by the district.
 4. Only educators with consistent ratings of highly effective should participate in the mentoring and support of other educators in their district.

In each system, the Task Force members have developed performance level descriptors for each of the four levels. These descriptors characterize the rating for each educator and principal that is based on the types of knowledge, skills, and practices 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 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 and support system began in the 2012-2013 academic year with volunteer districts and the School Improvement Grant (SIG) schools. The volunteer districts are considered part of the first pilot phase. The Regional Educational Laboratory Northeast and Islands in collaboration with the Northeast Educator Effectiveness Research Alliance (NEERA) conducted a research study “Redesigning teacher evaluation: Lessons from a pilot implementation in New Hampshire answering the two questions: (1) What opportunities, challenges and lessons does implementation present? (2) How do the evaluations improve teaching and learning? The study revealed that fidelity to the implementation of the system ranged from moderate 60% to high 88% and identified factors that influenced implementation. The results of this pilot study support the New Hampshire efforts to build capacity within districts, by providing on-going training and support on student measures, improving instruction and assuring that everyone is at the table as educators, schools and districts move forward with the development and implementation of their systems. NEERA conducted a research project on the implementation of the model by SIG schools and final publication has been released

The pilot was to further refine and strengthen the system as it is implemented in districts throughout the state. After the pilot process has concluded and revisions to the model have been made, the NHDOE will ask for the State Board of Education to adopt the teacher evaluation model. Through the State Consortium on Educator Effectiveness (SCEE) team, implementation guidance is being developed to assist districts in the research, development, implementation and eventually evaluation of their educator support and effectiveness systems, including the opportunity to participate in a peer review process that NH is developing based on the Oregon model. Schools will be expected to implement the state model system as described above or locally aligned system by the 2015-2016 school year.

2013-2014 ACTIVITIES TO SUPPORT PRINCIPLE 3

Outreach has been conducted through the NHDOE with a team of educators from around the state. This outreach has included presentations, surveys, professional learning opportunities and more, with a focus on assisting teachers and their supervisors understand the components of the state model. The following provides an outline of this work:

July 2013

- Presentation on New Hampshire Professional Education Standards

August 2013

- Presentation of Principals Task Force report to SAU 53 administrators
- Presentation of NH Educator Support and Evaluation System Model at the NEA-NH Leadership Conference

September 2013

- Survey of schools districts to determine what supports and resources they might need around the state model
- Information being used to support local districts and regions in their review, development or implementation of their local models that align with the state model
- Presentation of NH Professional Education Standards to the North Country principals

October 2013

- Presentation of the state model at the NEA-NH State Convention
- Presentation of the state model and crosswalk with Danielson to faculty and administration of the Monroe School District
- Presentation of the state model to the Southeast Regional principals at their monthly meeting

November 2013

- Presentation of the state model and Principals Task Force Report to NHSAA
- Presentation to Southern NEA-NH Leadership on the state model
- Presentation to the Jaffrey-Rindge School Board, teachers and administrators of the state model
- Presentation to Title I Priority and Focus Schools on how to use the NH Network to access resources from the Teacher Effectiveness and Leader Network

December 2013

- Team attended SCEE Focus Meeting in Orlando to determine next steps in assuring that building leaders had the knowledge to support the implementation of the CCSS, heard presentation from experts in the field and brought back resources to use to build the knowledge base of building leaders
- As a result of the meeting, a follow-up plan was developed to first determine the level of knowledge of principals and then provide opportunities to support the professional learning of principals

January 2014

- Meeting with Lakes Region Superintendents using the Phase II Task Force Report to review the state model and answered questions around multiple measures
- Presentation of the Principal task Force Report at the Mid-Winter Meeting of the NHASP
- Meeting with Milford Teacher Evaluation Committee regarding the state model and SLOs
- Presentation about SLOs to the Southeast principals

February 2014

- Presentation to Lebanon Teacher Evaluation Committee on SLOs
- Presentation to North Country Superintendents on the Principals Task Force Report
- Conversation with White Mountains Regional District administrators around the Principal Task Force Report followed by presentation of the state model
- Presentation on the state model to the Special Education Directors at their monthly meeting

March 2014

- NEERA Research Pilot Dissemination Workshop
- Presentation of state model to all Newport educators
- Presentation of state model to the Professional Standards Board

- Presentation of NH Model to graduate leadership class from Rivier College
- Presentation on SLOs at Pembroke Academy
- Presentation of state model to Newport and Goshen School Boards
- Presentation of state model to the NH Association of Special Education Administrators' Annual Conference
- Presentation to the Franklin School Board on the NH Networks
- Presentation to Winnisquam administrative team on SLOs
- Data Use Conference Presentation on using Performance Plus to support SLOs
- Learning Forward Conference Presentation on SLOs
- Meeting with Quality Performance Assessment (QPA) Leadership regarding the state model

April 2014

- Presentation of state model to SAU 7 administrators
- Presentation to educators in SAU 21 on SLOs
- Presentation SAU 48 administrators and teachers on SLOs

May 2014

- Presentation to the New England Educational Research Organization (NEERO) on the role of NHDOE working collaboratively with IHEs and the IHE Network
- Presentation on SLOs to Monroe educators
- Presentation of state model to Career Technical Center Directors
- Presentation on SLOs to educators at Lincoln Akerman School
- Presentation on SLOs to administrators at White Mountain Regional
- Presentation on SLOs to administrators at Profile School District

June 2014

- Two presentations in Manchester on SLOs
- Presentation to NH Principals at Annual Conference on Principal Leadership in relation to educator effectiveness

July 2014

- Multiple Measures and SLO Training for Fall Mountain Administrative Team
- Planning at NEA-NH for Development of SLO Training for Educator as part of three year NEA grant
- Training on SLOs for Governor Wentworth Administrative Team
- SWIFT Training with all SWIFT schools including session on UDL
- NH Educational Summit was held for NH educators. The Summit provided professional development for SLOs Data Based Decision-making, Leadership Skills, STEM. with keynote speaker from the Right Question Institute addressed Priority and Focus Schools .

August 2014

- Initial SLO Training for the first cadre of teachers as part of the three year NEA-NH grant
- SLO Training for Pembroke Administrators
- Presentation of proposed ELL/Special Education Subcommittee Report for review and input by Special Education Directors
- SLO Training for Raymond Teacher Evaluation Committee

- Follow up SLO Training for Milford Teacher Evaluation Committee and administrators
- Overview of teacher support and evaluation model and introduction to multiple measure and SLOs to Lin-Wood Public School Staff

September 2014

- Training for Peer Review of Priority and Focus Schools Tri-annual Review
- NH Support and Evaluation Model presentation n to CIA Directors at Fall Conference

October 2014

- Ensuring Equitable Access to Excellent Educators initial core planning Committee Meeting with the Commissioner of Education
- Quarterly Meeting of Priority and Focus Schools Leadership Strand initial SLO Training for Leaders, One District's Journey on the Development and Implementation of College and Career Ready Standards, and the Role of Leadership, General Leadership presentation
- SLO Training for Fremont School Staff
- Final review of ELL/Special Education Subcommittee Report at the Annual Meeting of Special Education Directors
- Joint Meeting of Professional Standards Board, Council for Teacher Education, Institutions of Higher Education Network and local schools districts to begin initial discussion of working together to develop a talent pool of educators and leaders

November 2014

- Provide on-going training with all educators in Jaffrey-Rindge on SLO's to begin piloting process on November 24, 2014

December 2014

- Priority and Focus School Quarterly Meeting Presentations on Asking the Right Questions, Showcasing on School District's Journey and Building Leadership Skills
- Ensuring equitable access to Excellent Educators Planning Meeting

January 2015

- Meeting with Claremont educators and administration on the NH Support and Evaluation System
- Peer review for Priority and Focus Schools Tri-annual Review
- Joint Webex released by NEA-NH and NHDOE on the expectations of the NH Support and Evaluation Model and the ESEA Flexibility Waiver

February 2015

- Quarterly Meeting of Priority and Focus Schools Leadership Strand, Using Data to Drive Decision-Making, Asking the Right Questions around Data, and Overview of the NHDOE Evaluation Management Tool
- Presentation on Multiple Measures and SLOs to all educators in the Groveton School District
- Initial Stakeholder Meeting for "Ensuring Equitable Access to Excellent Educators"

Since the NHDOE received a waiver in June of 2013, NEA-New Hampshire and the NHDOE have worked closely together to provide professional learning opportunity for educators in New Hampshire about the waiver, college- and career-ready standards, and educator support and evaluation programs.

- NEA-NH Summer Leadership Conference 2013
- NH-NEA Fall Instructional Conference 2013
- NEA-NH Spring Instructional Conference 2014
- NEA-NH Fall Instructional Conference 2014

There are also on-going planning and subcommittee work to support the above outreach:

1. Monthly Network Lead Meetings
 - Assists Network leads in continuing to build and improve the Network Strategy to provide support and resources to educators throughout the state
2. SCEE Team (State Consortium on Educator Effectiveness)
 - Leads and coordinates educator effectiveness in NH
 - Supports implementation of the state models by developing tools for districts to access
 - Develops Learning Paths that explain the components of the models
3. Special Education/ELL Subcommittee
 - Works to ensure the state model is fair and equitable for Special Education and ELL educators
4. Specialist Subcommittee
 - Works to ensure the state model is fair and equitable for Specialists
 - Nurses, guidance counselors, guidance directors, media generalist (librarians) school psychologists, and technology integrators represented

Finally, New Hampshire developed and is continuing to develop a series of modules through a cooperative effort with the NECC, the Center For Assessment and the NH SCEE team. These are on the NH Networks and available to all educators. Below are the introductions to the modules. The NHD OE and its partners are in the process of developing a module on Leadership - SLO's and Setting Targets.

Introductory Module by Commissioner Barry

The New Hampshire Department of Education's SCEE (State Consortium for Educator Effectiveness) Team, the Northeast Comprehensive Center and the Center for Assessment, have worked collaboratively to produce a series of short, highly focused, video modules intended to provide New Hampshire educators with insights into a number of selected and key concepts that make up the New Hampshire Model Educator Support and Evaluation System. In this module, Commissioner Barry provides an introduction to and overview for the video series.

Supporting and Evaluating Educator Performance

This module provides a brief historical overview of the professional standards that serve as the foundation of the New Hampshire Model Educator Support and Evaluation System and explains how they are used in determining a performance rating.

Measures of Student Performance

This module provides an overview of how the different aspects of student performance, including Student Learning Objectives (SLOs) and Student Growth Percentiles (SGPs) are integrated into the evaluation of an educator.

Student Learning Objectives (SLOs)

This module examines the major components of Student Learning Objectives (SLOs) as they are addressed by a hypothetical educator. See how “Timothy” thinks through the incorporation of learning goals, targets and assessments into his SLOs.

Student Learning Objectives Establishing Baseline Data

This is our newest module that reviews the importance of and how to use baseline data to develop targets.

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 is committed to ensuring all LEAs, beginning no later than school year 2016-17 and continuing thereafter, fully implement educator evaluations and support systems that meet the requirements of Principle 3, including the use of statewide assessment in calculating student achievement growth, the use of evaluation results to inform personnel decisions (please see page 118). The NHDOE's approach taken to ensure that all districts develop and implement educator evaluation systems that adhere to Principle 3 requirements has been a combination of comprehensive support, policy levers, and legislation. **Table 9** below provides the ESEA Flexibility Waiver requirements for Principle 3, along with the results of a recent survey (March 2015) that asked school districts where they were in implementing the requirements of Principle 3 for **ALL** schools. For more information, please see **Renewal Attachment R10**.

Table 9

ESEA Flexibility Requirements	Percent of School Districts Implementing Requirement for <u>ALL</u> Schools
1. The teacher and principal support and evaluation systems will be used for continual improvement of instruction	98.61 percent
2. Meaningfully differentiate performance levels	94.20 percent
3. Use multiple valid measure in determining performance levels, including a significant factor data on student growth, for all students (including English language learners and students with disabilities) and other measures of professional practice (which may be gathered in multiple formats and sources such as observations based on rigorous teacher performance standards portfolios, and student and staff surveys.)	97.18 percent <i>68.79 percent will use 20 percent weight or more on student growth</i> <i>93.22 percent will include SGPs for at least teachers in tested grades or subjects</i> <i>98.33 percent will use student learning objectives</i>
4. Evaluate teachers and principals on a regular basis	100 percent
5. Provide clear, timely and useful feedback, including feedback that identifies need and guides professional development	100 percent
6. Inform personnel decisions	100 percent

The NHDOE strongly believes that building a supportive structure that provides information, resources and opportunities for growth will create a learning culture—statewide—that will lead to increased student achievement. It also believes that current statute, regulation and state models for evaluations provide a framework for LEAs to implement comprehensive evaluations systems. Further, NHDOE's theory of action is oriented toward supporting the development of knowledge and skills among local educators and providing models of high quality systems to ultimately lead to more sustainability compared to a top-down approach.

The state agrees with the US ED’s ESEA Flexibility Frequently Asked Questions (dated August 3, 2012):

“Nothing in these principles shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school or school district employees under Federal, State, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements between such employees and their employers. In other words, nothing in this flexibility gives an LEA the authority to take action it is not otherwise permitted to take. Accordingly, an LEA must implement this flexibility in compliance with all governing laws, regulations, and policies, which include providing the rights, remedies, and procedures afforded to LEA employees under existing collective bargaining agreements. At the same time, however, if an LEA fails to meet the principles of this flexibility due to a conflict with one or more of those rights, remedies, or procedures, it may not take advantage of the flexibilities being offered. Rather, in the case of such a conflict, an LEA must secure necessary changes to local laws, regulations, or policies in a manner that enables compliance with the relevant principles and guidelines. In the case of a conflict with its collective bargaining agreement, an LEA and the collective bargaining unit would need to negotiate collaboratively to modify the agreement.”

If a school district is struggling to implement any or all of the elements within Principle 3 of the NH ESEA Flexibility Waiver, the NHDOE will work with the district to develop a plan of action to ensure the elements will be successfully implemented.

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

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

NHDOE will continue to work with the Center for Assessment and NEA-NH to evaluate the rigor of the SLOs being developed throughout the state to ensure consistency in the implementation. These partnerships will also continue to grow as support is needed through professional learning opportunities.

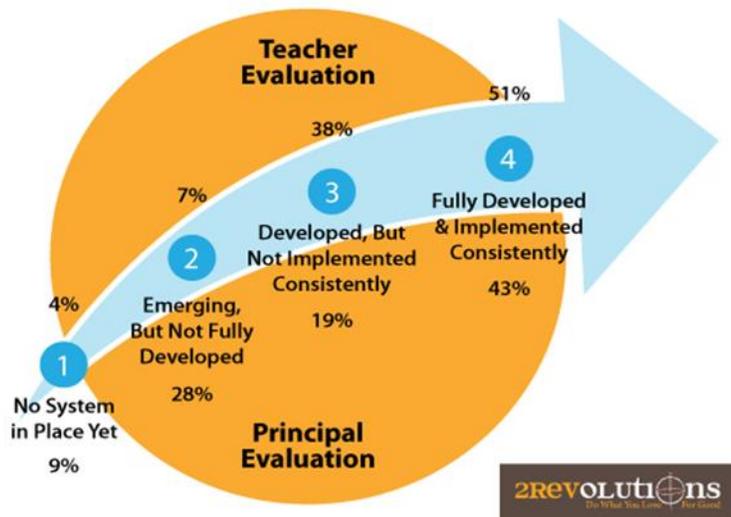
NHDOE insists that for many reasons (outlined below) districts have the flexibility, if they choose, to incorporate both local and state measures in the evidence of student learning in all educator evaluations.

1. **Comparability** is an important principle of New Hampshire’s educator evaluation models. If teachers in “tested” and “non-tested” subjects and grades are evaluated using very different systems, it will be hard to achieve comparability.
2. **Validity and the use of multiple measures** are important aspects of the design of New Hampshire’s educator evaluation models. NHDOE has made clear to local educators the importance of multiple measures to help improve the validity and reliability of the evidence used for educator evaluations. These local measures can improve the validity of the information by allowing for the measurement of deeper learning than is possible with an on-demand state assessment.

3. **Fairness**, like comparability, can be achieved when all educators are held to a similar level of expectations and rules. This does mean that comparability cannot be achieved if one set of educators is evaluated using state tests only, while other educators are evaluated using local measures or SLOs, but it will be much more challenging to achieve fairness under these conditions.
4. **Evaluation:** NHDOE is committed to a continuous improvement model whereby the agency is able to learn from the pilot and build improvements into subsequent iterations. If all schools are required to use the exact same approach for “tested” subjects and grades, NHDOE can only learn whether the required approach works or does not work, but is not able to learn what might work better. Further, given the lack of a research base, especially under operational conditions, NHDOE thinks it is unwise to close off what might be viable options.
5. **Transition:** New Hampshire, like most other states, will experience a major assessment transition in the 2014-2015 school year. Given the uncertainty associated with this transition, NHDOE does not believe it makes sense to base the student growth portions of educators’ evaluations solely on these consortium (SBAC for NH) when we do not have a clear sense of how they will work in NH. Incorporating local measures, largely through the use of SLOs, can help bridge this critical transition.

It is also the state’s belief, based on feedback from superintendents and principals, that LEAs will either use the state models to meet the expectations of the current law or have a system in place that continues to support professional learning, increases educator effectiveness and results for all students and determines how data will assist in making informed personnel decisions. There are districts that have been progressive in this area and are already using or will be using a high quality evaluation system that are comparable to the state model. The figure below shows the percent of LEAs using or not using teacher and principal evaluations at particular phases. The NHDOE will continue to collect evidence beginning in the 2016-17 school year to ensure all LEAs are implementing educator evaluations and support systems aligned to Principle 3.

Figure 11 – Evaluation Implementation



The state is committed to ensuring the quality of local educator evaluation systems through more learner-based rather than compliance oriented approaches. To this end, NHDOE will engage districts in a peer review approach to review local evaluation systems and provide support. This sort of peer review approach has been used successfully in several states (e.g., WY, RI, ME) for reviewing and evaluating local assessment systems. These reviews provide a tremendous professional learning experience as well as high quality and rigorous reviews. Implementing a peer review of districts' educator evaluation systems will allow NHDOE to receive structured reviews of each district's system and will lead to a convergence of acceptable models and measures of student growth. NHDOE began this peer review process in the summer of 2013. In addition, the NHDOE may also make on-site visits, on an as-needed basis or as requested in order to provide additional support.

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

In addition, NHDOE has developed an internal planning team to develop our state's *Ensuring Equitable Access to Excellent Educators Plan*. This team has begun looking at data in preparation for doing root cause analysis with an external team of educators. The NHDOE is availing its self of the resources provided by AIR, Great Teachers/Leaders and Equitable Access Support Network (EASN). Also, the state is being supported by the Northeast Comprehensive Center in our initial plan development.

STATEWIDE SUPPORT FOR TEACHER DEVELOPMENT AND EDUCATOR PREPARATION

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

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

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

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

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

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

A sub-working group of special education and ELL educators and administrators met over the course of the last year to review the equitability of the state model for this population of educators. The subcommittee spent the year reviewing the Task Force Report and the current research related to teacher supervision and evaluation of ELL and special educators. This included sharing and discussing the perspectives of the subcommittee members' own school districts. The subcommittee confirmed the advantages of creating a single supervision system that meets the needs of all educators and advocates for a model that differentiates among the various classifications of educators including ELL, special educators and other related service providers. Thus, pursuant to confirming the advantages to a single supervision system, this subcommittee recommended the following to the New Hampshire Department of Education:

- There should be common standards/frameworks for the supervision and evaluation of all educators.
- The roles and responsibilities should be clearly articulated for all educators.
- Systems should be differentiated based on roles and responsibilities.
- Job descriptions should be incorporated into local evaluation systems that reflect the roles and responsibilities of positions within a given district or school.

The ELL/Special Education subcommittee's report can be found here:
<http://www.education.nh.gov/teaching/documents/ell-sped-report.pdf>

A specialist subcommittee including, nurses, guidance counselors, medial generalists, school psychologist and technology integrators, has now formed with the same task – to ensure that the state's model for Educator Support and Evaluation Systems is fair and equitable for specialists.

PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN

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

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

ⁱⁱ White, T. (2014). Evaluating Teachers more Strategically: Using Performance Results to Streamline Evaluation Systems. Stanford, CA: Carnegie Foundation for the Advancement of Teaching. www.carnegiefoundation.org