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# **New Hampshire ESEA Flexibility Request for Window 3**

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**RENEWAL ATTACHMENTS**

**RENEWAL SUBMISSION: MARCH 31, 2015**

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

**Commissioner: Virginia M. Barry, Ph.D**

**Gage, Heather**

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**From:** Butler, Patricia  
**Sent:** Monday, March 16, 2015 3:33 PM  
**To:** Superintendents  
**Subject:** DRAFT ESEA Flexibility Waiver Renewal  
**Attachments:** New Hampshire\_ESEA Flexibility Waiver Renewal DRAFT for POSTING (3.15.15).pdf  
**Importance:** High

Good afternoon. Commissioner Barry asked me to forward this to you. Please see Heather Gage's email below.

Have a nice night.

Patricia Butler  
Administrative Assistant  
State Department of Education  
101 Pleasant Street  
Concord NH 03301  
603-271-3144  
603-271-3830 (Fax)

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**From:** Gage, Heather  
**Sent:** Monday, March 16, 2015 2:59 PM  
**To:** Butler, Patricia  
**Subject:** DRAFT ESEA Flexibility Waiver Renewal

Hello Superintendents and CIA Directors,

I hope you are well! We are [posting](#) the attached DRAFT of our ESEA Flexibility Waiver Renewal to our [website](#) this afternoon for public feedback. We will include a "[survey monkey](#)" to allow for the feedback to be effectively collected. Please take some time this week to review and provide your thoughts through the survey. Also, we would really appreciate it if you could also send this out to your teachers, principals and other staff members/administrators in your district(s). The survey will be open until Friday, March 20 at noon.

PLEASE NOTE: The draft has not been professionally edited yet. Please just review for content.

Thank you in advance for your review!  
Heather

<http://www.education.nh.gov/accountability-system/index.htm>

**Heather Gage, Chief of Staff**  
Division of Educational Improvement, Director



\* Posted on March 16, 2015  
Public Notice

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## ESEA Flexibility Waiver Renewal

The New Hampshire Department of Education (NH DOE) is providing online feedback opportunities for the public to weigh in on its Flexibility Waiver Renewal to continue its effort in providing an improved support and accountability system.

The NH DOE will submit a formal renewal request for flexibility to the U.S. Department of Education (USED) by March 31, 2015. New Hampshire's current proposal (see below) ensures all students have the opportunity to be college- and career-ready; identifies, recognizes and supports schools in a differentiated system that acknowledges their past performance, holds them accountable for growth and provides customized support and interventions; and promotes effective instruction and leadership.

- [DRAFT New Hampshire's ESEA Flexibility Waiver Renewal](#)
  - [Overview of New Hampshire's ESEA Flexibility Waiver Renewal Request](#)
- [US Department of Education's resources](#) - review the USED's guidance, frequently asked questions and other technical assistance documents

### We Value Stakeholder Input

We want to hear from you! As part of our renewal application, New Hampshire wants to include evidence of stakeholder review of our proposal. PLEASE NOTE: The draft application has not been professionally edited yet. We will ensure that is completed before submission, but would like your feedback on the content. This survey will be open until Friday, March 20 at noon (12:00 p.m.).

- Comment on the waiver request by taking our public survey (<https://www.surveymonkey.com/s/XYTC6X9>).

### Initial ESEA Flexibility Waiver and Resources

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

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

The waiver includes the Department's plan to implement the following required principles:

1. College- and Career-Ready Expectations for All Students
2. State-Developed Differentiated Recognition, Accountability, and Support

- 3. Supporting Effective Instruction and Leadership
- 4. Reducing Duplication and Unnecessary Burden

Features of New Hampshire's waiver design includes:

- The NHDOE's Theory of Action
- The state's implementation strategy for the New Hampshire's new mathematics and English language arts standards
- A system of improvement and innovation networks to support educators as they seek to increase the numbers of students who are college and/or career ready
- A new process for determining annual measurable objectives (AMOs)
- The state's plan to support the school's struggling the most in New Hampshire
- A description of the work-to-date regarding the Teacher and Principal Effectiveness Task Forces and the state's plan to move forward.
- The NHDOE's initial ideas for reducing duplication and unnecessary burden

#### Initial Waiver Resources

- [NH ESEA Flexibility Waiver Request](#) ^ (Revised June 5, 2013)
- [NH ESEA Flexibility Waiver Request Attachments](#) ^ (Revised June 6, 2013)
- [Governor Lynch Announces New Hampshire Seeks Waiver From Provisions of No Child Left Behind](#)
- [New Hampshire Receives Flexibility Waiver Under Federal No Child Left Behind Education Law \(June 26, 2013\)](#)
- [Waiver Concept Paper](#) ^
- [Waiver Concept Paper Presentation](#) ^
- [Letter to Secretary Duncan](#) ^

#### Additional resources from the United States Department of Education

- [US DOE ESEA Flexibility Web site](#)
- [Flexibility Overview](#) 
- [Flexibility Request](#) 
- [Flexibility Review Guidance](#) 
- [FAQs](#) 
- [FAQ Addendum](#) 

Paul Leather  
Deputy Commissioner  
(603) 271- 3801  
[Paul.Leaher@doe.nh.gov](mailto:Paul.Leaher@doe.nh.gov)

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EXPORTS

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RESPONDENTS: 55 of 55

Export All Share All

Question Summaries Data Trends Individual Responses

PAGE 2

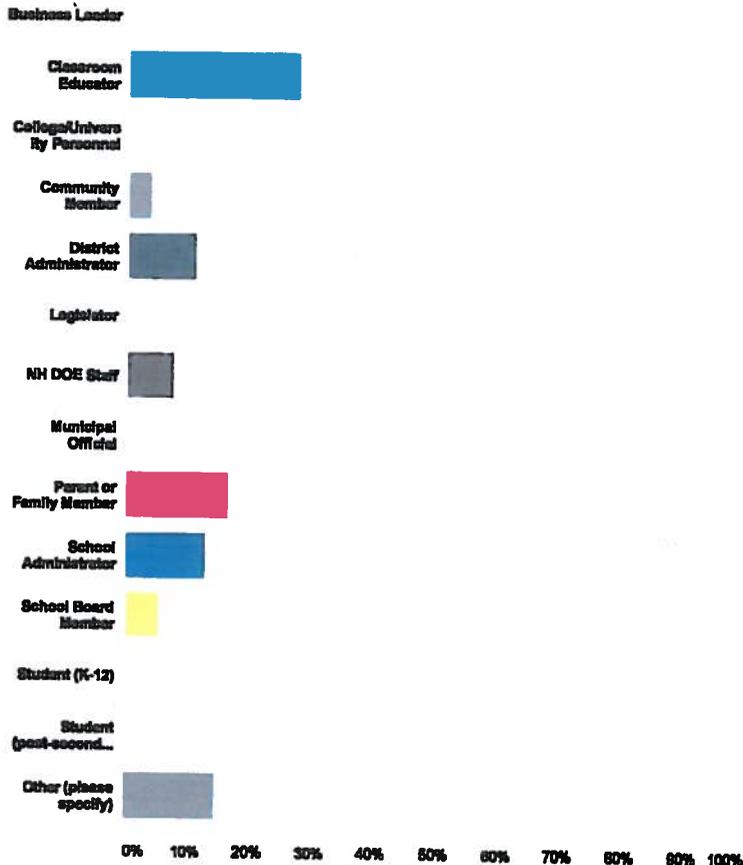
Q1

All Pages

Customize Export

What is your primary role in education?

Answered: 55 Skipped: 0



Answer Choice	Response	
Business Leader	0.00%	0
Classroom Educator	27.27%	15
College/University Personnel	0.00%	0
Total		55

Answer Choices	Responses	
Community Member	3.64%	2
District Administrator	10.91%	6
Legislator	1.82%	1
NH DOE Staff	7.27%	4
Municipal Official	0.00%	0
Parent or Family Member	16.36%	9
School Administrator	12.73%	7
School Board Member	5.45%	3
Student (K-12)	0.00%	0
Student (post-secondary)	0.00%	0
Other (please specify)	<b>Responses</b> 14.55%	8
<b>Total</b>		<b>55</b>

**PAGE 3**

**Q2**

**Export**

**With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?**

Answered: 10 Skipped: 48

**Responses (10)**

**PRO FEATURE**  
Use text analysis to search and categorize responses; see frequently-used words and phrases. To use Text Analysis, upgrade to a GOLD or PLATINUM plan.

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Showing 10 responses

Student-centered, personal, competency-based, college and career ready  
3/20/2015 11:49 AM [View respondent's answers](#)

We want a public hearing.  
3/18/2015 9:18 PM [View respondent's answers](#)

The waiver renewal provides students with assessments which have an intrinsic value to them.  
3/18/2015 12:14 PM [View respondent's answers](#)

As a school board member with 4 students in the Rochester schools, currently there are no strengths in the programs provided to our students.  
3/18/2015 9:09 PM [View respondent's answers](#)

Stop testing our kids  
3/18/2015 4:07 PM [View respondent's answers](#)

How about the required public hearing? Survey monkey does Not seem to fit the bill  
3/18/2015 4:00 PM [View respondent's answers](#)

The State of NH is committed to Career and College Ready Standards and has been for several years. Using the SAT for HS.

**Q3**

**Export**

**With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?**

Answered: 7 Skipped: 48

**Responses (7)**

**PRO FEATURE**

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Showing 7 responses

Unclear why SATs were selected for H.S. assessment  
3/20/2015 11:48 AM [View respondent's answers](#)

We want a public hearing.  
3/18/2015 8:18 PM [View respondent's answers](#)

Competency based education is weak, there is no rigor, our students are bored and unmotivated. Competencies should be eliminated altogether and return to formal methods of teaching.  
3/18/2015 9:09 PM [View respondent's answers](#)

Stop testing our kids  
3/18/2015 4:07 PM [View respondent's answers](#)

Nothing, it's illegal  
3/18/2015 3:43 PM [View respondent's answers](#)

unclear - PACE When competencies are decided at the High School levels, must all schools be moving to the same competencies for each core course? Who will determine what competencies (and to what depth) will it be covered in a core course?  
3/18/2015 3:02 PM [View respondent's answers](#)

**PAGE 4**

Q4

[Export](#)

**With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?**

Answered: 10 Skipped: 48

[Responses \(10\)](#)

**PRO FEATURE**

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Showing 10 responses

Moving from punishment to positive and innovation  
3/20/2015 11:58 AM [View respondent's answers](#)

We want a public hearing  
3/18/2015 9:18 PM [View respondent's answers](#)

Principle 2 incentivizes continued improvement of instruction and assessment. We will be improving the system we have, and building on its strengths.  
3/18/2015 12:30 PM [View respondent's answers](#)

Replacement of Smarter Balanced  
3/18/2015 8:17 PM [View respondent's answers](#)

Stop testing our kids  
3/18/2015 4:07 PM [View respondent's answers](#)

Bring this to hearing  
3/18/2015 4:00 PM [View respondent's answers](#)

Nothing, it's illegal  
3/18/2015 3:44 PM [View respondent's answers](#)

Q5

[Export](#)

**With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?**

Answered: 8 Skipped: 47

Responses (8)

**PRO FEATURE**  
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Showing 8 responses

Adequate support in school that need it? Funding issues?  
3/20/2015 11:59 AM View respondent's answers

We want a public hearing.  
3/18/2015 8:18 PM View respondent's answers

We should not be assessing our children, but they should be taking achievement tests. Nobody knows what is in these new assessments. I do not believe we should be utilizing psychometric testing on children. Transparency is missing. Lack of communication with the public. Losing public control. Make the test truly developed by local educators. Do not partner with any organization/company that makes a living developing and maintaining the data. Our children are not up for grabs.  
3/18/2015 9:17 PM View respondent's answers

Stop testing our kids  
3/18/2015 4:07 PM View respondent's answers

Nothing, it's illegal  
3/18/2015 3:44 PM View respondent's answers

pg 88/89 Implementing UDL... What 8 districts were selected? Did they include various representations of schools in elementary, middle, high? Did they currently use a PBIS approach? Is this PBIS redefined - and if

PAGE 5

Q6

Export

### With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Answered: 7 Skipped: 40

Responses (7)

**PRO FEATURE**  
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Showing 7 responses

Ran out of time to complete reading doc as only received this morning late.  
3/20/2015 12:01 PM View respondent's answers

We want a public hearing.  
3/18/2015 8:18 PM View respondent's answers

Schools will have formalized student growth data  
3/18/2015 12:31 PM View respondent's answers

The only strength is the building principals and teachers.  
3/18/2015 8:20 PM View respondent's answers

Stop testing our kids  
3/18/2015 4:08 PM View respondent's answers

pg 117 Domain 4 in reference to novice teachers - teachers are exempt from domain due to classification of novice. Allows time for a new teacher not to take on too much the first couple of years.  
3/18/2015 3:14 PM View respondent's answers

test  
3/17/2015 8:23 AM View respondent's answers

Q7

Export

### With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Answered: 6 Skipped: 49

Responses (6)

**PRO FEATURE**  
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Showing 6 responses

The evaluation of teachers must move away from standardized assessment results.  
3/20/2015 12:01 PM View respondent's answers

We want a public hearing.  
3/18/2015 9:18 PM View respondent's answers

We will need to continuously clarify that this paradigm shift will require teachers in all subject areas feel responsible for the continued improvement of students in subject areas which may not be their area of expertise.  
3/18/2015 12:31 PM View respondent's answers

Teachers are not all on board with competencies and interpret them as they wish. Teachers who make a difference are threatened. Teachers received an education to teach and they should be allowed to teach, not follow a script that someone who has never stepped foot into a classroom has decided how it should work.  
3/18/2015 8:20 PM View respondent's answers

pg 117 - domain 4 - novice teacher exempt from Domain 4 - what if they do take on organizations would they get "positively" recognized for that fact in their observation? Also, in Domain 2 "Formal Observation" what constitutes the time frame for a formal observation? If it is one block at a HS and it must be minimum 40% a year - How will the Principal get to all the observations?  
3/18/2015 3:14 PM View respondent's answers

PAGE 6

Q8

Export

### Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

Answered: 10 Skipped: 45

Responses (10)

**PRO FEATURE**  
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Showing 10 responses

It seems that we are moving toward a more progressive and flexible educational system that will serve our students.  
3/20/2015 12:01 PM View respondent's answers

3/20/15 New Hampshire Department of Education, I appreciate the New Hampshire Department Of Education's desire to move away from the constraints found in No Child Left Behind by writing and submitting the current version of the US DOE Waiver; however, I have to disagree with the use of the SAT for the high school assessment. While this test has advantages because it is shorter than the Smarter Balanced Assessment and those students going to college will place more value in taking the test I would disagree that those advantages outweigh the disadvantages of the SAT. I was disappointed that the draft waiver did not contain the Supplemental Attachment that gave further information on the College Board Plan. Without this information asking the public to comment on making this major change is premature. Schools have gone through extensive preparation to administer the Smarter Balanced Assessment in 2015. It is discouraging that all of that work will be discarded after only one year. It is true that the Smarter Balanced Test is unproven but, since the SAT will also be revamped, it too will be an unproven instrument. It is concerning that the SAT will not have a writing section as part of the state assessment. It is mentioned that the writing portion is optional but this part will not be paid for by the state and, it is assumed, will not be part of the reported state scores. If a student's ability to communicate appropriately can only be measured through a performance assessment using the SAT has removed this important performance from the assessment process. Having the entire SAT test be a series of multiple-choice questions is concerning. Schools are retooling to be adaptive and students focused where using technology for instruction is becoming more common place. Using the "one size fits all" paper and

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 Renewal - Feedback Survey  
 Created on 3/16/2015

- ✓ Questions: 8, Pages: 7
- ✓ Survey language: English
- ✓ Theme: Aqua

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Edit Design Preview Survey

RESPONSE SUMMARY

55

Total Responses

OPEN

Overall Survey Status

▲ SURVEY ALERTS: ON

Collectors

Web Link 1

Responses: 55

Since 3/16/2015

OPEN

Website Collector 1

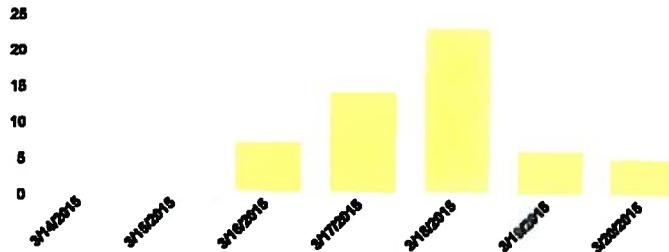
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Response Volume

3/14/2015 - 3/20/2015



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**RESPONDENTS: 83 of 83**

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Respondent #83

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Last Modified: Friday, March 20, 2016 12:01:07 PM  
Time Spent: 00:38:51  
IP Address: 84.222.248.62

**PAGE 2**

**Q1: What is your primary role in education?**

Other (please specify) Librarian

**PAGE 3**

**Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?**

Student-centered, personal, competency-based, college and career ready

**Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?**

Unclear why SATs were selected for H.S. assessment

**PAGE 4**

**Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?**

Moving from punishment to positive and innovation

**Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?**

Adequate support in school that need it? Funding issues?

**PAGE 5**

**Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?**

Ran out of time to complete reading doc as only received this morning late.

**Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?**

The evaluation of teachers must move away from standardized assessment results.

**PAGE 6**

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

It seems that we are moving toward a more progressive and flexible educational system that will serve our students.

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Respondent #51

All Pages

#51

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Last Modified: Friday, March 20, 2015 10:21:30 AM  
Time Spent: 00:02:25  
IP Address: 64.223.247.208

PAGE 2

Q1: What is your primary role in education?

School Administrator

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

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3/20/15

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The SAT is diminishing as a required assessment for college admissions. Studies have found that the SAT does not correlate well with student success in college. It is understood that the SAT will change in 2016; however, those changes have only been superficially communicated. Using an assessment whose importance to colleges is diminishing to determine if a student is college and career ready does not seem prudent. The statistic in the waiver quoting a 10% increase in Maine for college-going students after the SAT was used as the state assessment is a correlation statistic and cannot prove causation meaning that the SAT being used as the state assessment may not have caused the increase in college-bound students as is implied in the waiver.

Those students heading to college may place more emphasis on taking the SAT than they have in taking the Smarter Balanced Assessment but there are still many students for whom college is not their goal or their college does not require the SAT so that this assessment will still have little consequence to their future.

The test is not free to college-bound students. Students who are going to colleges that request the SAT will still be required to pay additional fees to have the writing portion of the assessment as part of their test. In addition, the SAT costs the state more than the Smarter Balanced Assessment. For everyone, the SAT is more expensive.

The Smarter Balanced Assessment was built to test the Common Core Standards. Questions have been vetted for this process alone. They are thought-provoking and interactive so that it is possible to determine whether the students are parroting back information or they truly understand the content. Tests, such as the SAT, constructed only of multiple-choice questions without any meaningful performance tasks are less likely to be able to assess out student understanding.

The computerized nature of the Smarter Balanced Assessment affords many advantages to this assessment. The primary advantage is that the assessment can be adaptive and can better determine the student's strengths and weaknesses than can the paper and pencil SAT. In addition, numerous accommodations have been built into the Smarter Balanced Assessment so that a broader spectrum of students can access this test on a level playing field. "Enhanced Accommodation" is not explained in the waiver and how this will assist students in providing them appropriate access to the assessment. In addition, the caveat that these accommodations "may affect college reporting scoring" is concerning.

The SBAC has numerous supports to assist learners in high school before they take the summative assessment in grade 11. The interim assessments are important parts of the testing system that provide formative information for teachers to help students learn. In addition, the Digital Library will provide faculty opportunities to collaborate with others on effective instructional strategies to teach the Common Core Standards so that students are ready for the assessment. If the SAT Khan Academy materials are similar to current SAT test prep courses their value in the learning process is small as their main focus is only to teach students how to take the test. Such video instructional materials have little interactivity. The Interim Assessments and the Digital Library are important tools that will no longer be available if the state adopts the SAT.

The SAT may be an expedient, low-risk solution to a high school standardized assessment; however, the Smarter Balanced Assessment provides a more thorough, comprehensive assessment system for students.

Sincerely,

Dr. Christopher Harper  
Dean of Academic Affairs  
Pittsford Academy

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Respondent #49

All Pages

#49

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IP Address: 107.3.99.5

PAGE 2

Q1: What is your primary role in education?

School Board Member

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

We want a public hearing.

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

We want a public hearing

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

We want a public hearing.

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

We want a public hearing.

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

We want a public hearing

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

We want a public hearing.

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

**WE WANT A PUBLIC HEARING!** This is not a matter to be decided in secrecy or by back room deals. You are over reaching and harming our children. We will not allow it.

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All Pages

#47

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Last Modified: Thursday, March 18, 2015 12:31:26 PM
Time Spent: 01:23:27
IP Address: 60.208.70.98

PAGE 2

Q1: What is your primary role in education?

School Administrator

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

The waiver renewal provides students with assessments which have an intrinsic value to them.

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Principle 2 incentivizes continued improvement of instruction and assessment. We will be improving the system we have, and building on its strengths.

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Schools will have formalized student growth data

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

We will need to continuously clarify that this paradigm shift will require teachers in all subject areas feel responsible for the continued improvement of students in subject areas which may not be their area of expertise

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

Respondent skipped this question

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All Pages

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Last Modified: Wednesday, March 18, 2018 8:21:51 PM
Time Spent: 00:35:12
IP Address: 65.175.241.83

PAGE 2

Q1: What is your primary role in education?

School Board Member

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

As a school board member with 4 students in the Rochester schools, currently there are no strengths in the programs provided to our students.

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Competency based education is weak, there is no rigor, our students are bored and unmotivated. Competencies should be eliminated altogether and return to formal methods of teaching.

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Replacement of Smarter Balance.

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

We should not be assessing our children, but they should be taking achievement tests. Nobody knows what is in these new assessments. I do not believe we should be utilizing psychometric testing on children. Transparency is missing. Lack of communication with the public. Losing public control. Make the test truly developed by local educators. Do not partner with any organization/company that makes a living developing and maintaining the data. Our children are not up for grabs.

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

The only strength is the building principals and teachers.

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Teachers are not all on board with competencies and interpret them as they wish. Teachers who make a difference are threatened. Teachers received an education to teach and they should be allowed to teach, not follow a script that someone who has never stepped foot into a classroom has decided how it should work.

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

The waiver is selling our soul to the devil. The Federal Government is violating its own laws. The ESEA waiver is illegal. We needed to put teaching back into the schools, stop the touchy feely nonsense, political correctness, over surveying asking intrusive questions about family life and teaching to the test and nothing more. This is the TRUE current state of our education system.

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#34

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Last Modified: Wednesday, March 18, 2015 4:08:28 PM  
Time Spent: 00:02:23  
IP Address: 70.182.8.128

PAGE 2

Q1: What is your primary role in education?

Other (please specify) Parent

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Stop testing our kids

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Stop testing our kids

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Stop testing our kids

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Stop testing our kids

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Stop testing our kids

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

It's clear that testing our kids is a money maker. You are creating anxiety, anger and resentment. Kids feel stupid because the tests are created to fail. Stop!

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Time Spent: 00:01:20  
IP Address: 73.142.168.11

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### PAGE 2

Q1: What is your primary role in education?

Legislator

### PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

How about the required public hearing? Survey monkey does not seem to fit the bill

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

### PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Bring this to hearing

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

### PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

### PAGE 6

**Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.**

*Respondent skipped this question*

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Respondent 889

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Time Spent: 00:07:41  
IP Address: 70.66.189.205

PAGE 2

Q1: What is your primary role in education?

District Administrator

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

The State of NH is committed to Career and College Ready Standards and has been for several years. Using the SAT for HS.

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

*Respondent skipped this question*

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 Time Spent: 00:03:03  
 IP Address: 24.62.208.165

PAGE 2

Q1: What is your primary role in education?

Community Member

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Nothing, it's illegal

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Nothing, it's illegal

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Nothing, it's illegal

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Nothing, it's illegal

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

Common Core has proven to be worse than NCLB therefore I believe instead of pursuing the waiver, we should abandon all efforts.

NO to Next Generation Science Standards  
NO to teacher evaluations based on test scores  
NO to accountability to bureaucrats vs parents

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IP Address: 199.182.2.68

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PAGE 2

Q1: What is your primary role in education?

NH DOE Staff

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Implementation of the SAT as the state assessment for 11th graders

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

unclear - PACE  
When competencies are decided at the High School levels, must all schools be moving to the same competencies for each core course? Who will determine what competencies (and to what depth) will it be covered in a core course?

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

pg 88 Paragraph 1 - Last line  
As a result, has created a system that ensures intervention well before any school drops to a 60% rate. This is such a proactive move not reactive!

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

pg 88/89 implementing UDL . What 8 districts were selected? Did they include various representations of schools ie elementary, middle, high? Did they currently use a PBIS approach? Is the PBIS redefined - and if so, was it previously show to be effective at the High School level?

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

pg 117 Domain 4 in reference to novice teachers - teachers are exempt from domain due to classification of novice. Allows time for a new teacher not to take on too much the first couple of years

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

pg 117 - domain 4 - novice teacher exempt from Domain 4 - what if they do take on organizations would they get "positively" recognized for that fact in their observation?  
Also, in Domain 2 "Formal Observation" what constitutes the time frame for a formal observation? If it is one block at a HS and it must be minimum 4X's a year - How will the Principal get to all the observations?

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

pg 118 - last full paragraph AWESOME! There is a large amount of fear out there that teachers will be let go because of how "test" students do, when they never had them before. The second part of the fear, is collaboration. If it is all on one teacher, why would I share if I'm doing it right? I want my bonus. (not a rational fear but it is a fear).

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Respondent #22

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PAGE 2

Q1: What is your primary role in education?

District Administrator

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

**Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.**

I am 100% opposed to using the SAT as the 11th Grade state assessment. The SAT was never designed to be used in this manner; it is an assessment that predicts success for students in their first semester of college - it is not appropriate to use it otherwise.

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Respondent #15

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#15

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Last Modified: Tuesday, March 17, 2015 11:27:47 AM  
Time Spent: 00:10:38  
IP Address: 173.14.162.225

PAGE 2

Q1: What is your primary role in education?

Classroom Educator

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

The ability to protect states' rights as promised in the US Constitution.

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Any strings attached to the federal government.

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

see #2

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

see #3

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

States are legally bound to establish their educational procedures.

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IP Address: 60.157.101.162

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PAGE 2

Q1: What is your primary role in education?

Other (please specify) School Psychologist

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 6

**Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.**

I apologize for not commenting specifically on the separate sections of the plan - my comments are more general. I have worked in NH schools for 20 years in several different districts, and consistently have found a lack of accountability for the implementation of social/emotional learning. The use of the ASCA model is mandated, as are the College and Career Ready standards, at the K-12 level ... and yet any sort of consistently-implemented, school- or district-wide program for these tends to fall by the wayside as the pressure mounts to get kids ready for SBAC and getting good grades so that the school's college-acceptance rate is favorable. Meanwhile students' social/emotional functioning is not being routinely assessed and addressed. We have some excellent programs such as Second Step and PBIS that are evidence-based to help develop these skills in students and to identify the need for Tier 2 and 3 interventions, yet these often exist in name only or are so poorly and inconsistently implemented that they are wholly ineffective.

One major contributor is that there doesn't seem to be any REAL accountability for this ... not for teachers, principals, or districts. There is no SBAC testing for this. Discipline, attendance, and drop-out rates might be examined, however those don't tell the whole story. The nightly news is not filled with stories of people with academic difficulties, it is filled with stories of people who cannot manage frustration and strong emotions and cannot problem-solve effectively. I think NH should be doing a LOT more to address this by holding schools more accountable to implementing to the social-emotional curriculum.

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Respondent #10

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 Time Spent: 00:00:39  
 IP Address: 199.192.2.66

PAGE 2

Q1: What is your primary role in education?

NH DOE Staff

PAGE 3

Q2: With regard to Principle 1, what do you feel are the strengths of New Hampshire's waiver renewal?

Respondent skipped this question

Q3: With regard to Principle 1, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

Respondent skipped this question

PAGE 4

Q4: With regard to Principle 2, what do you feel are the strengths of New Hampshire's waiver renewal?

test

Q5: With regard to Principle 2, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

test

PAGE 5

Q6: With regard to Principle 3, what do you feel are the strengths of New Hampshire's waiver renewal?

test

Q7: With regard to Principle 3, what is missing, unclear, or should be added to strengthen New Hampshire's waiver renewal?

test

PAGE 6

Q8: Finally, please share any additional comments about New Hampshire's plan for its ESEA Flexibility Waiver Renewal.

*Respondent skipped this question*

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### **Importance of Working Together for New Hampshire's Future**

Across the country higher education, K-12 educators and business leaders are worried about how students are being prepared for the future and what they need to know as they begin their careers. On a global scale reports indicate we have lost ground to other industrialized nations, who are reportedly more nimble in their adjustments to what and how they teach students. In New Hampshire, we have very clear warning signals that something needs to change. According to a report issued by the NH Center for Public Policy Studies, our state's workforce is projected to decline nearly 10% between now and the year 2030. Nationally, most other states project growth in their workforce numbers. This is unacceptable.

Perhaps more alarming is the spike in child poverty in New Hampshire. Our state is among the wealthiest in terms of average family income, and we are among the most highly educated based on the percentage of residents holding a college degree. However, a gap is growing rapidly between the "haves" and the "have-nots". Our state experienced the largest increase in child poverty in the country from 2011 to 2012, with a more than 30 percent increase and more than a 75 percent increase between 2007 and 2012. As our population ages, we are not doing enough to protect our education pipeline. The New Hampshire Advantage is directly tied to these outcomes and it is at risk of unraveling.

The Center for Public Policy Studies conclusion says it all: "We need to do a better job educating our own to support economic activity." A quality education provides a ladder to success and a lifeline to climb out of a challenging economic situation. Education offers genuine hope and opportunity to those who are disadvantaged. Business, education and policy leaders, along with parents and students, must be actively committed to protecting and improving our education system. We are all stakeholders in this conversation.

For the education pipeline to produce desired results our graduates must be able to demonstrate specific skills and competencies that match the needs of today's complex world. The New Hampshire Department of Education, led by Commissioner Virginia Barry, is to be congratulated for taking on a number of education reform initiatives targeted at addressing the pressing challenges ahead. Among several reform initiatives is implementation of competency based learning strategies, adoption of the standards incorporated in the Common Core and improved statewide understanding of student learning

objectives. As presidents of New Hampshire's public and private colleges and universities we bring both diversity and individual perspectives in approaching education reform. However, we are unanimous in our shared praise for the efforts of the New Hampshire Department of Education. Change is never easy and not every reform effort is embraced by everyone. Unquestionably, working to address needed change is more important than ever. Other programs deserving our collective attention include:

- **STEAM Ahead NH**, a partnership of Manchester schools, local colleges and businesses to ensure graduates have the right skills in science, technology, engineering, arts and math to compete and succeed in the business world.
- **The "10,000 Mentors Project"** by former NH Board of Education Chair Fred Bramante which intends to more directly engage business leaders in the education and training of today's youth through apprenticeship and training.
- **NH Scholars** which encourages middle and high school students to take a more rigorous academic curriculum to better prepare them for college and career. Already 73 high schools are participating and all New Hampshire public high schools are on track to join by 2015.
- **Smarter Pathways**, through the NH Charitable Foundation, is focusing on STEM Pathways through secondary and postsecondary education.

Additionally, we are pleased to see the development of the New Hampshire Coalition for Business and Education founded by Northeast Delta Dental President Tom Raffio. The Coalition has created a sounding board for ways to improve public education and will advocate for turning those ideas into reality.

These are all admirable projects that deserve our focus and energy and we cannot forget what is at stake. The Business and Industry Association of NH's recent Strategic Economic Plan concludes, "Business leaders have expressed growing unease about the direction of the state." We all share the same goals: identify business needs, make sure that what is being taught meets business needs, and keep our best and brightest right here in New Hampshire. It's time to roll up our sleeves and get to work, together.

**Board of the New Hampshire College & University Council**

## Survey for College- and Career-Ready Standards Implementation

The NH Department of Education is interested in understanding more about the implementation of your district's college- and career-ready standards in English language arts and mathematics. We would appreciate it if you would take a few minutes to complete this survey to help us gain a more precise picture of where we are as a state. Thank you.

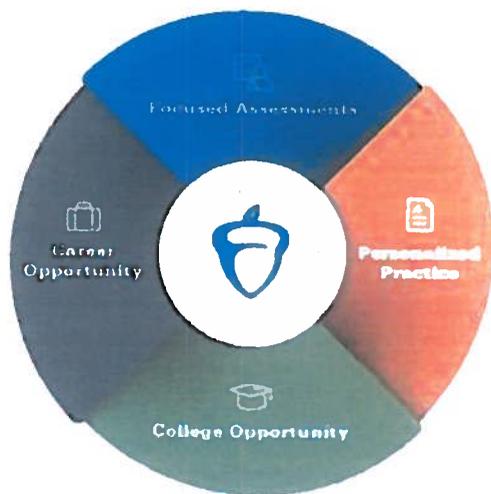
<i>Item</i>	<i>Responses</i>
Identify District(s) (check all that apply)	Open-ended or drop down menu if possible
<b>English Language Arts Standards</b>	
Is your district using the Common Core State Standards in English language arts (ELA)?	Drop down: <ul style="list-style-type: none"> <li>• Yes, exactly as developed</li> <li>• Yes, with modifications</li> <li>• Not at all</li> </ul>
If you are using the Common Core State Standards in ELA with modifications, how are you modifying them?	Open-ended
If your district is not using the Common Core State Standards in ELA as developed, what process have you used to ensure that your standards are aligned with college- and career-ready expectation?	Drop down: <ul style="list-style-type: none"> <li>• Peer Review</li> <li>• External Expert Review</li> <li>• Other</li> </ul>
What does your district call your ELA standards?	Drop down: <ul style="list-style-type: none"> <li>• Common Core State Standards in ELA</li> <li>• Other (with a text box for response)</li> </ul>
<b>Mathematics Standards (follow format for ELA)</b>	
Is your district using the Common Core State Standards in mathematics?	Drop down: <ul style="list-style-type: none"> <li>• Yes, exactly as developed</li> <li>• Yes, with modifications</li> <li>• Not at all</li> </ul>
If you are using the Common Core State Standards in mathematics with modifications, how are you modifying them?	Open-ended
If your district is not using the Common Core State Standards in mathematics as developed, what process have you used to ensure that your standards are aligned with college- and career-ready expectation?	Drop down: <ul style="list-style-type: none"> <li>• Peer Review</li> <li>• External Expert Review</li> <li>• Other</li> </ul>
What does your district call your mathematics standards?	Drop down: <ul style="list-style-type: none"> <li>• Common Core State Standards in mathematics</li> <li>• Other (with a text box for response)</li> </ul>
<b>General Questions</b>	
Are there any promising practices occurring in your district regarding the implementation of college- and career-ready standards that you would like to share? If so, please explain.	Open-ended



## SAT® School Day for all 11<sup>th</sup> Graders in New Hampshire

The College Board is proud to partner with the New Hampshire Department of Education to offer the SAT School Day and associated services to all 11<sup>th</sup> graders in the state of New Hampshire. The SAT School Day is part of The College Board Readiness and Success System.

### The College Board Readiness & Success System



**Easier** for students to navigate a path through high school, college and career

Extraordinary, **exclusive** partnerships that deliver **unprecedented** benefits to students, educators and states/districts

**Focused Assessments** – focused, clear and useful assessments that reflect what students are already learning in the classroom.

**Personalized Practice** - free, personalized, focused practice resources for all students.

**College Opportunity** - breaking down barriers to college through greater access to scholarships, fee waivers for all who need them, and AP credit. By offering the SAT School Day to all 11<sup>th</sup> grade students the New Hampshire Department of Education takes an active step in increasing college-going rates.

**Career Opportunity** - giving students access to better planning tools and the skills that matter most for jobs of the future, including STEM and coding.

Four-year college going rates rose 10 percentage points among students in Maine who took the SAT under a state-funded contract and would not otherwise have taken the SAT.



## The SAT Suite of Assessments

Our research clearly tells us that **college and career readiness is NOT a point in time** – in fact it is a process that requires students to **focus on what matters most** to be on target for college readiness. That is why we have designed a **suite of three assessments** that are tied to each other not only through **common content** but through a **common scale** that measures **student growth in readiness**. Working together, our assessments provide **useful benchmarks** and consistent **feedback for measuring student progress over time** – allowing teachers to **accelerate students** who are either ahead or behind.



## SAT School Day Package

- All public high schools in New Hampshire are established as test centers to administer the SAT during a school day – providing a college entrance credential that is linked to success in college courses. The SAT is accepted for admission at virtually all colleges and universities around the globe.
- Professional development and training for all test administration staff as well as classroom teachers and counselors on how to use the reporting results in the classroom.
- Reporting that ties directly to instruction and New Hampshire state standards.
- World-class FREE SAT preparation in partnership with Khan Academy – including personalized practice plans for every student to strengthen essential readiness skills and tools to help teachers supplement great classroom instruction.
- Access for students to college planning tools, like the Student Search Service®, which connects students with information and financial aid opportunities from more than 1,200 colleges, universities, scholarship programs and educational organizations.
- Research and psychometric support for the New Hampshire Department of Education for processing and reporting of scores.

# TITLE XV EDUCATION

## CHAPTER 193-H SCHOOL PERFORMANCE AND ACCOUNTABILITY

### Section 193-H:1

**193-H:1 Definitions.** – In this chapter:

I. "Commissioner" means the commissioner of the department of education.

I-a. "Competencies" means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains.

II. "Department" means the department of education.

III. "Effective teacher" means a person who is certified by the local school board and holds a valid teaching credential, and who has demonstrated, through a process approved by the department of education, teaching skills in the core subjects of instruction.

IV. "Focus school" means a low performing school that accepts federal funds from Title I, Part A of the Elementary and Secondary Education Act, and that has the largest within-school gaps between the highest achieving subgroup or subgroups of students and the lowest-achieving subgroup or subgroups of students or, for a high school, has the largest within-school gaps in graduation rates.

V. "Priority school" means:

(a) A school that accepts federal funds from Title I, Part A of the Elementary and Secondary Education Act, and that is among the lowest performing 5 percent of schools in the state based on the achievement of all students on the statewide assessment pursuant to RSA 193-C and which, when measuring the achievement of all students, has demonstrated a lack of progress on the statewide assessment over 3 years; or

(b) A high school with a graduation rate of less than 60 percent over 3 consecutive years.

VI. "Statewide assessment" means the New Hampshire education improvement and assessment program as established under RSA 193-C.

VII. "Work-study practices" means those behaviors that enhance learning achievement and promote a positive work ethic such as, but not limited to, listening and following directions, accepting responsibility, staying on task, completing work accurately, managing time wisely, showing initiative, and being cooperative.

**Source.** 2003, 314:6, eff. July 22, 2003. 2013, 263:2, eff. Sept. 22, 2013.

### Section 193-H:1-a

**193-H:1-a Purpose.** –

I. The purpose of this chapter is to create an accountability model that will best support schools and educators as they work to enable all students to progress toward college and career readiness with clearly defined learning outcomes.

II. New Hampshire's student assessment system should promote and measure knowledge and skills that lead students to graduate from high schools ready for college and career.

III. Students best learn at their own pace as they master content and skills, allowing them to

advance when they demonstrate the desired level of mastery rather than progressing based on a predetermined amount of seat time in a classroom will assure that students will reach college and career readiness.

IV. New Hampshire's system of educator support should promote the capacity of educators to deeply engage students in learning rigorous and meaningful knowledge, skills, and work-study practices for success in college, career, and citizenship.

V. Competency-based strategies provide flexibility in the way that credit can be earned and awarded and provide students with personalized learning, including those that are offered through on-line, blended, and community based opportunities.

Source. 2013, 263:1, eff. Sept. 22, 2013.

## Section 193-H:2

### 193-H:2 Statewide Performance Targets. –

I. On or before the 2013-2014 school year, schools shall ensure that all pupils are performing at the basic level or above on the statewide assessment as established in RSA 193-C.

II. In addition to the requirements of paragraph I, schools shall meet statewide performance targets as approved by the legislative oversight committee established in RSA 193-C and thereafter, as established in rules adopted by the state board of education pursuant to RSA 541-A which shall include rules for:

(a) The statewide improvement and assessment program pursuant to RSA 193-C.

(b) Attendance rates.

(c) The percentage of pupils who graduate with a diploma from an approved high school.

III. Notwithstanding RSA 541-A, the state board of education shall receive approval from the legislative oversight committee established in RSA 193-C prior to the submission of any rules to the joint legislative committee on administrative rules relative to statewide performance targets required under this section.

Source. 2003, 314:6, eff. July 22, 2003. 2013, 263:3, eff. Sept. 22, 2013.

## Section 193-H:3

### 193-H:3 Identification and Public Disclosure of Priority Schools and Focus Schools. –

I. The commissioner shall annually compile and disseminate to the governor and council, the president of the senate, the speaker of the house of representatives, local school boards, superintendents of schools, and the public, and shall make available on the department website, a list of priority schools and focus schools based on the statewide performance targets established in RSA 193-H:2.

II. A school or school district designated by the commissioner as a priority school or a focus school shall have 30 days from the date of the report to appeal such designation to the state board of education.

Source. 2003, 314:6, eff. July 22, 2003. 2013, 263:4, eff. Sept. 22, 2013.

## Section 193-H:4

### 193-H:4 Local Education Improvement Plan; Strategic Responses. –

I. (a) A school or school district shall have one year from the date that a school or school district has

been designated as a priority school or a focus school pursuant to RSA 193-H:3 to take action to remedy identified problems at the local level. The school or school district shall create a plan that identifies actions that it intends to correct the areas of concern. This plan shall be submitted to the state board within 90 days of the date that the school or school district was designated as a priority school or a focus school. If the plan does not sufficiently address the areas of concern, the state board shall disapprove the plan within 30 days. If the state board disapproves the plan, the state board's designee shall work with the school or school district to amend the plan so that it meets state board approval. One year following the designation, if the school or school district is not making satisfactory progress in implementing its plan, the commissioner of education shall issue a notice to the school or school district and shall initiate a process for providing assistance pursuant to paragraph II; or

(b) If a school or school district has been designated as a priority school or a focus school, then the school or school district may request assistance from the department of education. The department shall provide technical assistance to those schools that request assistance under this section.

(c) On or before the one year anniversary of being designated as a priority school or a focus school, the commissioner shall designate a progress review team to evaluate the implementation of the improvement plans and the progress toward state performance targets. The progress review team shall deliver a report to the state board. This report shall include evidence of satisfactory implementation and progress towards state performance targets or lack thereof and recommendations regarding future actions pursuant to subparagraph II(b).

II. The department of education and the state board of education shall work cooperatively with the school or school district to provide assistance as follows:

(a) Within 30 days of a school district's request for assistance pursuant to subparagraph I(b), the commissioner of education may appoint a peer review team to review the educational programming and effectiveness of the school or school district. In cooperation with local officials, the team shall prepare and present a report at a regularly scheduled public meeting of the local school board and to the state board. This report shall be issued within 30 days of the team's appointment. Based on this report, the school or school district and superintendent shall, within 90 days of the issuance of the report, prepare a corrective action plan and submit it to the state board for approval. If the plan is not approved, the school or school district may revise the plan and resubmit it to the state board. The school or school district may decide to implement the corrective action plan on its own, through the use of a technical assistance advisor, or through the use of a peer review team. Any such decision shall be included in the corrective action plan.

(b) If the state board does not approve a corrective action plan in accordance with subparagraphs I(a) or II(a), or upon the state board's adoption of a progress review team recommendations, the commissioner of education shall work with the school or school district to revise the corrective action plan. If the school or school district does not revise the corrective action plan within 60 days or the state board does not approve the revised corrective action plan, then the commissioner of education shall submit in a timely manner a corrective action plan, including methods for implementing it, to the state board for approval. The state board shall direct the school board to implement the plan pursuant to RSA 186:5.

III. At a minimum, the corrective action plan filed by the commissioner shall:

(a) Identify the area in which the school needs to meet the annual statewide performance targets established under RSA 193-H:2.

(b) Identify and describe the strategy the school intends to implement to improve its performance.

(c) Establish and explain a strategy designed to promote family and community involvement.

(d) Detail how the school district budget reflects the goals of the local education improvement plan.

IV. In addition to the provisions of paragraph III, each plan filed by the commissioner may include

the following elements:

- (a) The school's curriculum including curricular priorities and instructional materials.
- (b) Instructional models that incorporate research-based practices that have been proven to be effective in improving student achievement.
- (c) Formal and informal opportunities to assess and monitor each child's progress.
- (d) Evidence of data-based decisions.
- (e) Structural reform strategies that may include schedule, organization, support mechanisms, and resources.
- (f) Shared leadership structure to support school improvement.
- (g) Professional development that is aligned with school improvement goals.
- (h) External support and resources based on their effectiveness and alignment with the school improvement plan.
- (i) Extended learning activities for students.

Source. 2003, 314:6, eff. July 22, 2003. 2013, 263:5, 6, eff. Sept. 22, 2013.

### **Section 193-H:5**

**193-H:5 Powers of the Department of Education.** – Nothing in this chapter shall be construed to permit either the department of education or the state board of education to take control of the daily operations of any local public school.

Source. 2003, 314:6, eff. July 22, 2003.

# New Hampshire's Approach to Meeting the Requirements of Principle 3 ESEA Waiver Renewal

Requirements	Actions Taken	Future Actions
<p><b>1. The teacher and principal support and evaluation systems will be used for continual improvement of instruction</b></p>	<p>New Hampshire's House Bill 142, 180-1a, III requires that districts develop evaluation plans. It clearly states that local school boards SHALL involve teachers and principals in the development of these plans. Guidance for developing evaluations and the components of the plans is outlined in <u>New Hampshire's Phase II Task Force Report</u>.</p> <p>Additionally, <u>New Hampshire's Administrative Rule Ed-512.02</u> requires that a school district's Professional Development Master Plan direct continuous professional learning to increase teacher effectiveness and improve results for all students.</p> <p>The principals involved in the <u>Principal Evaluation Task Force</u> include Arthur Adamakos, Principal, Manchester Memorial High School, Chair Peter Durso, Principal, Nottingham West Elementary School, President of NHASP Nancy Parsons, Principal, Lebanon High School, President-Elect of NHASP Karen Soule, NHDOE Matthew Forest Ed.D, Principal, Groveton Elementary School Thomas Ronning, Principal, Fall Mountain Regional High School Robert Manseau, Principal, Campbell High School (Litchfield) Bonnie Kuras, Principal, Sanbornton Central School George Murray, Assistant Principal, Woodbury School (Salem) Shelli Roberts, Principal, Stark Village School Daniel Moulis, Principal, Windham Middle School Justin Benna, Principal, Enfield Village School Kevin Johnson, Ed.D., Principal, Kearsarge Regional High School Timothy Rice, Principal, Barnstead Elementary School Janet Valeri, Principal, Ledge Street School (Nashua) Kristen Wilson, Assistant Principal, Lebanon High School.</p> <p>Teachers and principals played a significant role in all three task forces. All meetings were held in the late afternoon, early evening so that teachers could attend and not have to take time away from their students. The Commissioner of Education reached out to the New Hampshire Association of School Principals (NHASP), New Hampshire School Administrators Association (NHSAA), NEA-NH, AFT-NH, Learning Forward, Council for Teacher Education, content professional organizations, NH PTA, State Board of Education, State Legislators, NH School Boards Association, former teachers of the year to get</p>	<ol style="list-style-type: none"> <li>1. Continue to work with local school districts in plan development and implementation.</li> <li>2. Work with NEA-NH to distribute and ensure access to webinar explaining the waiver and the NH Model Support and Evaluation System.</li> <li>3. Presentation at spring NEA-NH Instructional Conference on the Model Educator Support and Evaluation</li> <li>4. Convene a representative team of principals to review the refreshed Interstate School Leaders Licensure Consortium (ISLLC) standards to determine what revisions and updates need to be made.</li> <li>5. Convene subcommittee from Professional Standards Board to update rule for credentialing principals.</li> </ol>

	<p>recommendations. Formal invitations were sent out and everyone who showed an interest in participating. Page two of the <u>New Hampshire Task Force on Effective Teaching Phase I Report</u> lists the participants and page 29 lists what organizations they represent. Page one of the <u>New Hampshire Phase II Task Force Report</u> lists all of the participants. In addition, Guiding Principle #2 in the Task Force Report states:</p> <p><i>“The State Model System was designed collaboratively among teachers, leaders, and other key stakeholders. The Task Force recommends that the same process be considered by local school districts in the development of their systems. Individual educators should have significant input into the development of their specific goals.”</i></p>	
<p>2. Meaningfully differentiate performance levels</p>	<p><u>The New Hampshire Model Educator support and Evaluation System</u> The State Model System classifies the performance of all licensed personnel as:</p> <ul style="list-style-type: none"> <li>• Highly Effective</li> <li>• Effective</li> <li>• Needs Improvement</li> <li>• Ineffective</li> </ul> <p>This is based on data from:</p> <ol style="list-style-type: none"> <li>1. Measures of the various standards for professional practice drawn from the four domains; and,</li> <li>2. Measures of student learning.</li> </ol>	<p>Schools will develop specific evidence using the performance level descriptors set forth in the Task Force as a basis for each educator that will determine an individual and overall rating for each educator’s effectiveness based on the performance level of educators using district selected tools that align with the NH model.</p>
<p>3. Use multiple valid measures in determining performance levels, including significant factor data on student growth, for all students (including English Language Learners and students with</p>	<p>The <u>Phase II Task Force Report</u> clearly states that the ESEA Flexibility Waiver requires all Title I schools to weight 20 percent of educator evaluation determinations on evidence from student learning.</p> <p>Guiding principle #6 of the Phase II Task Force Report states that the effectiveness rating of each educator is based on multiple measures of teaching practice and student outcomes including multiple years of data when available, especially for student learning. Guiding principle #8 states that the model system is differentiated for at least beginning educators and perhaps for various classifications of educators.</p>	<p>A tri-annual review of all Priority and Focus Schools began this year. All districts will have the opportunity to participate in the NH peer review process (based on Oregon’s process).</p> <p>Each district must submit a Professional Development Master Plan for review that link their professional development goals to</p>

<p>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)</p>	<p>The specific measurement in the New Hampshire Educator Support and Evaluation System model describes the type and frequency of data collection for each of the major domains of professional practice that in NH are based on the Interstate New Teacher Assessment and Support Consortium (inTASC) standards. In order to assure that the model is fair and equitable for all educators, and to support guiding principle #8 from the NH Task Force on Effective Teaching Phase II ("The model system is differentiated for at least beginning and experienced educators and perhaps for various classifications of educators as well, e.g., specialists"), Commissioner Barry convened a subcommittee of special education, English Language Learner (ELL), and general education teachers, along with school district leaders to review the Task Force Report and the current research related to teacher supervision and evaluation of ELL and special educators.</p> <p>Thus, pursuant to confirming the advantages to a single supervision system, this subcommittee recommended the following to the New Hampshire Department of Education:</p> <ul style="list-style-type: none"> <li>• Common standards/frameworks for the supervision and evaluation all educators</li> <li>• Roles and responsibilities clearly articulated for all educators</li> <li>• Systems differentiated based on roles and responsibilities</li> <li>• Job descriptions incorporated into local evaluation systems that reflect the roles and responsibilities of positions within a given district or school</li> </ul> <p>Each educator must establish yearly professional goals in consultation with his/her administrator, document the processes followed and products associated with these tools through a strategic collection. They must also review and reflect on these goals and artifacts formatively each year and summatively during the year of the educators' evaluation.</p> <p>New Hampshire uses the scoring rubric from the Center for Assessment and their Student Learning Objective (SLO) Tool Kit as a guide for districts in our outreach to all schools and districts. These materials are also on the NH Networks. In addition training materials, video modules, and face-to-face trainings are provided to all.</p>	<p>improved educator practice and improved student outcomes.</p> <p>Based on the recommendations of the Special Education and ELL Subcommittee report outreach continues on the NH Educator support and evaluation model as well as training on the student outcomes component.</p>
	<p>The Specialist Subcommittee continues to meet. Based on their extensive research, both at the state and the federal level, the subcommittee will bring recommendations to the Commissioner of Education by July 2015.</p>	<p>When Student Growth Percentile (SGP) data becomes 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. Schools will use SGPs as one component of the 20 percent student growth measure required in an overall teacher and principal evaluation and support system.</p>

**4. Evaluate teachers and principals on a regular basis**

In the guiding principles of the Phase II Task Force Report state that the model system is differentiated for beginning educators and experienced educators who have achieved specific levels of performance. NH's Phase II Task Force recognized that in order to sustainably implement local support and evaluation systems, differentiation is necessary. Interestingly, this was two years prior to a recent Carnegie report advocating for similar differentiation strategies<sup>1</sup>. 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 SLO and/or SGPs.

The model system requires summative evaluations for each beginning educator annually for their first three years in the profession. For all other educators, the model requires evaluating each educator annually or more often until he/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.

New Hampshire expects that principals, including assistant principals, be evaluated every year. In New Hampshire, principals' 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.

<sup>1</sup> 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](http://www.carnegiefoundation.org).

<p><b>5. Provide clear, timely and useful feedback, including feedback that identifies need and guides professional development</b></p>	<p>Guiding principles #11 and #12 in the Phase II Task Force clearly speak to this.</p> <ul style="list-style-type: none"> <li>• The model system is committed to formative input, appropriate and timely feedback leading ultimately to the summative evaluation.</li> <li>• The model system is committed to professional development and support for educators as they seek to improve their effectiveness.</li> </ul> <p>In addition Ed 512.02, the professional development master plan shall define professional development that directs continuous professional development to increase educator effectiveness. The plan must also state how professional development increases student learning and academic achievement for all students and the relationship to the local evaluation system.</p> <p>The following is the link to the Professional Development Master Plan Review form (reviewed by peers):  <a href="http://www.education.nh.gov/certification/pdmasterplans.htm">http://www.education.nh.gov/certification/pdmasterplans.htm</a></p>	<p>Continue to monitor through Professional Development Master Plan peer review the connection to professional learning, student outcomes and improved educator practice. When multiple sources of data show lack of improved student outcomes then more focused, intentional and intensive support and resources will be provided to those schools and districts.</p> <p>Review of Ed 512 Approval of Professional Development Master Plans will be brought to the Professional Standards Board for review based on data from the field.</p> <p>Continued outreach from our Statewide Longitudinal Data System (SLDS) data coaches on data driven decision-making.</p>
<p><b>6. Informed personnel decisions</b></p>	<p>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 be 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 NH model includes the following expectations for such circumstances:</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. An experienced educator with two consecutive years of needs improvement ratings should be moved to ineffective status.</li> </ol>	<p>Individual districts that have Collective Bargaining Agreements (CBA) already have language in their CBAs. As schools and districts work collaboratively to review, refine or develop evaluation systems it will be up to local districts to determine how the personnel decisions will be made.</p>

- 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 being highly effective should participate in the mentoring and support of other educators in their district.

Additionally, Ed 512.02(c)(5) states the following:

Procedures for recommending individuals for recertification that provide evidence of each educator's growth in:

- a. Knowledge of content area(s), subject or field of specialization including requirements of individual certifications in Ed 506 and 507;
- b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.07;
- c. Professional standards as referenced in the local evaluation system; and
- d. Effective instructional practices related to school and district goals that increase student achievement as demonstrated by data such as, but not limited to:
  - 1. The education improvement and assessment program, RSA 193-C:3, III (*statewide assessment*);
  - 2. Portfolios;
  - 3. Analysis of student work;
  - 4. Standardized and other local assessment instruments; and
  - 5. Performance evaluations and portfolios of professional work.

This is also supported in New Hampshire by RSA 189:13, Dismissal of Teacher.