



## NEW HAMPSHIRE ASSOCIATION OF SPECIAL EDUCATION ADMINISTRATORS

July 30, 2013

## NEW HAMPSHIRE'S ESEA FLEXIBILITY WAIVER

## Flexibility Waivers

Waivers focus on:

- ▣ 2014 timeline for achieving 100% proficiency
- ▣ School and district improvement and accountability requirements
- ▣ Increased flexibility in use of federal Title funds
- ▣ Removing poverty threshold of 40% for Title I Priority and Focus Schools

## Theory of Action

If we believe that all students must be college-and/or career-ready...

then our system must advance students as they demonstrate mastery of content, skills and work-study practices...

which requires a comprehensive system of educator supports.

## ESEA Flexibility Waiver

College- and Career-Ready Expectations for All Students

State-Developed Differentiated Recognition, Accountability and Support System

Supporting Effective Instruction and Leadership

Reducing Duplication and Unnecessary Burden

## ESEA Flexibility Waiver

College- and Career-Ready Expectations for All Students

- State adoption of college- and career-ready standards in mathematics and English language arts/literacy
- Implementation support
- Participation in the Smarter Balanced Assessment Consortium (SBAC)
- Continued focus on ensuring high expectations and support to students with disabilities and EL students

## ESEA Flexibility Waiver

### State-Developed Differentiated Recognition, Accountability and Support System

- Building a Networked Strategy
- AYP designations and sanctions will no longer occur
- New AMO targets are set 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
- Title I Priority and Focus Schools have been selected and are posted on the NHDOE website
- All schools will be monitored for successes and challenges (Title I school results will be carefully reviewed by the US DOE)
- Announcement of Title I Reward Schools is expected in August

## AMO Target Chart - Example

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

## Title I Priority Schools

- This has been operationalized by adding the NECAP index scores for mathematics to the NECAP index scores for reading to produce a combined index score for each year. To identify the Priority Schools the NECAP combined index scores for 2010-2011, 2011-2012, and 2012-2013 were averaged and then rank ordered.
- Title I schools (as of October 1, 2012) will be identified on the rank-ordered list and 12 (5 percent of the Title I schools) of the most struggling Title I schools will be designated as our Priority Schools.
- In addition to these 5 percent of schools, those participating in the School Improvement Grant (SIG) program will be considered Priority Schools.

## Title I Focus Schools

- The definition of Focus Schools in ESEA Flexibility is based on an equity principle, whereby schools with the **largest achievement gaps** between subpopulations (*students with disabilities, English language learners, and economically disadvantaged students*) and others will be designated.
- To identify our Focus Schools, the NECAP index scores for reading and math will be averaged across all three of these student groups for each school. The **“equity index”** will be produced by calculating the combined NECAP index scores for each of the designated student groups in each school, as long as the student group met the minimum group size. The simple average across the three groups will yield the equity index for each school. The average will be computed for any or all of the student groups that are present in the school.
- This equity index will then be **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.
- A three-year average “equity index” will then be calculated and **10 percent of the most struggling Title I schools (regarding the gap)** that are not already identified as Priority Schools will be classified as Focus Schools.

## Turnaround Principles

1. 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, or 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.
2. 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.
3. Redesign the school day, week, or year to include **additional time** for student learning and teacher collaboration.

## Turnaround Principles

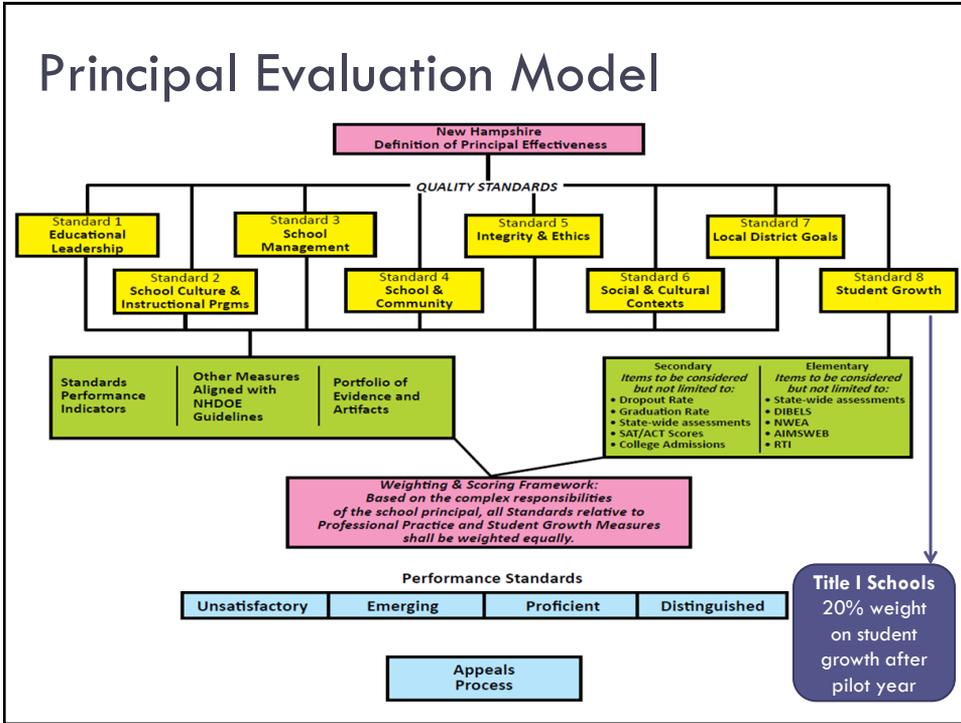
4. **Strengthen the school's instructional program** based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the CCRS.
5. **Use data to inform instruction** and for continuous improvement, including by providing time for collaboration on the use of data.
6. 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.
7. Provide ongoing mechanisms for **family and community engagement**.

## ESEA Flexibility Waiver

### Supporting Effective Instruction and Leadership

- Teacher and principal evaluation and support systems
  - State model principles/frameworks required for Title I schools
- 20 percent weight on student growth required in teacher and principal evaluations for all Title I schools
- Full implementation by 2015-16
- Informing personnel decisions by 2016-17

## PRINCIPAL EVALUATION AND SUPPORT SYSTEM



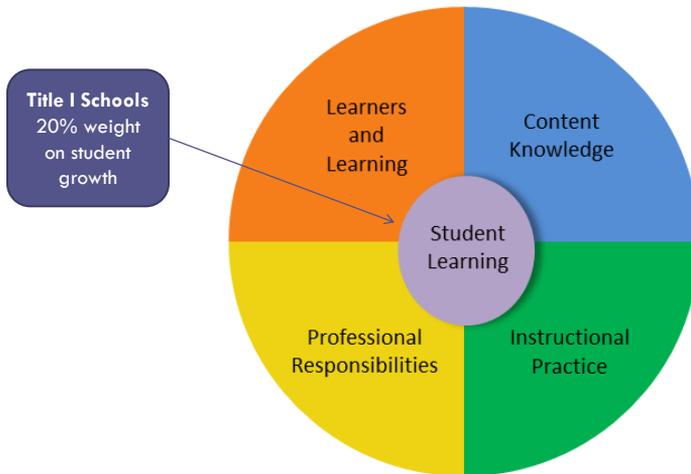
## Principal Evaluation Rubrics - Example

| Student Growth                                | A principal is an educational leader who promotes student growth using multiple sources of evidence.       |   |  |   |
|---|--|---|--|---|
| Performance Indicators:                       | Unsatisfactory   | Emerging  | Proficient   | Distinguished   |
| 8A – Individual and Collective Student Growth | Fails to use multiple sources of evidence to promote or plan for individual and collective student growth. | Minimally addresses individual and collective student growth.   | Consistently promotes individual and collective student growth.  | Takes a proactive approach and possesses comprehensive knowledge and skills in sustaining individual and collective student growth. |
| 8B – Development of Programs or Interventions | Fails to take any corrective actions involving programs or interventions.                                  | Creates programs or interventions but minimally uses the collected evidence to measure program success. | Initiates and maintains the development of programs and interventions that promote student growth.                                     | Continuously promotes a comprehensive plan for program or intervention implementation.  |
| 8C – Shows Progression of Student Growth      | Fails to monitor student progress and shows little or no progress made in student growth.                  | Monitors student progress and shows progression in student growth.                                      | Establishes systems for monitoring progress, accurately measures student achievement and experiences targeted gains in student growth. | Continuously promotes, evaluates and documents the intended outcomes of student growth.   |

# TEACHER EVALUATION AND SUPPORT SYSTEM

## Teacher Evaluation Model

### *Standards of Professional Practice*



## Teacher Evaluation Model

### 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. Local instantiations of the state model system must be **designed collaboratively** among teachers, leaders, and other key stakeholders such as parents and students as appropriate. Individual educators will have input into the specific nature of their evaluation and considerable involvement into the establishment of their specific goals.

## Teacher Evaluation Model

### Guiding Principles

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 and all local systems must be **comprehensive** and, to the maximum extent possible, **research-based** and built on **clearly defined standards of performance** for both students and teachers.

## Teacher Evaluation Model

### Guiding Principles

5. In the interest of promoting clear communication about effective teaching, local school district systems should use the **“performance level descriptors”** to describe the four levels of educator performance used in the state model system.
6. The effectiveness rating of each educator 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 growth.
7. The state model system is designed to ensure that the framework, methods and tools **lead to a coherent system** that is also coherent with the developing New Hampshire Principal Evaluation Model.

## Teacher Evaluation Model

### Guiding Principles

8. The state model system differentiates for at least novice and experienced educators and perhaps for various classifications of educators as well (e.g., specialists).
9. The state model system must 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.
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 Effectiveness Evaluation System.

## Teacher Evaluation Model

### Guiding Principles

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.

## ESEA Flexibility Waiver

### Reducing Duplication and Unnecessary Burden

- Lessen the paperwork burden
- No more SINIs/DINIs is a start
- Team will begin to review and provide recommendations in the fall of 2013

THANK YOU

QUESTIONS?

