



---

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

---

**DRAFT**

August 30, 2012

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

Commissioner: Virginia M. Barry, Ph.D

This page was intentionally left blank.

DRAFT

## TABLE OF CONTENTS

<b>CONTENTS WILL INCLUDE AFTER ALL REVISIONS HAVE BEEN MADE</b>		<b>PAGE</b>
Cover Sheet for ESEA Flexibility Request for Window 3		
Waivers		
Assurances		
Consultation		
Evaluation		
Overview of SEA's Request for the ESEA Flexibility		
<b>Principle 1: College- and Career-Ready Expectations for All Students</b>		
1.A	Adopt college- and career-ready standards	
1.B	Transition to college- and career-ready standards	
1.C	Develop and administer annual, statewide, aligned, high-quality assessments that measure student growth	
<b>Principle 2: State-Developed Differentiated Recognition, Accountability, and Support</b>		
2.A	Develop and implement a State-based system of differentiated recognition, accountability, and support	
2.B	Set ambitious but achievable annual measurable objectives	
2.C	Reward schools	
2.D	Priority schools	
2.E	Focus schools	
2.F	Provide incentives and supports for other Title I schools	
2.G	Build SEA, LEA, and school capacity to improve student learning	
<b>Principle 3: Supporting Effective Instruction and Leadership</b>		
3.A	Develop and adopt guidelines for local teacher and principal evaluation and support systems	
3.B	Ensure LEAs implement teacher and principal evaluation and support systems	

**TABLE OF CONTENTS, CONTINUED (WILL CONTINUE TO ADD TO AND INCLUDE AFTER ALL REVISIONS HAVE BEEN MADE)**

<b>LABEL</b>	<b>LIST OF ATTACHMENTS</b>	<b>PAGE</b>
1	Notice to LEAs	
2	Comments on request received from LEAs (if applicable)	
3	Notice and information provided to the public regarding the request	
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process	
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)	N/A
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)	
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)	
8	Table 1: A copy of the average statewide proficiency based on assessments administered in the 2011–2012 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable)	
9	Table 2: Reward, Priority, and Focus Schools	N/A
10	A copy of the guidelines that the SEA has developed and adopted for local teacher and principal evaluation and support systems (if applicable)	N/A
11	Evidence that the SEA has adopted all of the guidelines for local teacher and principal evaluation and support systems	N/A
<b>LABEL</b>	<b>LIST OF SUPPLEMENTAL ATTACHMENTS</b>	<b>PAGE</b>
	ESEA Waiver Working Teams and Other Relevant Task Force Members	
	CCSS Implementation Framework	
	Competency Validation Rubric	
	Conference Brochure: <i>The Changing World of Teaching and Learning</i>	
	CCSS and New Hampshire Grade-Level Expectations (GLE)/Grade-Span Expectations (GSE) "Side by Side"	
	White Paper: <i>Application to Students with Disabilities</i>	
	Performance-Based Assessment Proposal with the Center for Collaborative Education	
	Networks of Improvement and Innovations – Frequently Asked Questions	
	New Hampshire’s Response to Instruction – Strategic Plan	
	State Summary of Evaluations Used by LEAs	
	New Hampshire Administrative Rule Ed-512.02	
	Principal Evaluation Rubrics	
	New Hampshire’s Task Force on Effective Teaching - Phase I Report	

## COVER SHEET FOR ESEA FLEXIBILITY REQUEST

<b>Legal Name of Requester:</b> New Hampshire Department of Education	<b>Requester's Mailing Address:</b> 101 Pleasant Street Concord, NH 03301-3494
<b>State Contact for the ESEA Flexibility Request:</b>  Name: Mr. Paul Leather  <b>Position and Office:</b> Deputy Commissioner  <b>Contact's Mailing Address:</b> 101 Pleasant Street Concord, NH 03301-3494  Telephone: 603-271-3801 Fax: 603-271-1953 Email address: paul.leather@doe.nh.gov	
<b>Chief State School Officer (Printed Name):</b> Virginia M. Barry, Ph.D.	<b>Telephone:</b> 603-271-3144
<b>Signature of the Chief State School Officer:</b> X_____	<b>Date:</b>
The State, through its authorized representative, agrees to meet all principles of the ESEA Flexibility.	

## WAIVERS

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

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

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

Optional Flexibilities:

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

- 11. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.
- 12. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The

SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

13. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

DRAFT

## ASSURANCES

By submitting this request, the SEA assures that:

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

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

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

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

## CONSULTATION

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

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

### OVERVIEW

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

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

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

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

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

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

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

### **Stakeholder Groups**

#### Educators:

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

#### Education Associations:

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

#### State Policymakers:

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

#### Business Leaders:

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

## Higher Education

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

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

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

## **Other Outreach Efforts**

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

## **FEEDBACK ON THE WAIVER APPLICATION**

The NHDOE reached out to its Committee of Practitioners through an in-person meeting on August 23, 2012 to review the draft application and gather feedback. The comments and response to the comments are included in **Attachment 2**.

The NHDOE also released public notice in the state newspaper **(see Attachment 3)** on August 28, 2012 to inform the public about the state's waiver request. In addition, a *Request for Feedback* notice **(see Attachment 1)** was sent to the LEAs in New Hampshire on August 30, 2012. That request resulted in feedback being received from **# LEAs**. The feedback has been used in the process of finalizing this waiver request. The comments received are included in **Attachment 2**.

## EVALUATION

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

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

DRAFT

## OVERVIEW OF SEA'S REQUEST FOR THE ESEA FLEXIBILITY

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

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

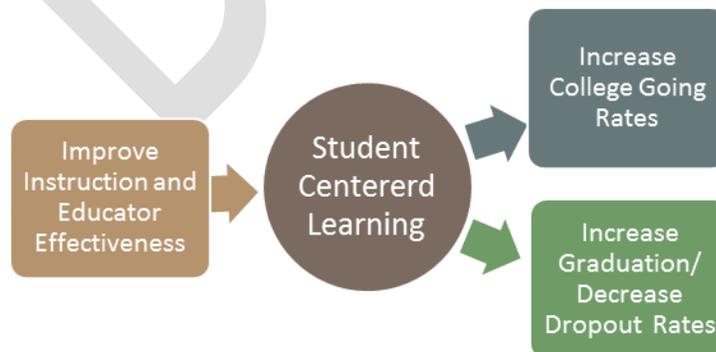
### A COMPREHENSIVE APPROACH AND SHARED VISION FOR STUDENT ACHIEVEMENT

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

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

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

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



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

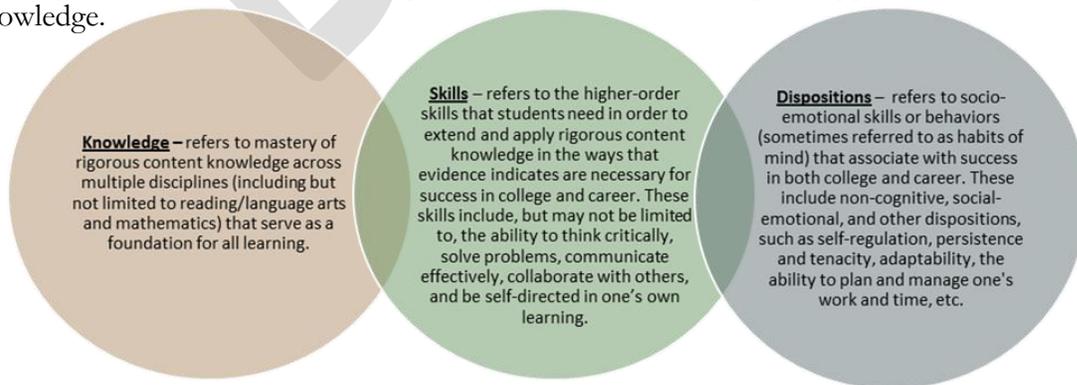
intentioned, does not support a holistic and a rational accountability structure or the focused and meaningful supports schools need. This request to the U.S. Department of Education (USED) to waive certain aspects of ESEA will allow for a more coherent overall approach thereby creating the conditions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

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

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

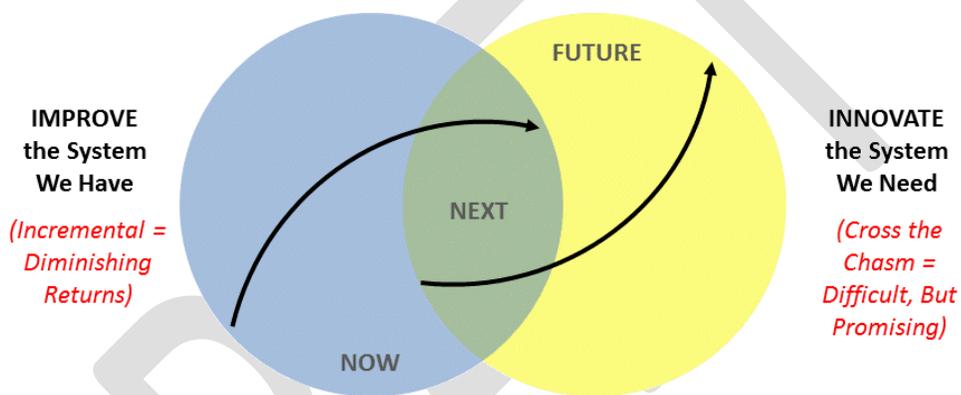
## A NEW THEORY OF ACTION AND CHANGE

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

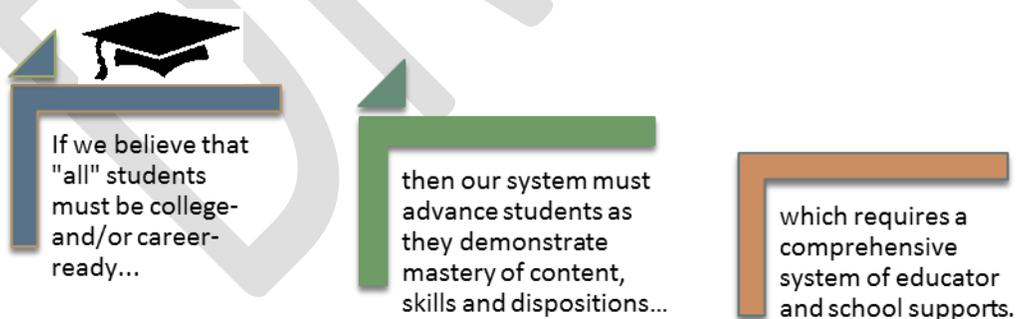


A competency education system, to which New Hampshire aspires, starts with a system of college- and career –ready standards. These standards are implemented through a comprehensive networked strategy which connects and uses educator, school, and district development and supports. The NHDOE networked system will have all stakeholders – teachers, leaders and the community – engaged and sharing the intention and desire to help every student reach proficiency – a theory of positive intent. The idea of a deficit model is rejected. A system where schools and districts are identified as failing and “shaming by naming” is used as a method to increase student achievement cannot lead to success across the board. New Hampshire’s networked system will work on an “improvement-to-innovation” continuum to advance educator practice and better support student learning. This work will plant the seeds of transformation and create the future of learning for New Hampshire students. *Figure 1* below illustrates this improvement to innovation continuum.

**Figure 1- Improvement to Innovation Continuum**



Therefore, in New Hampshire:



- All graduating students will demonstrate college and/or career readiness based on an expanded definition of rigorous content and knowledge, adaptive skills, and critical dispositions by 2017. The state will also define ambitious but achievable annual measurable objectives (AMOs) that

move beyond an accountability system based on a pure status model to one that fully includes a competency-based<sup>1</sup> learning model.

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

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

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

<sup>1</sup> Competency-based and performance based learning and assessments are used interchangeably in this document.

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

### 1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

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

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

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

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

#### NEW HAMPSHIRE’S FOCUS ON HIGH STANDARDS AND PERSONALIZED LEARNING

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

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

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

Even before CCSS, the state adopted Administrative Rule 306-27 in 2005 which requires that students demonstrate mastery of course competencies in order to earn credit at the high school level. Because course competencies are developed locally by each high school, there was a desire to create a tool whereby educators could assess the quality of competency statements in all courses. In a project sponsored by the NHDOE and funded by the Nellie Mae Education Foundation, a Competency Validation Rubric was developed to guide educators in designing high quality competency statements. Each district can apply the competency validation rubric to its own district course content. This rubric can be found in Supplemental Attachment \_\_\_\_.

Consistent with the work of the ILN and its work with competencies, New Hampshire has expanded the definition of college and career readiness to go beyond the CCSS and multiple dimensions (see Table 2 below). These dimensions include the knowledge, skills and dispositions (see the definitions in the overview section of this request) students need to succeed beyond high school. Readiness requires more than students reaching higher levels of learning (as specified by the content standards). New Hampshire's dimensional elements of college and career readiness serve as a guidepost for dramatic reforms in education policy and practice. The elements represent the belief that New Hampshire must deliver on the development of both cognitive and non-cognitive skills for all students as part of a moral, economic, and civic imperative to reduce inequities and advance excellence.

**Table 2**

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

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

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

- Knowledge, skills and dispositions are mutually reinforcing, and not contradictory. That is, evidence and experience confirm that education that advances application of knowledge through skills is more likely to result in student competency of the underlying, rigorous content knowledge.
- The knowledge, skills and dispositions have concrete meaning and can be expressly taught, learned, and measured. This will require multiple, robust measures of evaluation and assessment.
- This same set of knowledge, skills and dispositions is also vital for student success in terms of citizenship, in addition to college and career readiness, including the ability to contribute and succeed in our increasingly diverse, democratic, global society.

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

### **CCSS IMPLEMENTATION HISTORY**

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

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

could be adopted by LEA leadership personnel, customized to address each unique needs and then tailored to the needs of a grade level or classroom.

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

During this time, the NHDOE hired a local consultant with deep mathematics, curriculum and standards experience, to focus exclusively on building awareness and providing initial professional development of the CCSS implementation at the district and building level statewide. These meetings reached approximately 4,000 educators in every capacity – general and special education teachers, ESOL teachers, curriculum specialists, administrators, parents and more. The workshops were scheduled regionally throughout the state and all were filled to capacity. Membership organizations were encouraged to include, if not feature the CCSS in their statewide conferences during the year. Counts of participants made by the NHDOE indicate that these initial outreach efforts reached about 20 percent of the professional educators. Participating educators were asked to share the information they learned, and build greater awareness in their districts. This has provided the educators in the state with a foundation of awareness and an understanding of CCSS, as well as a pathway to carrying out the next phase of implementation over the next two years.

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

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

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

Focus and Priority School principals will be required to attend those workshops. All principals will be invited and encouraged to attend. The workshops will be conducted statewide through September and October.

#### **ALIGNMENT: GENERAL SIMILARITIES AND DIFFERENCES**

In 2011, New Hampshire conducted an analysis of the extent of alignment between the state's Grade-Level Expectations (GLE)/Grade-Span Expectations (GSE) and the CCSS (English language arts/literacy and mathematics). This side-by-side alignment study helped the state to identify the similarities and differences between the two sets of standards, and provided guidance to the work of implementation (see Supplemental Attachment \_\_\_\_). As a result of this work the state was able to identify the sequence of mathematics instruction in several grades (3-8) was incongruent to the CCSS. This discovery is important in providing support to districts and professional development to teacher in their implementation of the mathematics standards. In order to ease the implementation work, therefore, beginning in 2013-2014, New Hampshire will remove the skill items from the New England Common Assessment Program (NECAP) – New Hampshire's current statewide assessment – that differ sequentially from the Common Core. As a transitional alignment the NECAP Mathematics Assessment will continue to be administered without interruption until the Smarter Balanced Assessment (discussed later in this section) is available. Thus the current state assessment is aligned with the CCSS beginning in 2013-2014.

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

#### **ALIGNMENT FOR ENGLISH LEARNERS**

*New Hampshire has only pockets of students throughout the state (a little more than one percent) that are identified "English Learners." However, the NHDOE has always guided district and schools to address the learning needs these students.*

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

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

In 2012, the NHDOE, in partnership with the University of New Hampshire, convened professional learning community of experienced NH ESOL teachers to align the CCSS and the New Hampshire GLE/GSE's with the English Language Development Standards. This work was done for both ELA/literacy and mathematics in grades one, four, six and seven. It was done solely for ELA/literacy grade ten. The numbering conventions from the CCSS were used in the alignment document to provide clarity to the instructional shifts of the CCSS. This document is in final edits and will be released to the field before the end of the calendar year 2012. Upon distribution to all ESOL and classroom teachers statewide, continued professional development to guide implementation of appropriate classroom instruction based on a student's level of English language proficiency and the new CCSS and competency based standards of college- and career-readiness will follow. The current New Hampshire English Language Development Standards Alignments can be found in [Supplemental Attachment \\_\\_\\_](#).

#### **ALIGNMENT FOR STUDENTS WITH DISABILITIES**

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

The role of the special education teacher is to work in collaboration with the general educators and ensure that students with educational disabilities have full access to the general curriculum. In order to achieve this, special educators must be provided the same support and professional development as the general educators with regards to curriculum, instruction and assessment, to ensure that IEP's can be aligned to the CCSS and the general education curriculum requirements. This will ensure that students with disabilities are well prepared to participate in state assessments. NHDOE has distributed the white paper *Application to Students with Disabilities* ([see Supplemental](#)

**Attachment** to educators statewide that articulates these concepts.

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

### **CCSS IMPLEMENTATION TEAMS**

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

The NHDOE CCSS Implementation Team is a small team lead by the CCSS state lead for implementation. The team is comprised of content specialists, cross curricular educators, administrators, communication specialists, charter school administrators, school improvement leadership and accountability staff. This team convenes to create, prioritize and modify CCSS tools for districts to use and/or tailor to their local needs and priorities. Part of their work is to review national tools and make recommendations for use in New Hampshire. The CCSS Implementation Team serves to structure timelines, participate in professional development opportunities around the state in order to disseminate national tools, enhance internal communication on the state scale of CCSS implementation and conduct gap analysis when necessary. The professional development of the team has been provided by Smarter Balanced Assessment Consortium (SBAC) and the Council of Chief State School Officers (CCSSO).

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

The five regional liaisons are the newest addition to the support and outreach plan for implementing the CCSS and the networked strategy for the NHDOE. As part of the innovation practices of the Department, the liaisons are key drivers of the new networked strategy by helping districts find their way, curating access to information and ultimately forming connections between district personnel to enable the identification of the most effective pathway for them to reach their goals. The “networked” strategy (described in section 2A) uses a -customer relations

management system (CRM) to better align NHDOE resources and meet the needs of district and school-based teams more efficiently. The regional liaisons and NHDOE personnel will provide continued access to these networks of them while they work side by side with leaders and practitioners in the field to implement CCSS.

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

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

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

- The NHDOE is engaged in conversations with the New Hampshire Business and Industry Association about the standards for career-ready. *Career* is different from *job* in that a person in a career is assumed to demonstrate cognitive engagement with the work, seek longevity in the industry, and value the possibility of promotion. A career is thus, not just measured by entry-level employment.
- The P-16 Council of New Hampshire's marketing campaign attempts to portray the opportunity in New Hampshire as: "live, learn, work, stay and play". Aware that 50 percent of New Hampshire's four-year institution graduates leave the state for careers elsewhere, the marketing plan is targeted to New Hampshire's successful graduates with a message to stay and contribute to economic growth in New Hampshire. At the same time, the council has focused its goals on college and career readiness and success through five goals:
  - **Goal 1:** Increase percent of NH high school completers to 100%
  - **Goal 2:** Increase NH high school completers who enroll in postsecondary program within 12 months by 5%
  - **Goal 3:** Increase percent of NH high school completers finishing postsecondary career or technical training by 10%

- **Goal 4:** Increase proportion of graduates (resident and nonresident) from NH 2- and 4-year degree programs by 5%
- **Goal 5:** Increase percent of college graduates (resident and nonresident) from NH 2- and 4-yr institutions who stay, work, and play in NH to 55%
- In the spring of 2012, Commissioner Barry addressed the Institutes of Higher Education Round Table on college- and career-ready standards and the significance of the CCSS and teacher effectiveness on teacher preparation programs. Specific references to the responsibilities of the IHE's resulted in the implementation of their own self study of preparedness and career longevity for teacher employment in the state. As with all first examinations, the self-study created more questions than it answered. However, it solidified the awareness by all stakeholders that participate in this work is important. As evidence of this evolving commitment, the IHE Round Table has requested to further engage in the work of increasing college- and career-ready awareness statewide.

### TECHNICAL ASSISTANCE NETWORKS FOR CCSS IMPLEMENTATION

As described above, CCSS awareness building and professional development is well underway in New Hampshire. During the first six months of 2012, the Common Core Implementation Team reached 20 percent of all public education staff in the state. These initial meetings focused on the Implementation Framework and the CCSS instructional shifts for ELA/literacy and mathematics and included an overview of the Smarter Balanced Assessment Consortium (SBAC).

Targeted assistance has also been provided to districts, upon their request, by a NHD OE CCSS consultant. Some of the sessions included:

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

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

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

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

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

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

- **Phase One – Why These Standards, Why Now – SEA, LEA and Community**
  - Understand and internalize the vision of the Common Core
  - Learn to apply the theories behind college and career readiness
  - Implement the philosophy of the CCSS into daily planning
- **Phase Two – Building and Classroom Level Support - Pertinent Strategies about the CCSS**
  - *Principals and Teachers: will understand the Standards as learning targets and they will be able to:*
    - **Impact Teaching & Learning Cycles –**
      - ⇒ Align instructional strategies, assessments and data analysis
      - ⇒ Learn to execute CCSS-based lessons embedded with 21<sup>st</sup> century tasks
      - ⇒ Apply (create/identify) CCSS based formative and summative assessments
      - ⇒ Identify CCSS-based targeted interventions
      - ⇒ Define communications plan, including desired results and timeline

- **Standards-Based Reporting**
  - ⇒ Teachers track student progress towards standards goals (Performance+/Mileposts)
  - ⇒ Stakeholders (teachers, principals, students, parents) have access to standards-based program data
  
- **Aligning systems for Staff Observation, Evaluation and Support**
  - ⇒ Educators align continuous improvement process, including evaluation and professional development to CCSS target (portfolio based)
  
- **Phase Three – How to Implement the Common Core State Standards**
  - ***Systemic Implementation – Mapping and Planning Classroom Practices– Leadership, Classroom and Technology Preparedness***
    - Learn to plan effective standards and messaging awareness
    - Define the standards message of what, why and how
    - Develop and plan for communications at all levels
    - Clarify transition plan from the New Hampshire Curriculum Frameworks to the new CCSS– side by side and alignments
    - Build Leadership capacity
  
- **Phase Four – How to Teach the CCSS**
  - ***Classroom Examples and Success Stories***
    - Teacher Quality/Observation validated
    - Teacher PD Portfolio contains examples of CCSS instructional success
    - Teacher Evaluation tied to student learning shown by evidence of student growth

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

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

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

Further down the path, networks around the new assessments will need to be incorporated into the state’s professional development plan. It’s anticipated that New Hampshire will begin the technical assistance networks for test administration after the last NECAP is administered in fall, 2013. (See Framework for testing cycle dates [on page \\_\\_\\_\\_.](#)) Although preparedness for the new assessment is important, it remains critical that the implementation of the CCSS be driven by the larger expectations of college and career readiness. The success of students on SBAC should be the result of strong implementation of the CCSS.

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

<b>For Instruction</b>	
Topic	Description
Anchor Standards	Seminars to investigate the broad expectations of anchor standards and their contribution to creating college and career ready expectations. Opportunities to practice connecting anchor standards to content standards. Recommended for all classroom teachers. Especially useful to connect content specific teachers to the shared responsibility of the CCSS
Unpacking the Standards – ELA/Literacy, Mathematics, K-5, 6-12 and application of both mathematics and ELA to content areas such as science, literacy in mathematics, social studies and technical subjects	Repeated and increasingly more complex workshops to translate the CCSS to behaviors of student skill as indicated by learning progressions. Clear student skill evidence-based learning targets then inform the development of benchmark, formative (interim) and summative assessments to ascertain the level of student achievement. These skills and student growth expectations are then applied to the current curriculum offered. Resource Tool: NC unpacked standards, <a href="http://engageny.org">engageny.org</a> , KY Department of Education
Vertical Alignment Learning Progressions – ELA/Literacy, Mathematics, Content Subjects, K-5, 6-12 and technology	Each grade level has introductory, mastery and foundational skill repetition in the scaffold of the standards. The backwards design of the CCSS requires each classroom teacher within the grade level team to coordinate expectations to capture gaps from the previous year and prepare foundational work for the upcoming year, plus teach to mastery for their year. Where and what to emphasize

	must be coordinated, including the technology instructional practices that students will demonstrate to produce evidence of mastery on and off line. Resource tool: Achieve
Enacted Curriculum K - 12	Building on the Vertical Alignment of the grade level standards aligning to the anchor standards, it is necessary to drive the work deeper to the curriculum level. Data should be generated to indicate during early adoption if the time spent on specific curriculum units is building student skills. Fidelity to the CCSS and implementation evidence of success can only be determined when the curriculum is measured against the standards
Pacing - a unique component of K-2 process	The CCSS assume full day programs K-12. Most of the Kindergarten programs in New Hampshire are ½ day. Workshops to support pacing instructional shifts for the demands of the CCSS facilitate articulation agreements based on the assumed learning progressions. It is recommended this be a three grade level team dialogue to establish shared expectations and inform teachers on shared responsibility.
Using technology to facilitate student learning	Opportunities to apply technology innovatively. These workshops are to develop or convert practical, well-loved activities that can elicit student achievement as a result of embedded technology. Expanding the resources of digital instructional tools for all students (voice to text, large scale print, document camera, smart boards, digital writing, etc.) to increase project learning and extended research activities in cross content areas.
High School Competencies – Including the CCSS; Adding Rigor	High schools in New Hampshire have competencies tied to the Curriculum Frameworks. High Schools have requested opportunities to learn how to take their current competencies and infuse them with the higher, clearer and fewer standards of the Common Core. Resources: Center for Collaborative Education (CCE), National Center for the Improvement of Educational Assessment (NCIEA)
Mathematics (focus, coherence, fluency) <ul style="list-style-type: none"> <li>• K-8 Mathematics</li> <li>• 9-12 Statistics</li> </ul>	Multiple Workshops to be divided by teaching populations that align with CCSS. K-5, 6-8, 9-12 (traditional or integrated) that address the topics and length of time to be spent teaching specific mathematics practices. Statistics has had a significant shift in the CCSS from the NH Curriculum frameworks. Students who once took separate statistic courses in high school will now be taught statistics as part of their classroom competencies to the CCSS. Resource: Illustrative Mathematics Project
Mathematical Practices	<p>K-12 – For all teachers who teach mathematics to integrate the habits of mind that successful mathematics use to conduct their work. Oral and written communication, attention to detail, curiosity and the use of mathematics in the world. This is necessary to build confidence among faculty and students with mathematics.</p> <p>The CCSS puts an emphasis on mathematics practices, not solutions. Teachers and their students must be able to explain why they selected a process, how the process was used and in advanced classes (integrated) why a different process might be inappropriate. These practices focus on conceptual understanding and fluency for</p>

	focus, coherence and rigor. Resources: Illustrative Mathematics Project; On-going Assessment Project (OGAP)
Mathematics – critical areas (by grade level)	Opportunities for representatives from grade level teams and curriculum leaders to explore the mathematics instructional shifts described as coherence. Partially informed by the side by side curriculum alignment, the critical areas by grade level are outlined with emphases to content by Achieve. Resource: Illustrative Mathematics Project
Reading Foundations K - 5	The Reading Foundations Strand in the ELA/Literacy Standards K – 5 does not continue in grades 6-12. The CCSS are written to assume that all students will have had robust instruction and mastery of reading foundations at the end of 5 <sup>th</sup> grade. This is the bedrock of all further instructional reading and writing standards in the CC. PD for all teachers and instructional leaders during 2012-2013 should include activating national free resources to fortify this critical component of literacy success. Resource Tool: Center on Instruction; Teacher, Curriculum and Student Activity Guides
Text complexity - grades 3-5, 6-8, 9-12	The Text Complexity shifts of the CCSS begin in 3 <sup>rd</sup> grade and align with the information text requirements of NAEP. Expectations for rigorous vocabulary are an important part of the text complexity equation and are expected to be replicated in student writing. Content rich primary source documents, how to use the qualitative rubrics and ways to fortify reader and task are a part of these workshops. Appropriate for classroom teachers, content specialists and library/media specialists.
Argumentative/persuasive writing – content embedded expectations	The CCSS ask students to use evidence from text to substantiate a position. Narrative writing in the CCSS is minimal. In writing is the biggest instructional shift between the New Hampshire Curriculum Frameworks and the CCSS. Workshops to provide practical application of argumentative and persuasive writing; how to include it daily or weekly in curriculum units, the use of text based evidence in writing, cross content enrichment opportunities and articulated alignment to share writing instruction responsibility beyond the ELA/Literacy classroom will be explored. Recommended for all teachers K-12 with a review of the writing process included.
On line writing for stamina and style	The constructive response questions for the CCSS assessment plus the need to use technology through K-12 requires students have experience and training with on line writing. The ability to sit, write, edit, rewrite and move through multiple documents while sustaining advanced cognitive process requires focus and practice. PD to support the practical application of this expectation can support this instructional shift.
Interim/Formative assessments – selection and application: how does the teacher use these to change instruction?	Teachers are requesting training on benchmark and formative assessment tools to discriminate which tool is best applied to a particular situation. AIMSWEB, NEWEA, - how do they know which tool to use? When to make a change? Where to get support? This is also recommended for data teams to help establish protocols.

Student Learning Objectives	Continued opportunity to practice and receive live feedback on the validity of SLO's to measure student achievement tied to teacher effectiveness based on the CCSS. Resources: <a href="http://engageny.org">engageny.org</a> ; NCIEA
CC Standards and assessment modifications (with continued high expectations)	Offered periodically during the two year PD cycle, this workshop is to raise awareness of the technology embedded assessment tool, the rigor of cross content vocabulary and to share the agreed upon testing items and parameters with teachers. This is to motivate fidelity to the implementation of CCSS and the use of the MTSS. These will be offered on a limited basis to strategically keep focus on the standards, not on the test. Resource tool: SBAC
<b>For Leadership &amp; Technology Preparedness</b>	
Supportive facilitation and process (to avoid the “all consuming”)	PD to support Instructional Leaders to engage their staffs during a period of relentless innovations. The CCSS require the focus and commitment of all staff to work as a team. Facilitation skills are needed to sustain motivation and fidelity to process. This workshop is to fortify administrative and instructional leaders so they can fortify their staffs.
Strategic planning for CCSS for 2015 – Technology Preparedness	Using a backwards design of two budget cycles and three years until testing, PD on how to use the results of the technology survey to guide decisions and enact support from local school boards. Specific strategies on how to schedule testing without 1:1 correspondence, specifications for bandwidth and hardware and information on success stories. Resources: OH, DE and HI [note- there is likely to be an Innovation Network on this issue led by 2Revolution]
How to develop a PD plan for your district	Market Place lead or Administrative lead PD? Do your teachers tell you what they need? Have you mapped a pathway to success, predetermined by your identified goals? Have you established CCSS implementation goals that are delineated by ELA/Literacy, Mathematics and include all classrooms K-12? How do you communicate your plan? Successful strategies for engaging stakeholders, building a shared vision and establishing collaborative goals to have all district staff working as a team toward the same CCSS goal. Resource – section 6 Edi workbook
<p>Communication planning (for teachers, parents, students, community members)</p> <ul style="list-style-type: none"> <li>• Talking points to help explain shifts to parents (difference between what one student learned in “x” grade compared to their sibling now entering the same grade</li> <li>• Key messages for various stakeholders <ul style="list-style-type: none"> <li>○ compliance vs. helpful info</li> </ul> </li> </ul>	Intended for district leaders to begin to share information early and often with the community stakeholders. Key messages to distribute, ways to share the increased expectations with students and parents. Preparedness for innovations in instruction that will look and feel different that how parents attended school. Ex: Flip Classroom – video for homework? Gaming for Cognitive Demand? School leaders and classroom teachers can begin to increase awareness about the CCSS and their impact on CCSS now to engage all stakeholders in successful implementation. Resource: PTA tools, CCSSO Communication Book.

Ensuring multiple measures of student growth	Mastery of NH will employ a balanced system of formative, interim, and summative assessments tied to the Smarter Balance Assessment System, along with a series of longer, more complex assessments, as developed by the Center for Collaborative Education and the National Center for the Improvement of Educational Assessment, (NCIEA). SBAC reports will be bolstered by growth reports, based on the Colorado Growth Model, as developed by NCEIA and will be made available to all. SLOs, identifying growth goals and annual systemic measures are under development by the NCIEA to support the growth analysis of the complex performance assessment system.
Building partnerships with IHE's	Using a train the trainer module, the MTSS – CCSS with RTI, Higher education faculty will train district personnel in the following content areas: Components of implementation, leadership infrastructure for CCSS RTI framework, data and universal screening, Progress monitoring, MTSS for all students, data teams and assessment based decision making.
Managing your CCSS Implementation Team for Fidelity	The CCSS are a large scale project for even a small rural school. How you disseminate the work responsibility will effect the fidelity of the implementation. How you share responsibility can manipulate the drivers to your instructional goals.

**INSTRUCTIONAL MATERIALS SUPPORT**

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

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

**EXTENDED LEARNING OPPORTUNITIES**

The NHDOE supports and encourages local school districts to adopt policies that encourage 'extended learning'. New Hampshire defines extended learning as the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom, including, but not limited, to:

- Apprenticeships
- Community service
- Independent study
- Online courses
- Internships
- Performing groups
- Private instruction

The local school boards of the state are required to adopt and implement written policies and procedures relative to extended learning opportunities. The local district's policy may define whether extended learning opportunities are offered in wide variety, in limited options, or not at all. The design of these rules gives school boards and districts permission to be flexible and creative in the way schools award credits to students for learning in a variety of settings.

New Hampshire has been working on high school redesign prior to 2004 with innovative practices. The article *Cracking the Code: Synchronizing Policy and Practice for Performance-Based Learning* speaks to how New Hampshire was the first state in 2005 to eliminate the Carnegie unit through updated Minimum Standards for School Approval Rules changes. This allowed for three policy goals to converge, change expectations for education and create a shared vision by: 1) creating real-world learning opportunities and anytime, everywhere learning, 2) meeting the Governor's challenge to improve high school graduation rates and have zero drop-outs by 2012, and 3) raising the compulsory age for K–12 education from sixteen to eighteen. NH eliminated the Carnegie unit and replaced it with the competency-based system described earlier that allows students to earn credit toward graduation outside of traditional classrooms.

## **NEXT GENERATION LEARNING**

For almost two years, the NHDOE has been working with the Council of Chief State School Officers (CCSSO), the Stupski Foundation, the Hewlett Foundation and the Nellie Mae Education Foundation to advance innovative approaches to K-12 learning known as “Next Generation Learning,” or NxGL. The critical attributes of Next Generation Learning are characterized as:

- **Personalizing learning**, which calls for a data-driven framework to set goals, assess progress, and ensure students receive the academic and developmental supports they need;
- **Comprehensive systems of learning supports**, which address social, emotional, physical, and cognitive development along a continuum of services to ensure the success of all students;
- **World-class knowledge and skills**, which require achievement goals to sufficiently encompass the content knowledge and skills required for success in a globally-oriented world;
- **Performance-based learning**, which puts students at the center of the learning process by enabling the demonstration of mastery based on high, clear, and commonly-shared expectations;

- **Anytime, everywhere opportunities**, which provide constructive learning experiences in all aspects of a child’s life, through both the geographic and the Internet-connected community; and
- **Authentic student voice**, which is the deep engagement of students in directing and owning their individual learning and shaping the nature of the education experience among their peers.

New Hampshire is one of eight states brought together to advance this set of design principles. The other seven state education agencies (SEAs) that stepped forward to be part of this bold effort, and demonstrated both readiness and capacity to establish an Innovation Lab-comprised of the SEA, district(s), school(s), and partners-within their state include Kentucky, Maine, New York, Ohio, Oregon, West Virginia and Wisconsin.

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

The NHDOE has received a small grant from the Nellie Mae Education Foundation to help coordinate this effort and to engage National Commission on Teaching and America’s Future, (NCTAF), in this work. Recently, the Stupski Foundation designated Manchester School of Technology (MST) as one of a select group of initial high schools nationwide to join a newly launched Learning Lab Network. Through this new initiative, Manchester School District students, educators, and administrators will be connected to their peers nationwide, sharing lessons and building a body of evidence demonstrating the effectiveness of the student centered approach. MST is meanwhile transforming from a regional two year career and technical center to a state of the art NxGL school, offering personalized secondary learning through a blended 1:1 model, in consultation with 2Revolutions, a national transformation consulting firm. All of these initiatives have been the fertile ground upon which the NHDOE, with our thought partners, including 2Revolutions, CCSSO, and Education First, has conceptualized the NH Improvement and Innovation Network strategy contained within this application.

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

The New England Common Assessment Program (NECAP) is a four state regional assessment between New Hampshire, Maine, Vermont and Rhode Island to address the state assessment requirements of the accountability system as dictated by NCLB. This tool was developed by a multi-state consortium and aligns with the assessment requirements of NCLB and is specific to the curriculum frameworks of New Hampshire.

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

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

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

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

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

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

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

Test	Grades	Changes to	Changes to
NECAP <i>Reading</i>	3-8 and 11	None	None
NECAP <i>Writing</i>	5, 8, and 11	None	None
NECAP <i>Mathematics</i>	3-8 and 11	None	<i>See above for details</i>

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

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

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

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

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

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

Performance assessments are defined as multi-step, assignments with clear criteria, expectations, and processes which measure how well a student **transfers knowledge and applies complex skills** to create or refine an original product and/or solution.

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

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

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

- New Hampshire’s Student Assessment System Should Promote and Measure the Knowledge, Skills, and Dispositions that Lead Students to Graduate from High Schools College- and Career-Ready
  - **Knowledge:** Mastery of rigorous academic content represented by the Common Core State Standards and other subjects defined by the New Hampshire Board of Education. To date, draft competencies in mathematics and English language arts, aligned with the Common Core, have been developed
  - **Skills:** Higher order thinking skills, such as critical thinking, solving complex problems, synthesizing and analyzing, working collaboratively, communicating effectively, and using technology to enhance understanding
  - **Dispositions:** Behavioral qualities or habits of mind that include goal setting, persistence, time and resource management, self-awareness, and social and emotional competence.
- New Hampshire’s Student Assessment System Should Promote and Measure Deeper Learning
- New Hampshire’s Student Assessment System Should Build the Capacity of Educators to Lead Best Practices in Performance Assessment at the Local Level

- Accountability Systems Should Be Built Upon a Foundation of Strong Student Assessment Systems
- State Student Assessment Systems Should Apply to All Districts, Schools, and Students

***Calendar of Activities***

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

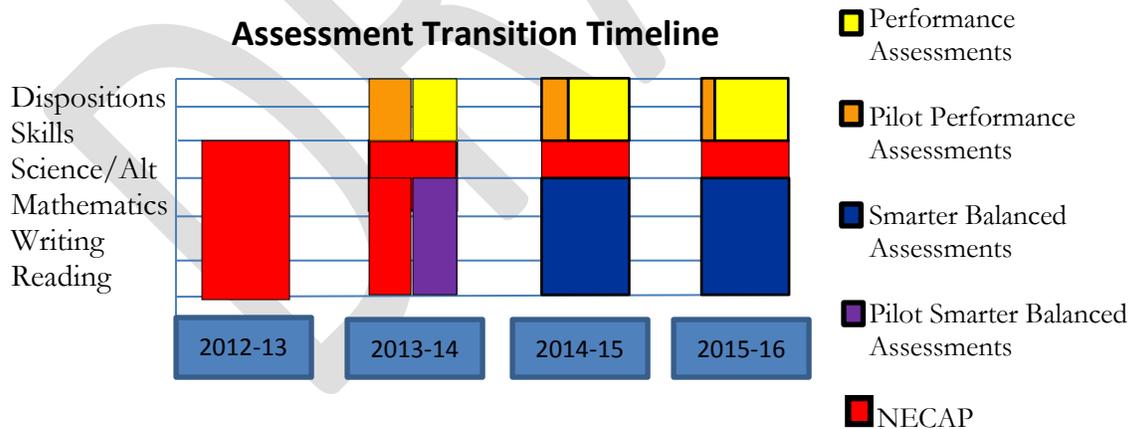
***What does participation in a Cohort involve?***

Schools form teams of 4-6 including ELA/literacy teachers, mathematics teachers, and leaders who attend 3 sessions throughout the school year (5 days total in Fall, Winter, and Spring). The professional development focuses on the design and administration of local performance assessments that have measures of validity and reliability, and also includes strategies and planning support for sharing school-wide. Applications are due September 21, 2012 for this technical assistance network.

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

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

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



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

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

<p><b>Option A</b></p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. <span style="background-color: #00FF00; padding: 2px;">(Attachment 6)</span></p>	<p><b>Option B</b></p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p><b>Option C</b></p> <p><input type="checkbox"/> The SEA has developed and begun annually administering statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
--	---	--

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

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

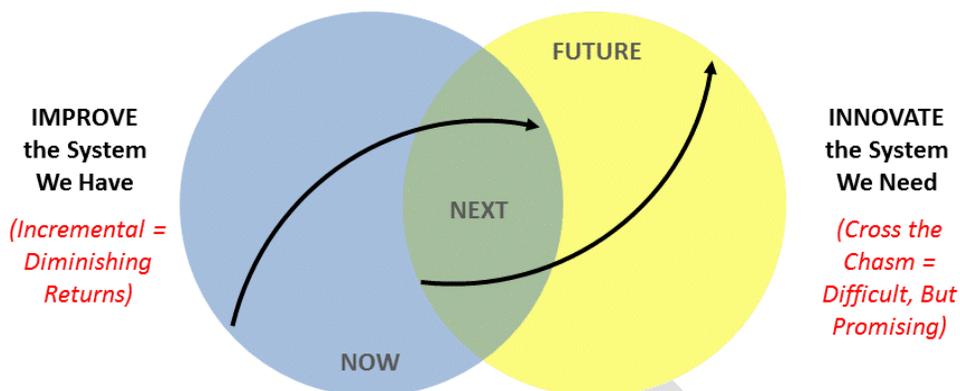
- 2.A.i Provide a description of the SEA's differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA's plan for implementation of the differentiated recognition, accountability, and support system no later than the 2013–2014 school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

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

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

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

**Figure 3. Simultaneously Supporting Both Improvement & Innovation**



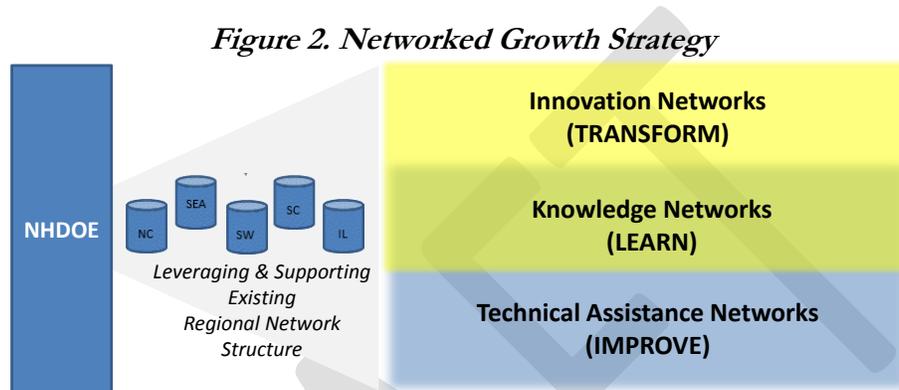
NHDOE understands that the world of education is changing rapidly – new technologies, new policies, and new strategies are making it possible to deliver better, more personalized learning experiences for every student. This is exciting because it provides New Hampshire educational leaders an opportunity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

NHDOE is committed to implementing a new way of supporting its districts and schools. Shifting from a compliance orientation to a support orientation, NHDOE is reorganizing its structure, staffing and resources to better meet the needs of districts. In order to realize this shift, NHDOE is moving to a network structure of supports, aligned with the state’s Theory of Action but equally responsive to the needs and interests of districts and schools. This approach is based on the state’s recognition of a continuum from improvement to innovation, with the need to engage all districts and schools in the necessary work of continuous improvement while at the same time seeding the transformation of structures, practices and technology tools, which will yield models that are more personalized, rigorous and ultimately cost-effective. “Research on an approach that is supported by an emphasis on a system of generative teachers and leaders and students who have been engaged directly in their learning has been extensively discussed in the last five years, (Hargreaves and Shirley, Hargreaves and Fullan, Alan Daly, et. al.)<sup>27</sup>” the system of improvement and innovation is energized when based on the strengths of educators, not simply deficits.

---

<sup>1</sup> The Fourth Way: The Inspiring Future for Educational Change. Hargreaves and Shirley, August, 2009; Professional Capital: Transforming Teaching in Every School Hargreaves and Fullan, March, 2012; Daly, A. J. (2009). The Power and Potential of Strengths-Based Connectedness: New Directions in Leadership and Organizations. In A. Honigfeld & A Cohan (Eds.), *Breaking the Mold of School Instruction and Organization*:

NHDOE is developing a fully “networked” approach, with a clear mandate to better connect educators to targeted supports/expertise, to one another and to rich information resources, all aligned with the state’s strategy for both improving and transforming the system. This integrative approach includes three types of networks (Technical Assistance Networks; Knowledge Networks; and Innovation Networks) designed to better support districts’ needs and interests (see *Figure 2* below). These networks will enable district leaders and staff to participate in a range of trainings, discussions and other activities over time that represent a mix of State and district priorities.



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

- **Technical Assistance Networks (IMPROVE):** These networks will provide opportunities for districts and schools to participate in ongoing and one-time, virtual or in-person, sessions of varying length/intensity within each region that focuses explicitly on **targeted topics associated with improvement of the current system** (i.e., PD supports on topics that are more explicitly aligned with the various measures for which a district is currently accountable). These networks will tackle foundational topics and participation that will be open to for everyone. The NHDOE priority will be given to prioritized topics based on demand from districts. Sample technical assistance topics include:
  - Educator Evaluation (also walk-thru observation training)
  - Curriculum Alignment to Common Core in a Multi-Tiered System
  - Performance Assessment
  - Use of Data and Ability to Support It
  - Competency-based Grading & Assessment
  
- **Knowledge Networks (LEARN):** These networks will provide opportunities to participate in ongoing and/or one-time, virtual and/or in-person sessions of varying length/intensity within each region or statewide that **expose a district and schools to a broader array of topics** (i.e., themes, emerging trends, etc.) shaping the direction of teaching and learning.

---

*Innovative and Successful Practices for the 21st Century.* New York: Rowman & Littlefield.. Social Network Theory and Educational Change. Daly. December, 2010.

These knowledge sharing opportunities represent a compilation of opportunities based on both State vision and demand/interest from districts. Sample knowledge network topics include:

- Best Instructional Practices
  - NH’s Smarter Balance Assessment Strategy
  - NH Mathematics Task Force Report: Improving Mathematics Delivery
  - Integrating Student Voice into Teaching & Learning
  - Technologies to Unlock Personalized Learning
  - Key Dispositions of Successful Students
  - E-Learning: Effective Online Instructional Strategies
  - The Use of Learning Progressions and Formative Assessment to Improve Teaching and Learning
- **Innovation Networks (TRANSFORM):** This component of the structure will allow districts the opportunities to be selected to participate in facilitated networks of a small number of entities (schools and districts) who are willing to ***design and test new ideas through rapid, iterative cycles*** (i.e., “cycles of innovation”) on topics that are aligned with key levers of change within the system – and which can provide proof points of how to successfully implement transformative strategies that drive toward the vision for the future system. Sample innovation network topics include:
    - Next Generation Learning Strategies
    - Innovating Around the Use of Time (i.e., calendar/day, grade level/schedule)
    - RTI: Leveraging Response to Intervention Strategies to Personalize Learning
    - Personalization/Race to the Top (Districts)
    - Performance-based Data Management
    - Game-based Learning/ “Game-ification”

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

The networked strategy will enable districts and the state to work together more efficiently and effectively to support educators and students across the state. The attached Frequently Asked Questions in **Supplemental Attachment** provide more detailed explanations of the network concept.

The NHDOE’s preliminary reactions received from districts regarding the usefulness and available access through the Networks are very positive state wide. These networks will be especially important for the state’s rural schools that have individual teachers working in isolation. By engaging professionals with job-alike responsibilities, the state can increase their repertoire and decrease replicated efforts for the same grade level using the same standards. Using a customer based management system to distribute network content, facilitated by the regional liaisons through

regional two-way communication, teachers and leaders in these networks are able to share materials and save time through the network system. The networked system is a delivery chain of professional development that is marketplace driven as identified and expanded upon from the districts.

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

All of these networked groups are designed to address the needs of Priority and Focus Schools. Schools in districts working with NHDOE regional liaisons, connecting with NHDOE staff teams and key partners, such as regional professional development centers and Institutes of Higher Education, will coordinate and design targeted plans for each school, based on student performance data and other in-depth diagnostic work through the Indistar initiative. Right now, schools and districts are asked to do the diagnostic and planning work on their own. The design New Hampshire is employing is a building out of the School Improvement Grant (Title I SIG) pilot network that New Hampshire has been using for the last two years. The NHDOE believes this will enable the state to have: (1) better results, and (2) more targeted use of resources.

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

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

## 2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

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

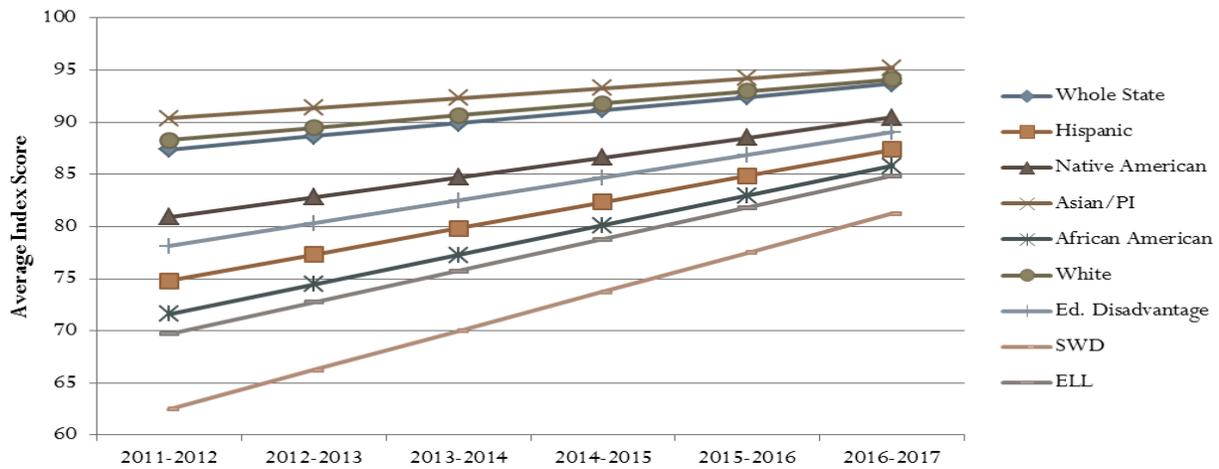
<b>Option A</b>	<b>Option B</b>	<b>Option C</b>
<p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The SEA must use current proficiency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

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

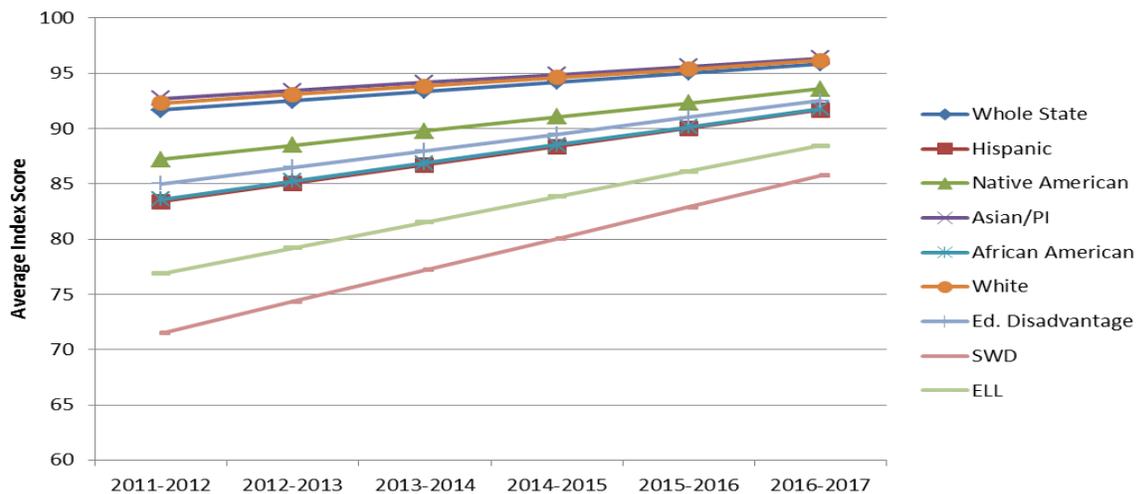
NHDOE has chosen to implement Option A, which will allow the state to increase targets in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group and in each subgroup who are not proficient within six years. The state will initially define its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

The two charts below demonstrate using the state’s current NECAP summative assessment performance by subgroup in Reading and Mathematics using Option A for the whole state. Please see **Supplemental Appendix I** for charts that will demonstrate using Option A with the state’s current NECAP summative assessment performance by subgroup and whole school in Reading and Mathematics for each school in the state. The charts baseline data starts with 2011-12 school year and ends six years later in 2016-17.

**Principle 2, Option A: Elementary-Middle Schools AMO Calculations Based on NECAP Math Index Scores**



**Principle 2, Option A: Elementary-Middle Schools AMO Calculations Based on NECAP Reading Index Scores**



The charts above represent the AMOs for the whole state. In practice, these AMOs will be calculated for each subgroup in each New Hampshire school based on the current (2011-2012) achievement of the student groups in each school. The AMOs are represented using NH's previously approved index system.

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

The New Hampshire Performance-Based Accountability System (PBAS) differentiates among student groups in addition to examining whole school results: English learners, students with disabilities, economically disadvantaged students, and “all others” make up the student groups identified in PBAS. The “all others” subgroup includes any student who is not a member of one of the three other student groups. This definition of student group is different from Adequate Yearly Progress (AYP) because students belong only to a single student group in addition to the “whole school” group. Student groups are defined as follows:

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

#### **REPORTING THE NEW AMOs WITH NEW HAMPSHIRE’S STATE ACCOUNTABILITY PROGRAM**

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

The following types of reports are available on this site:

- **New England Common Assessment Program (NECAP)**—required statewide assessment
- **NH Alternate Learning Progressions (NH ALPs)** —New Hampshire’s new statewide alternate assessment for students who meet the qualifying criteria for participation and who cannot meaningfully participate in the statewide general assessment even with accommodations
- **Combined Statewide Assessment Results**—combined results from the NECAP and NH ALPs

- **Follow The Child Growth Reports**—summary results of the number of students meeting individual performance targets (2006-2007 through 2010-2011)
- **Adequate Yearly Progress (AYP)**—federally mandated accountability reports

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

District: Allenstown

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

Select a School Year: 2011-12

District
Student
Staff
Test Results
Accountability
Finance

General Information



<b>District:</b> Allenstown (9)	<b>SAU:</b> Pembroke SAU Office (53)
<b>Address:</b> Pembroke Academy, Pembroke, NH 03275	<b>Telephone:</b> (603) 485-5188
<b>NCES ID:</b> 3301380	<b>Fax:</b> (603) 485-9529
	<b>Web Site:</b>
<b>Federal Accountability Status Met:</b> No	<b>NH Accountability Status:</b> N/A

Accountability Information 2011-12

Improvement Status

Status for 2011-2012 School Year	Content Area	Met AYP Requirements	Status for 2012-2013 School Year
Corrective Action/Level 3	Reading	No	Restructure Planning/Level 4
Restructure Planning/Level 4	Math	Yes	Restructure Planning/Level 4
Acceptable	Other	Yes	Acceptable

For more information on Districts or Schools in Need of Improvement click here: [\[DINI / SINI\]](#)

Statewide NCLB Accountability Status

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

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

## 2.C REWARD SCHOOLS

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

### IDENTIFICATION METHODOLOGY FOR REWARD SCHOOLS

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

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

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

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

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

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

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

#### **Blue Ribbon Schools**

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

#### **Governor's Initiative to Eliminate High School Drop Outs**

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

#### **Title I Distinguished Schools**

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

#### **Commissioner's Circle of Excellence**

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

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

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

**New Hampshire Excellence in Education Award--- EDies**

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

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

**2.D PRIORITY SCHOOLS**

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

## IDENTIFICATION METHODOLOGY FOR PRIORITY SCHOOLS

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

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

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

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

## INTERVENTIONS AND SUPPORT FOR PRIORITY SCHOOLS

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

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

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

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

The NHDOE school improvement also provided training in the Indistar Online Tool from the Center on Innovation and Improvement (CII) lead by RMC and other CII partners. Since Cohort I and II schools were required to have a completed system of teacher/leader effectiveness evaluation model in place for the fall of 2012, the School Improvement Team procured the Charlotte

Danielson Group to provide technical assistance for this project. THE NHDOE had conducted a survey earlier of its districts that revealed 67 percent of the New Hampshire school districts used some form of the Danielson model for teacher evaluation. Because of the great familiarity with this system and the fact the model is researched based, the NHDOE selected this format to use as the basic structure.

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

All current SIG schools – 15 in all – will now be designated as priority schools. The methodology provided above will add additional schools that are not currently receiving SIG funds, however, the NHDOE will work with all priority schools with the same level of commitment that is described above.

The School Improvement Team at the NHDOE, along with the Department's Title III and Special Education Bureau, will continue its focus on the state's struggling schools to ensure they have the support they need to improve. Each school determined to be in priority status will work hand-in-hand with staff at the NHDOE to develop a high quality intervention plan that addresses the turnaround principles defined by the USED.

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

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

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

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

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

The state will require that priority schools (not receiving SIG funds) at least implement the turnaround principles are outlined below in Table 4; however, the state will also support a school that determines it would prefer to implement one of the four turnaround models as defined by the USED. The turnaround principles, with a description of the partnership the NHDOE will have with it priority schools are outlined below. The NHDOE will work closely with the schools to determine what external providers and assistance they need to fully implement their intervention plans. The priority schools will also be required to participate in the technical assistance networks (See Principle 2A) that will be identified to specifically meet the needs of the school.

**Table 4**

<b>Turnaround Principles</b>	<b>NHDOE Support</b>
Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, <u>or</u> demonstrating to the NHDOE that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget.	The School Improvement Team will provide technical assistance to the newly identified priority schools in the tenets of the turnaround principles. If the new Priority school chooses to keep the principal, the school must produce evidence that the principal possesses the skills identified in a “turnaround” principal according to the recent research.
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.	The NHDOE is going to pilot programs such as “PD 360” to help facilitate this area. Additionally, the state will now focus the on Professional Conversations and Observation Skills for Leaders, Student Learning Objectives, (SLO), and Quality Performance Assessment (QPA) work. The teacher and leader network will develop the new schools design teacher/ leader effectiveness plans that align to the state model which includes the non-negotiable requirements. Extensive professional

	development will be provided involving the teachers from the new priority schools. Their involvement in this process will ensure their development of a deeper understanding of the teacher standards of effective teaching resulting in favorable educational impacts at the classroom level.
Redesign the school day, week, or year to include additional time for student learning and teacher collaboration.	Extended Learning time network will provide face to face and virtual platforms to explore adding additional time. The SIG PLC will be revisiting this topic during the quarterly meetings during the 2012-13 school year.
Strengthen the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with the Common Core State Standards.	All Priority schools will be required to participate in the RTI-MTSS-CCSS in Implementation. This network will provide a cohesive, integrated approach for implementing the Common Core standards for all students. The Priority schools will also learn to use their data to their best advantage as a tool to inform instructional practices. Ultimately, they will develop a multiply level prevention system that will support EL and students with disabilities to equitable access to the CCSS.
Use data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data.	The Multi-Tiered System of Support training will provide the professional development for educators to use data to inform classroom instruction. The data network will provide the systems approach to collecting and analysis of data and for continuous improvement. Priority schools will be expected to form data teams if they haven't already. The NHDOE will provide a data coach to facilitate discussions while LEAs build local capacity.
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.	All Priority schools will participate in the Culture and Climate Assessment in the fall if they haven't already completed one. If the data collected identifies areas of need, then those topics should be addressed in the new School Improvement Plan. The NHDOE culture and climate network will provide support these schools.
Provide ongoing mechanisms for family and community engagement.	The Indistar system includes a family and community engagement self-assessment. The indicators assessed are aligned with best practices. Identified weaknesses should be addressed in the school improvement plan. The SIG schools to date have engaged in many of

the best practices in this area including school culture and climate surveys for the students, staff, and community, community forums, creation of student and faculty committees, community suppers around forum topics, and half time forums at sporting events.

***Network Strategy for Priority and Focus Schools***

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

<b>Turnaround Principle</b>	<b>Mini Modules for Priority/Focus</b>	<b>TA Network</b>	<b>Knowledge Network</b>	<b>Innovation Network</b>
Strong Leadership		x	x	
Effective Teachers		x	x	
Use of Time to Support Improvement	x		x	
Strengthen Instructional Program		x	x	
Data to Drive Continuous Improvement		x		
School Environment & Culture	x		x	
Family & Community Engagement			x	

In addition to networks, there will be targeted mini modules which will be time limited short courses operating similar to a TA Network but for the fact that they will be limited time, competency-based pathways to diagnose issues, develop strategies and provide facilitated network to meet key objectives against each goal for Priority/Focus Schools only.

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

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

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

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

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

## 2.E FOCUS SCHOOLS

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

### Identification Methodology for Focus Schools

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

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

2.E.ii Provide the SEA's list of focus schools in Table 2.

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

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

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

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

#### **OPTION 1: STEPS TO SUCCESS**

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

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

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

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

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

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

## **OPTION 2: FOCUSED MONITORING**

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

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

The focus school work team – including educators, Focused Monitoring providers and internal staff at the NHDOE – determined that this process can and should be expanded beyond those schools just struggling with achievement gaps between students with disabilities and other



data analysis. The findings will provide the foundation for its system improvement plan.

- **Step 4 Determine Effective Practices and Write a Plan (February/May)**  
The team is now ready to convert district challenges/needs into priority goals for its action plan that will address the root causes of the achievement gap. The team will establish and examine a set of alternative system changes to determine their basis in research and their effectiveness. At this point in the inquiry process, the team may decide to conduct perception surveys of students, parents and teachers with regard to strategies being considered. The team will prepare a final report on the year's study which includes the action plan and an application for an implementation grant to assist the team in carrying out its action plan.
- **Step 5 Implement, Monitor and Evaluate (year 2)**  
Year 2 of the Focused Monitoring process will be the implementation year for the district's action plan. At the end of year 2, the team will be asked to evaluate the implementation of the action plan.

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

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

#### **Institute Overview**

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

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

teams in the development and initial implementation of their improvement plans over the course of the year.

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

### **Goals of the Institute**

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

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

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

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

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

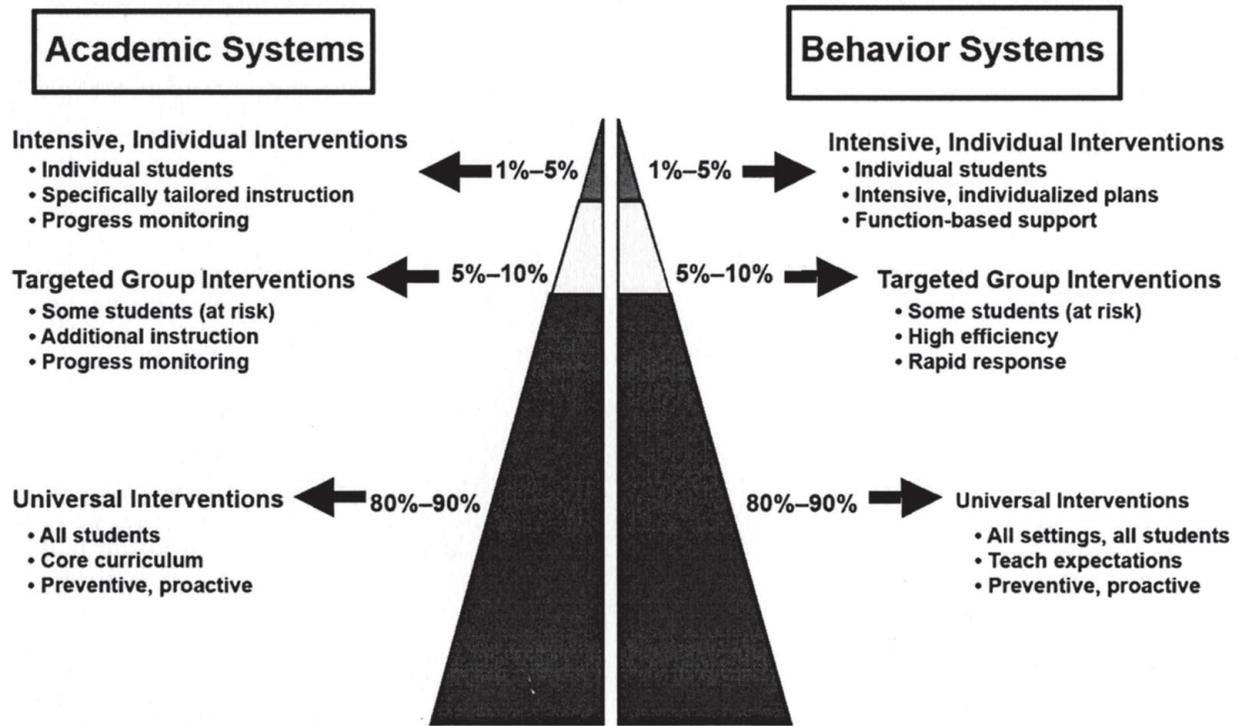
- 2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and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

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

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

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

## The Three-Tier Model of Prevention and Intervention



From 2009 to 2011 the NHDOE, the Bureau of Integrated and Innovative Programs, sponsored statewide professional development in the Response to Intervention Model. Task Force members worked closely with the NHDOE to plan a series of trainings on RTI. Teams from schools were given the opportunity to attend two days of professional development in the summer of 2009 and 2010 provided by the Iowa Heartland Area Education Agency entitled, “Doing RTI- What Does It Really Mean?”. Over 250 educators participated in the first and second cohort training. This professional development helped RTI Implementation Teams learn how to lead, collaborate and use data to implement RTI effectively at their schools. Teams continued to attend follow-up training sessions in the fall of 2010 and spring of 2011. In the summer of 2011, the NHDOE focused on building leadership capacity in implementing an RTI framework and offered a 2 day “Advanced RTI Leadership Implementation Training for principals.

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

screening they are using, progress monitoring data, and what reading and mathematics programs their district/school have implemented.

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

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

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

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

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

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

With the help of the Task Force (now called the RTI/Multi-Tiered System of Support Professional Learning Community or just PLC) a draft of a comprehensive implementation manual was made

available July 1, 2012. Four of the pilot sites will be ready to be designated demonstration sites by June 2013.

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

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

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

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

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

Tier III – Intensive – these supports are intended for students with significant or chronic deficits as well as for students with significant underachievement who require the most intensive services

available in a school. The intensity of assessment also increases in Tier III. Because of the urgency at this level, diagnostic assessments may be given to get a comprehensive look at the student's strengths and areas of needs. Interventions need to be monitored more frequently.

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

Finally, NH RESPONDS is a five year federally funded State Personnel Development Grant (SPDG) from the U.S. Department of Education, Office of Special Education Programs awarded to New Hampshire. The purpose of NH RESPONDS is to:

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

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

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

This year, some faculty from two of the IHEs attended the National Council for Exceptional Children conference and/or the International Reading Association Conference to increase their knowledge of RTI and how to infuse it into pre-service teacher preparation programs. The faculty

shared this information with their colleagues as they work to improve specific teacher preparation program courses and presented this information to the rest of the IHE consortium.

### **General RTI Competencies in Certification Programs Developed by NH RESPONDS**

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

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

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

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

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

**THE QUESTIONS UNDER THIS SECTION HAVE BEEN ADDRESSED AT LEAST PARTIALLY UNDER PRINCIPLES 2A THROUGH 2F. HOWEVER A SUMMARY ANALYSIS IS UNDER CONSTRUCTION, AND WILL BE COMPLETED BY THE FINAL**

DRAFT. WE WILL USE THIS AREA TO SUMMARIZE THE WORK THAT WILL BE ACCOMPLISHED IN OUR DIFFERENTIATED RECOGNITION, ACCOUNTABILITY and SUPPORT SYSTEM AND HOW THAT WORK WILL INCREASE CAPACITY.

DRAFT

## PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION AND LEADERSHIP

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

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

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

#### **BACKGROUND: TEACHER AND LEADER EFFECTIVENESS**

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

Two years ago, the NHDOE and its partners determined that there was a need to establish a set of teacher and principal evaluation standards and frameworks to evaluate educators against these standards with a focus on improving instruction and leadership. As with most states, the quality of current evaluations systems in the state runs the gamut from comprehensive to almost non-existent,

particularly in the area of principal evaluations (see Supplemental Attachment \_\_ for a state summary of evaluations used by LEAs in the state).

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

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

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

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



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

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

The master plan is submitted to the division director or designee of the department will provide approval and/or feedback to the LEA on its plan. Through a peer review process, the NHDOE

may also make on-site visits, on an as-needed basis in order to observe whether the local administration of the master plan adheres to the criteria set forth in the law.

### **DATA SYSTEMS CONNECTED TO TEACHER AND PRINCIPAL EVALUATIONS**

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

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

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

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

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

### **PRINCIPAL EVALUATION AND SUPPORT SYSTEMS**

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

The Principal Effectiveness and Evaluation Task Force was to

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

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

### **DEFINITION OF EFFECTIVE PRINCIPAL LEADERSHIP**

The task force defined effective principals as those who:

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

### **RECOMMENDED PROCEDURES**

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

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

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

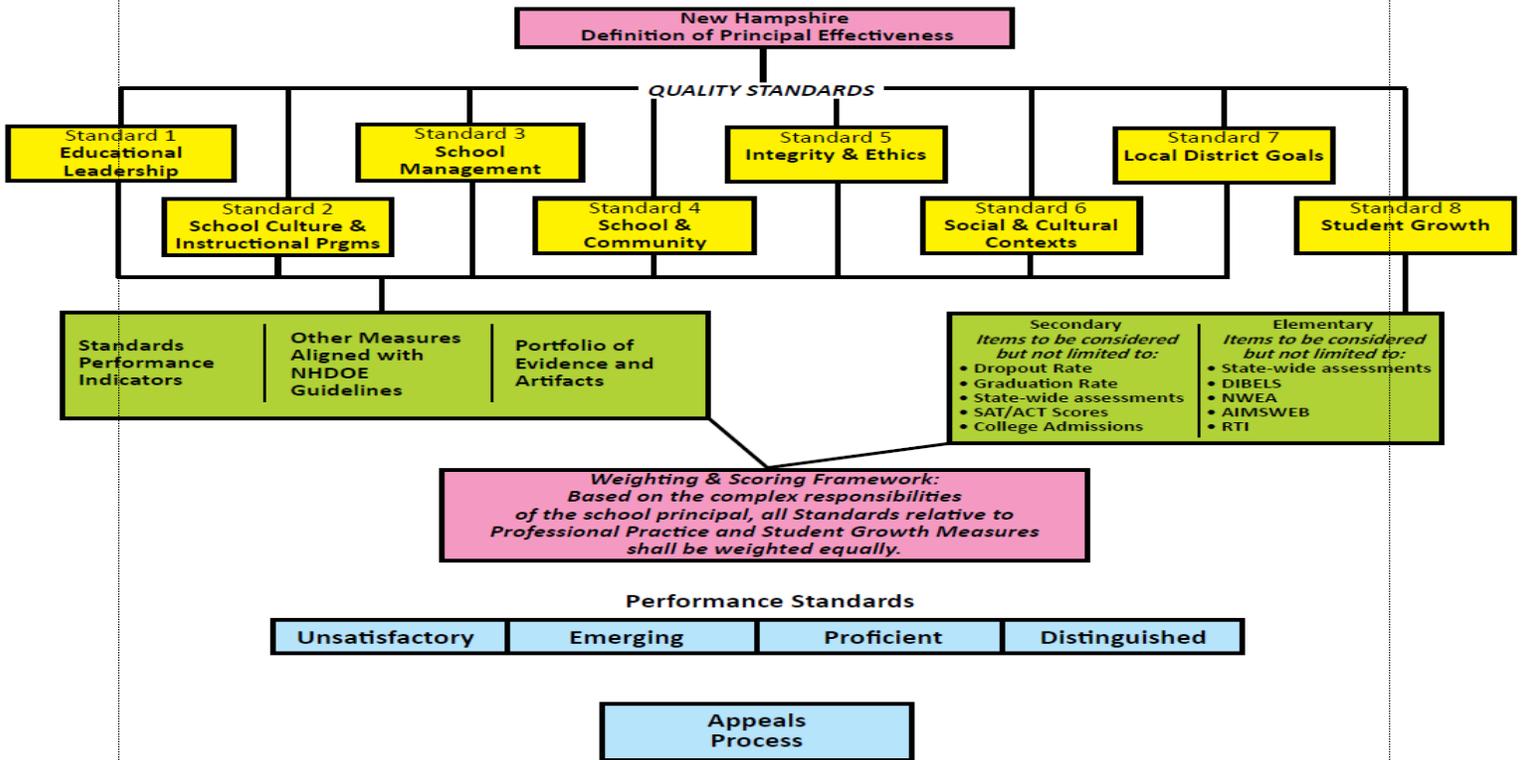
1. The evaluation of a principal should reference specific data gleaned from a variety of sources to validate performance in conjunction with the frameworks. Information collected during formal and informal interactions should be considered. **The task force recommends such data be considered during formative discussion and utilized in making a determination about the principal's performance.**
2. **Principals should collect artifacts (e.g., student performance reports, newsletters, schedules, reports, letters, etc.) that demonstrate their competencies in a portfolio.** The portfolio should be organized in such a way that artifacts/products/information are aligned with the frameworks. Information from the portfolio should be shared and discussed with the supervisor on a regular basis. These artifacts can be used during both formative and summative evaluations. This information will be especially important in addressing the specific goals that are tied to the frameworks.
3. A set of principal evaluation rubrics **(see Supplemental Attachment \_\_)**, based on the ISLLC standards, has been developed by the Task Force. **It is recommended that supervisors use these rubrics when evaluating a principal and that any rubric used should be based on the frameworks and validated for use in this context.**
4. For all principals, frequent interaction with their supervisor(s) is necessary. Interactions should be both formative and summative. Formative interactions and assessments can be used to guide a principal's future actions. Summative interactions and assessments provide the principal with assessment about competence (Condon and Clifford, 2009). **It is recommended that principals have an opportunity to meet with their evaluator periodically for formative discussions prior to any summative assessment.** Accurate documentation should be maintained and this should be in the form of shared notes or minutes taken during meetings. Discussions should reference the frameworks and the goals that have been established in alignment with them.
  - **Evaluating Novice Principals:** Novice principals (those with three or few years as a principal) should maintain a close, reflective relationship with their supervisor. At a minimum, the evaluator/supervisor should meet quarterly with the principal to provide formative evaluations of performance.
  - **Evaluating Experienced Principals:** Experienced principals (those with four years and more as a principal) should meet at least three times per year with a supervisor. The initial and mid-year meetings should be reflective in nature. The final meeting should be summative in nature. Experienced principals should be evaluated at least once every three years.
5. **The Task Force recommends that supervisors meet with their principal to establish a priority order of the standards.** The principal and supervisor should try to adjust the evaluation period so that it coincides with the normal three year recertification cycle.

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

- August/September: Goal setting consultation between principal and supervisor
  - Establish SMART goals (*Specific, Measurable, Attainable, Realistic, and Timely*)
  - Determine which standards are to be addressed
  - Set specific timelines
  - Determine responsibilities
  - Discuss resources and supports
- January/February: Mid-year progress consultation/update
  - Review SMART goals
  - Modify goals as needed
  - Review performance status
  - Supervisor provides a brief written summary (within 15 days)
- May/June: Summative conference
  - Principal shares portfolio information/artifacts with supervisor
  - Principal reflects on goals
  - Supervisor provides a rubric-based assessment (with written response within 15 days)

**RECOMMENDED FRAMEWORK**

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



## **STATE-LEVEL PILOT AND ADOPTION OF THE PRINCIPAL EVALUATION GUIDELINES**

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

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

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

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

## **MONITORING OF PRINCIPAL EVALUATION ADOPTION AND IMPLEMENTATION**

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

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

## **STATEWIDE SUPPORT FOR PRINCIPAL DEVELOPMENT**

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

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

#### PRINCIPAL EVALUATION MODEL – IMPLEMENTATION TIMELINE

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence	Resources	Significant obstacles
Recruit, select and launch pilot for Principal Evaluation model, include SIG Schools	End of October 2012	Commissioner of Education in consultation with New Hampshire Association of School Principals and the New Hampshire School Administrators Association	Pilot sites selected and model piloted	New Hampshire Dept. of Education key staff, Principal Task Force members, report and rubrics	
Presentation to Supt. of Schools at monthly Commissioners Mtg.	Commissioners Meeting September 28, 2012	Commissioner of Education	Notes from Commissioners Meeting	Members of NH Leadership Task Force, NHASP, Karen Soule, NH Dept. of education Lead for Educator and Leader Effectiveness	
Presentation to State Board of Education	State Board Meeting October 17, 2012	Commissioner of Education	Minutes from State Board Meeting	Principal Evaluation Task Force report, information from Webinar, Video to demonstrate process	

Communication of model and pilot sites	End of October 2012	Principal Evaluation Task Force Leadership Team under the direction of the Commissioner of Education	Video Completed, webinar created and presented to all regions in the state	Members of the Leadership Task Force, NHSAA, NHASP, NHNEA, AFT-NH, Webinar, Video to demonstrate process	
Support, professional development for pilot districts and schools	Quarterly meetings 2012-2013	Key Dept. of Education staff under the direction of the Commissioner of education	Reflections, portfolios, meeting with supervisor, changes in practice, student data	New England Comprehensive Center, Regional Education Lab, technical consultants, Learning Forward	
On-going development of Student learning Objectives	2012-2013 Quarterly development meetings in-districts, schools meeting on a regular basis to be locally determined	Key Dept. of Education Staff members under the direction of the Commissioner of Education	Template for development of SLO's Development by NH educators of a minimum of 2 SLO's for each school	Scott Marion Technical Consultant, nyengage.org	
Training for evaluators	June, July, August 2013	Key Dept. of education Staff members, under the direction of the Commissioner of Education	Completion of training and implementation 1013-14	Training in Observation skills, through Charlotte Danielson,	Funding
Administer Protocol to evaluate and make revisions of piloted model as well as determine other models being implemented in NH schools and districts	July and August 2012	Key Dept. of Education Staff members under the direction of the Commissioner of Education, all school districts in NH	Protocol and results of Protocol used to make revisions to model	New England Comprehensive Center, Regional Education Lab	

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

Full implementation of model system	2014-2015	Local School Districts with support from the Dept. of Education under the direction of the Commissioner of education	Reflections, portfolios, meetings with supervisors, changes in practice	Supervisors of principals, principals, Dept. of Education staff, regional liaisons,	.
On-going support and professional development for school districts	Quarterly 2014-2015 professional development support In school and district professional development support as determined locally	Technical consultation as needed, key Dept. of Education staff under the direction of the Commissioner of Education ,	Reflections, portfolios, student outcomes, meetings with supervisors, changes in practice as demonstrated using the rubric as evaluation tool,	Regional Education Lab, New England Comprehensive Center, regional liaisons,	

## TEACHER EVALUATION AND SUPPORT SYSTEMS

Established in 2010 to build a foundation for the development of a system to support effective teaching in New Hampshire, the Task Force on Effective Teaching (Phase I) was comprised of sixty representatives from a wide range of stakeholder groups. The 2011 Phase I Report ([see Supplemental Attachment \\_\\_\\_](#)) contains details from this effort, including a common definition of effective teaching for all schools.

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

The Phase I Task Force on Effective Teaching also:

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

The Phase II Task Force on Effective Teaching is currently active and is charged with operationalizing the recommendations put forth in the *Phase I Report*. The Phase II Task Force is comprised of over 40 key education stakeholders, including teachers, principals, superintendents, higher education representatives, and key union and association representatives. The task force is

supported by the NHDOE, the Center for Assessment, and the New England Comprehensive Center. There was a purposeful overlap between the Phase I and Phase II Task Force members to ensure continuity of effort.

The follow sections provide a detailed overview of the results of the task force to date in developing a teacher evaluation model that LEAs may choose to adopt. LEAs have the right in New Hampshire to choose their own evaluation model, however through this flexibility waiver, the state is asking for all Title I schools to implement either the State Model System or a model that is comparable and approved through the NHDOE. Similar to the principal evaluations, the State has provided a model system for districts to use to evaluate its teachers or they may use the Model System as guide for developing their own evaluation systems.

### **GUIDING PRINCIPLES**

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

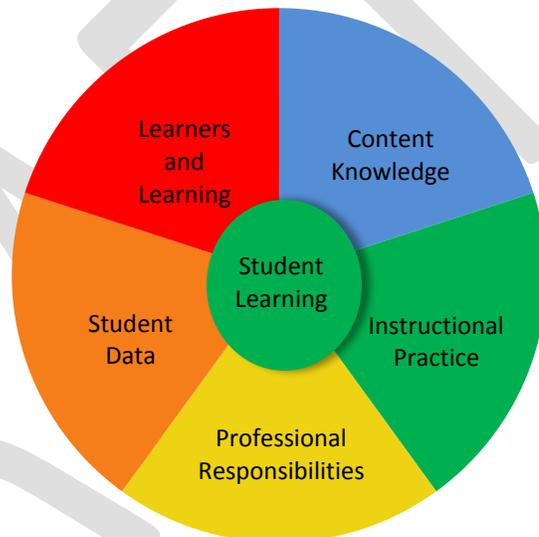
1. High quality teachers are critical for fostering student learning. Therefore, the system is designed to maximize educator development by providing specific information, including appropriate formative information that can be used to improve teaching quality.
2. Local instantiations of the State Model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

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

### **DIMENSIONS/DOMAINS OF A MODEL SYSTEM**

The graphical representation (see below) provides a useful heuristic for the conceptualization of a model NH system. This graphic contains a lot of information that will be unpacked in the remainder of this document. A key aspect of the state model system is that it will contain five major components, four domains of professional practice and one domain of student performance data. While many districts will use Danielson’s framework for Domains 1-4, **the Phase II Task Force recommends that all local systems are based on the four domains of effective teaching described in the Phase I report. :**

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



The Task Force does not want to preclude districts from using other existing frameworks (e.g., Danielson), but recommends that **all districts must map their framework to the four dimensions from the Phase I report.**

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

### ***Standards of Professional Practice***

*The State Model system uses Danielson’s Framework for Effective Teaching as the measurement framework for evaluating teachers relative to the four dimensions of effective teaching from the Phase I report. Appendix A (coming soon) contains the detailed crosswalk between the Framework for Effective Teaching and Definition of Effective Teaching from the Phase I report to illustrate the alignment between the two sets of standards of professional practice. This recommendation is based on the State’s developing familiarity with Danielson’s framework, the research base supporting this framework, and the extensive materials available to support its use and professional development. Local districts may adopt other frameworks or approaches to add more specificity to the definition of effective teaching from the Phase I report as its Standards for Professional Practice, but the Task Force recommends requiring that any framework used must document the research supporting its use and provides the specifications necessary to support reliable and valid measurement of teacher practices.*

### ***Performance Standards***

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

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

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

*This is just an example.* The Task Force must craft its own set of PLDs for each of the overall performance levels in the NH model system. One might ask, given the local control in NH, why

not just turn over this responsibility to the local districts? The Task Force recommends that as part of creating a model system for NH with any hope of *comparability among expectations for educators across districts, a set of common performance descriptors must be employed. Further, the Task Force charges a sub-committee to develop performance level descriptors for the NH model system.*

### **GENERAL EVALUATION FRAMEWORK**

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

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

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

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

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

### **SPECIFIC MEASUREMENT FRAMEWORK**

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

***Domain 1: Planning and Preparation***

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

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

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

***Domain 4: Professional Responsibility***

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

***Domain 5: Student Performance***

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

**SPECIFIC EVALUATION RECOMMENDATIONS**

1. All educators should establish yearly professional goals in consultation with their supervisor or designee and document the process and products associated with these goals through a professional portfolio that is reviewed each year. NH DOE will produce guidance outlining the requirements of a professional portfolio to be used as a starting point for local requirements. The professional portfolio should include, in addition to other goals, evidence related to the five domains of effective teaching such as evidence of improved assessment

practices, materials used to implement the Common Core State Standards, and/or improvements in the competency education strategies.

2. All educators should document student academic performance each year using SLOs in accordance with the SLO guidance (Appendix A).
3. All educators in “tested” grades and subjects should receive a report each year from NH DOE documenting the individual student and aggregate Student Growth Percentiles (SGP) for their class(es). These results, based on NECAP and eventually SBAC tests, using the SGP model, should be incorporated into teachers’ evaluations either using a shared or individual attribution framework.
4. In the years that the teacher is evaluated, teachers should be observed formally on at least three different occasions. The determination of the observations should occur in consultation with the educator. At least one of the observations, but preferably most of them, should be tied to aspects of the curriculum that are the focus of the SLOs. Further, the observations should include an analysis and discussion of relevant documents associated with the unit of study being observed. These documents may include lesson plans, assessments, assignments, student work, and other relevant documents associated with the teaching, learning, and assessment of the unit.
5. Within the first three years of implementation, each educator is encouraged to undergo a full evaluation. To the extent possible, yearly evaluations should include multiple years of student performance results.
6. The district is encouraged enact a policy and set of procedures to differentiate evaluation systems for its different classes (e.g., novice, veteran of educators).
7. All non-continuing contract (novice) educators should be evaluated each year, but districts may decide to focus specific aspects of the evaluation for novice educators by reducing the demands of the professional portfolio, for example.
8. All continuing contract teachers who have been rated effective must be evaluated at least every three years, but any continuing contract teacher rated below effective must be evaluated yearly.

### CONSEQUENCES AND SUPPORTS

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

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

In each system, the task force members will be developing performance level descriptors for each of the four levels. These descriptors will characterize the rating for each educator and principal that is

based on the types of knowledge, skills, dispositions and behaviors for the performance level being described.

Teachers with exemplary performance as demonstrated by the evaluation ratings will be recognized in ways determined by the local district. This recognition may include monetary rewards, but more likely will include recognition and the ability to be involved in additional opportunities (e.g., mentoring, serving as evaluators) and perhaps additional flexibility from other requirements.

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

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

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

#### **TEACHER EVALUATION MODEL – IMPLEMENTATION TIMELINE**

<b>Key Milestone or Activity</b>	<b>Detailed Timeline</b>	<b>Party or Parties Responsible</b>	<b>Evidence (Attachment)</b>	<b>Resources (e.g., staff time, additional funding)</b>	<b>Significant Obstacles</b>
Completion Phase II Report	September 2012	Dept. of Education lead, Technical Consultant to Task Force, Task Force members	Not available	REL, (Regional Education Lab, NECC, (New England Comprehensive Center) Task Force members Commissioner of Education, Deputy Commissioner	Availability of Task Force members to complete key sections i.e.: definitions of levels of Professional Performance
Presentation to Supts. of Schools at monthly Commissioner's Meeting	September 28, 2012	Commissioner of Education	Phase II Report w	REL, NECC, Task Force members, Scott Marion, Technical Consultant, key Dept. of Education staff	Completion of Phase II Report

Presentation to State Board of Education	October 17, 2012	Commissioner of Education	Task Force Report	Dept. of Education staff	
<p>Communication Plan Presentations to NHASP, NEANH, AFT-NH, Council for Teacher Education, IHE Network</p>	<p>NEA NH Annual Convention October 5, 2012                      NHASP (New Hampshire Association of School Principals monthly Executive Board Meeting October 12, 2012                      AFT-NH TBD October 2012,                      Professional Standards Board October 3, 2012,                      IHE Network Meeting September 27, 2012                      Council for Teacher Education September 20, 2012,                      NH PTA Annual Meeting, October 2012</p>	<p>Commissioner of Education and or her designees</p>	<p>Task Force Report</p>	<p>Communication with professional associations, NHASP, NHSBA, NHSAA, NHSEA, NHNEA, NH-AFT NHPTA</p>	<p>Com</p>

Recruit, select and launch schools and districts to pilot Model	October 2012	SIG Schools, Pilot schools and districts Districts Dept. of Education Staff, liaisons	Formative gathering of actual evaluations, surveys of participants, observations by evaluators	Federal funds, facilitators for School Districts, Division of Instruction Dept. of Education, State Longitudinal grant Outcome 1 resources	
On-going professional development for SIG schools, district, and Pilot schools, districts	Minimum quarterly meetings 2012-2013, On-going support monthly through Dept. of Education liaisons, under the direction of the Commissioner of education	Sig school and pilot school educators, facilitators and liaisons	Reflections, student data, portfolios, Reflections, changes in practice, and end of year evaluation, student data	Scott Marion, technical Consultant REL, NECC, Dept. of Education Learning Forward, RTI group	Time and lack of funding
Development of Student Learning Objectives	Quarterly Development Meetings, in-District, school meetings on regular basis to be determined by districts and schools	Center for Assessment and SIG and pilot school educators	Template for development of SLO's, SLO's developed by educators in NH	Staff, time and training funds Center for Assessment, NH Dept. of education Staff, RMC, Center for Collaborative Education/Quality Performance Assessments, Learning Forward	Time, resources
Evaluate and make revisions of piloted model, Administration of protocol for all NH school districts	July and August 2013	Input from SIG and Pilot schools, with cooperation of State Dept. of Education Personnel	Input from SIG and Pilot Schools including student data, and recommendations for revisions	REL, Dept. of Education Staff, Center for Assessment, Learning Forward	

Revisions of model completed	September 2013	Results of protocol, NH Dept. of Education staff, input pilot schools and districts	Revised model	NH Dept. of Education Staff, Scott Marion, technical consultant, Representatives from pilot schools and districts	How to get all parties together to finalize revised model
Expansion of state Model, addition of a minimum of 3 additional districts in each region. (each district will select schools within their districts to participate	2013-14	Local NH school districts, with support from the Dept. of Education through regional liaisons, technical consultants as needed , under the direction of the Commissioner of education	Use of the protocol, data from pilot and revised model	Dept. of Education, SIG schools, local school district personnel , Learning Forward	Resistance and will depend on results from protocol
On-going Professional Development for participating districts	Quarterly professional development	Local NH school districts, with support from the Dept. of Education through regional liaisons, technical consultants as needed	<i>Reflections, student data, portfolios, Reflections, changes in practice, and end of year evaluation, student data</i>	Dept. of Education, All participating schools and districts, Technical Consultants for on-going support and consultation	
Continued development and Refinement of SLO's	2013-2014	Dept. of Education staff, to include liaisons, local school and district staff	<i>SLO's developed by schools and districts, use of at least 2 SLO's in system</i>	Scott Marion Technical Consultant, Dept. of Education staff	

Communication of Model System to stakeholders	September 2013 to July 2014,	Key Dept. of Education staff under the direction of the Commissioner of education in consultation with NHSAA, NHASP, NHSBA, NHPTA, NHNEA, AFT-NH, NHSEA, state legislators NH State Senate and Representatives Education Committees	<i>Meeting agendas and or notes, correspondence from the NH Dept. of education</i>	Key Dept. of Education staff, Executive Boards of NHSAA, NHASP, NHNEA, NHSBA, NHSEA, AFT-NH NHPTA, NH Senate and House Education Committees NH Dept. of education website	
Administer Annual Protocol	June 2014	Key Dept. of education staff, under direction of Commissioner of education each district implementing model system	<i>Protocol results</i>	Dept. of Education staff	
Revisions to model system	August 2014	Key Dept. of education staff with input from implementation districts	<i>Revised model system</i>	REL, NECC, additional technical consultants as needed	
Full Implementation of model system	2014-15	Local school Districts with support from Dept. of Education	<i>Local plans and reports of teachers in various professional levels of performance, student data</i>	Liaisons, Center for Assessment NH Dept. of Education	
On-going Professional Development	2014-2015 Monthly for new districts, quarterly for districts who have already implemented the model system	Dept. of Education Liaisons under direction of Commissioner of Education, local school and district staff	<i>Reflections, student data, portfolios, Reflections, changes in practice, and end of year performance, student data, SLO's</i>	REL, NECC, Scott Marion Technical consultant, Learning Forward	

### 3.B ENSURE LEAS IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

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

#### MONITORING OF TEACHER EVALUATION ADOPTION AND IMPLEMENTATION

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

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

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

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

#### STATEWIDE SUPPORT FOR TEACHER DEVELOPMENT AND EDUCATOR PREPARATION

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

The IHE’s have been involved in the development of the educator effectiveness system, especially since one of pillars in the teacher and leader effectiveness system is teacher preparation. In the

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

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

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

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

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

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

**PRINCIPLE 4: REDUCING DUPLICATION AND UNNECESSARY BURDEN**

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

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