(C) Data Systems to Support Instruction *(47 total points)*

State Reform Conditions Criteria

(C)(1) Fully implementing a statewide longitudinal data system *(24 points – 2 points per America COMPETES element)*

The extent to which the State has a statewide longitudinal data system that includes all of the America COMPETES Act elements (as defined in this notice).

In the text box below, the State shall describe which elements of the America COMPETES Act (as defined in this notice) are currently included in its statewide longitudinal data system.

Evidence:
- Documentation for each of the America COMPETES Act elements (as defined in this notice) that is included in the State's statewide longitudinal data system.

Recommended maximum response length: Two pages

(C) Data Systems to Support Instruction

(C)(1) *Fully Implementing a Statewide Longitudinal Data System.* In the past five years, New Hampshire has built collaborative relationships with districts and other stakeholders to build a student-level data warehouse as well as focus on using data to inform instruction in classrooms and schools. By the end of its current statewide longitudinal data system (SLDS) grant period (July 2010), the data warehouse will contain student, school, district, program and some census, geographic and tax data. The NH Department of Education has recently applied for additional funds to complete the required twelve elements of the America COMPETES Act, to: expand the warehouse to include P-20 data from the Department of Health and Human Services, the Department of Juvenile Justice and state and private postsecondary institutions of higher education, to incorporate data from the Educator Information System into the data warehouse and to continue its training in the use of data analysis tools at all levels of the P-20 system. The needs identified in Figure C-1 have been identified in our SLDS grant request. If funded, we anticipate meeting these needs. If the SLDS grant is not funded, we would look for funds from the RttT grant if these are to be accomplished.

Figure C-1. Status on Elements of the America COMPETES Act

Element	Status
E1. A unique statewide student identifier that does not permit a student to be individually identified by users of the system.	Completed for K-12; required for postsecondary and early childhood.
Need: • Legislative approval to expand use of unique ID to preschool and postsecondary • New policies, technology and process so that all source systems (including new sources added through SLDS/RttT initiatives) use/store unique ID • Automated processes to request/transfer identifiers by postsecondary and early childhood	
E2. Student-level enrollment, demographic and program participation information.	Completed for K-12 data, need to add postsecondary and early childhood information. Also expand to include additional K-12 data.
Need: • Increased frequency and scope of collections to support instructional decisions at K-12 level • Addition of postsecondary and early childhood data	
E3. Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete P-16 education programs.	**Complete for K-12 data, need to add postsecondary and early childhood information.**
Need: • Increased frequency of K-12 data collection (near real time required) • Additional collections to include early education and postsecondary data • New mechanisms to validate data at source and tighten the feedback loop	
E4. The capacity to communicate with higher education data systems.	Planned, not begun.

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Need: • Policies for use of data collected by other agencies or institutions • New managed load process for higher education data • A common Statewide Student Information System and/or state provided system collection • Operational system interoperability • Creation of a data mart for postsecondary data	
E5. A State data audit system assessing data quality, validity, and reliability.	Complete for existing data, but additional required data not yet collected.
Need: • Additional monitoring; implementation of onsite data quality checks • Establishment of consequences for inaccurate and late submissions • Cross-agency and cross-state data governance • Audit processes for postsecondary, early childhood and workforce data	
E6. Yearly test records of individual students with respect to assessments.	Completed. The State collects and stores state and local assessments in the SLDS for K-12. Multiple assessments are included in the warehouse for K-8. However, additional assessments need to be included for high school.
Need: • License of Assessment Builder tool to capture additional assessment information, e.g., competency-based assessment data • Expansion of assessment data collected at high school level, e.g., competency-based assessments, SAT, ACT, AP, PSAT • Expansion of assessment data collected for non-core areas (e.g., arts, social studies)	
E7. Information on students not tested, by grade and subject.	Completed
• None	
E8. A teacher identifier system with the ability to match teachers to students.	In progress. The SLDS supports student–teacher match. However, submission of student-teacher data is currently optional.
Need: • Acquisition of legislative approval to mandate submission of student-teacher data • Development of policy for teacher-student matching. • Creation of policies for appropriate use/privacy, and definitions, e.g. "teacher of record" • Implementation statewide for near real-time collection	
E9. Student-level transcript information, including information on courses completed and grades earned.	In progress. Information on courses and grades currently collected on an optional basis.
Need: • Acquisition of legislative approval to mandate submission of student-teacher data • Student-level transcript data policy • Student-level transcript system • Process for inter-institution sharing and privacy of student transcript data	
E10. Student-level college readiness test scores.	Planned. The State is working on collecting high school assessment data to determine college readiness (PSAT, SAT/ACT) and must expand to include college-level readiness information.
Need: • Acquisition and inclusion of PSAT, SAT/ACT and other scores • Inclusion of college readiness class information	
E11. Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.	Planned: Collaboration with postsecondary institutions.

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Need: • Collaboration with New Hampshire postsecondary institutions • Data collection (via operational systems interoperability) of lagging indicators, e.g., remedial coursework, low GPA and dropout • Inclusion of at-risk leading indicators • System for collection and validation of indicator source data • Reporting of indicators	
E12. Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	In progress. Currently, the State collects and stores in the data warehouse, National Clearinghouse data to identify student enrollment in postsecondary institutions.
Need: • Alignment of standards between P-12, postsecondary and workforce development • At-risk/success indicators for postsecondary success	

(C)(2) Accessing and using State data *(5 points)*

The extent to which the State has a high-quality plan to ensure that data from the State's statewide longitudinal data system are accessible to, and used to inform and engage, as appropriate, key stakeholders (*e.g.*, parents, students, teachers, principals, LEA leaders, community members, unions, researchers, and policymakers); and that the data support decision-makers in the continuous improvement of efforts in such areas as policy, instruction, operations, management, resource allocation, and overall effectiveness.[1]

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note in the narrative the location where the attachments can be found.

Recommended maximum response length: Two pages

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[1] Successful applicants that receive Race to the Top grant awards will need to comply with the Family Educational Rights and Privacy Act (FERPA), including 34 CFR Part 99, as well as State and local requirements regarding privacy.

(C)(2) *Accessing and Using State Data.* Over the past five years, the New Hampshire Department of Education has implemented a data warehouse that has become the central source for teachers, school leaders, policymakers, researchers and other stakeholders, to make data-driven policy decisions related to instructional improvement, program reporting, state assessment and accountability, education funding and dropout reduction. New Hampshire has found that increased use of the same pool of data helps to verify and ensure quality of data as well as improve the ability to make critical data-driven policy decisions.

NH contracted with Performance Pathways (now part of SunGard Public Sector) to implement an access portal for teachers to use longitudinal data. The software provides easy-to-read charts, graphs and reports to display aggregated, disaggregated and individual student data. It also allows school administrators and teachers to analyze classroom, subgroup and student assessment data, set student growth benchmarks and visually display their progress. Although great progress has been made, the State's plan, which follows, identifies its goals, activities, responsible parties and timeline to expand the use of data for parents, students, teachers, principals, LEA leaders, community members, unions, researchers and policymakers.

Goals	Activities	Timelines	Responsible Parties
Enhance tools that use data to inform instruction (Performance Plus) and integration with the state longitudinal data system	• Expand security functionality for Performance Plus to support expanded district needs as the scope of data increases.	January 2011 – November 2011	NHDOE Division of Program Support
	• Work with other NECAP (state assessment) partners to collaborate on the expansion of Performance Plus to provide a multi-state solution. The partners include NH, ME, VT and RI.	July 2010 – May 2012	NHDOE Division of Program Support
	• Work with Performance Plus vendor to provide quick access to instructional data. Enhance query tool to include one-step reports to ensure the novice user can quickly feel comfortable using data.	June 2010 – May 2013	NHDOE Division of Program Support
	• Allow for state-wide collection of student assessment information, including the completion of high school competencies and other student information.	June 2011 – May 2012	NHDOE Division of Program Support
	• Expand instructional tools to better connect the cost of programs with the effects of the program.	January 2012 – May 2013	NHDOE Division of Program Support
Create a richer set of data that will be available to inform decisions that directly impact teaching and learning on a daily basis	• Expand the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios.	June 2010 – May 2013	NHDOE Division of Program Support
	• Require more frequent collections of data to provide real-time access to teachers.	June 2010 – May 2013	NHDOE Division of Program Support
	• Create Key Performance Indicators that define student outcome success and use them to inform instructional change.	June 2010 – May 2013	NHDOE Division of Program Support
Identify which instructional practices, programs and policies are working for whom and which should be scaled up (Key audiences: superintendents, principals, teachers, unions, researchers and policymakers)	• Establish a Research and Development office in the New Hampshire Department of Education.	June 2010 – ongoing	NHDOE Division of Program Support
	• Establish policies and processes to identify questions, embark on research, obtain input from stakeholders and disseminate research findings.	October 2010 – May 2011	NHDOE Division of Program Support
	• Conduct research, using data from the longitudinal data system, as well as coordinate collaboration across research organizations such as the University System of New Hampshire, the Community College System of New Hampshire, policy research groups, etc., to inform policy and programmatic changes throughout the state.	December 2010-May 2013	NHDOE Division of Program Support

Goals	Activities	Timelines	Responsible Parties
	• Expand statewide researchers' website to facilitate communication.	July 2011 – May 2012	NHDOE Division of Program Support
	• Create a working group of researchers from ME, NH, RI and VT to consider and follow through on cross-state research opportunities.	June 2010 – May 2013	NHDOE Division of Program Support
	• Develop a memorandum of understanding, policies and processes to enable data exchanges and research across states and research institutes.	October 2010 – May 2012	NHDOE Division of Program Support
	• Institute a process to effectively communicate research findings to appropriate audiences including policy leader seminars, sessions at association conferences, multi-media campaigns.	June 2011 – May 2012	NHDOE Division of Program Support
	• Identify promising practices and scale them up.	January 2011 – May 2013	NHDOE Division of Program Support
Ensure that data informs instructional practice and educational programs at the school, district and state level (Key audiences: teachers, principals, superintendents)	• Establish an Office for Implementing Educational Improvements based on formative and summative research findings.	June 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	• Develop training materials and case studies (enhancing them as more data is added to the SLDS) to use with teachers, leaders and districts.	June 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	• Build capacity of teachers and school leaders to use data to inform instructional and programmatic decisions through provision of training at regional centers.	June 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	• Provide follow-up, targeted technical assistance to districts, schools and school data teams in how to use data and how to interpret performance reports.	August 2010 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
	• Expand Department's website to include an on-line repository of training guides, training videos, etc.	July 2011 – ongoing	NHDOE Divisions of Program Support and Curriculum and Instruction
Enable students and parents to track academic progress (Key audiences:	• Give access to students and parents to data via Performance Plus.	May 2011 – December 2012	NHDOE Division of Program Support

Goals	Activities	Timelines	Responsible Parties
students, parents) toward career readiness and/or postsecondary readiness	• Expand security function of Performance Plus.	January 2011 – November 2011	NHDOE Division of Program Support/SLDS Project Team
	• Provide access to Key Performance Indicators.	December 2011 – December 2012	NHDOE Division of Program Support
Enable general public to make informed decisions about schools (Key audience: general public)	• Provide access to Key Performance Indicators.	May 2012 – December 2012	NHDOE Division of Program Support
Implement an evaluation system that will use the Longitudinal Data System to identify student growth for teachers, principals and schools. (Key audiences: teachers, principals, superintendents)	• Identify appropriate metrics to evaluate student growth.	January 2013 - 2014	NHDOE Division of Program Support
	• Build a template of performance reports that can be used by various stakeholders to report on student growth at the student, class, school, district, and state level (custom reports plus capability to query data).	January 2013 - 2014	NHDOE Division of Program Support
Ensure that traditional and alternative teacher and leader preparation programs better meet the needs of students in rural and urban areas (Key audiences: teacher and leader preparation programs, superintendents, principals, policymakers)	• Office of Research and Development will collaborate with broad representation of stakeholders to design a process to track and evaluate the effectiveness of graduates of traditional and alternative preparation programs, e.g., Upper Valley Educators Institute, STEM mid-career initiatives.	January 2012 - 2013	NHDOE Division of Program Support
	• Modify preparation programs based on results of research studies, including emphasis on use of Performance Plus and Assessment Builder tools.	January 2012 - 2013	NHDOE Division of Program Support
Provide a more rigorous K-12 curriculum to better prepare students for college and careers (Key audience: teachers, principals, students, parents)	• Coordinate research to evaluate preparation of students for postsecondary education and careers.	January 2012 - 2013	NHDOE Divisions of Program Support and Curriculum and Instruction

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					

(C)(3) Using data to improve instruction *(18 points)*

The extent to which the State, in collaboration with its participating LEAs (as defined in this notice), has a high-quality plan to—

 (i) Increase the acquisition, adoption, and use of local instructional improvement systems (as defined in this notice) that provide teachers, principals, and administrators with the information and resources they need to inform and improve their instructional practices, decision-making, and overall effectiveness;

 (ii) Support participating LEAs (as defined in this notice) and schools that are using instructional improvement systems (as defined in this notice) in providing effective professional development to teachers, principals and administrators on how to use these systems and the resulting data to support continuous instructional improvement; and

(iii) Make the data from instructional improvement systems (as defined in this notice), together with statewide longitudinal data system data, available and accessible to researchers so that they have detailed information with which to evaluate the effectiveness of instructional materials, strategies, and approaches for educating different types of students (*e.g.*, students with disabilities, English language learners, students whose achievement is well below or above grade level).

The State shall provide its detailed plan for this criterion in the text box below. The plan should include, at a minimum, the goals, activities, timelines, and responsible parties (see Reform Plan Criteria elements in Application Instructions or Section XII, Application Requirements (e), for further detail). Any supporting evidence the State believes will be helpful to peer reviewers must be described and, where relevant, included in the Appendix. For attachments included in the Appendix, note the location where the attachment can be found.

Recommended maximum response length: Five pages

New Hampshire has been recognized for its success in implementing an analysis tool, Performance Plus, that teachers, specialists, principals and other educators use to inform instruction for individual students and groups of students, with a particular focus on use of tool in schools with large populations of underrepresented students. Additional activities to enhance current efforts, as presented in the plan below, have already been identified in the State's LDS recent grant application.

Goal	Activities	Timeline	Responsible Parties
A richer set of data and analysis tools are available to inform decisions that directly impact teaching and learning on daily basis	• Expand the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios.	June 2010 – May 2013	NH DOE Division of Program Support
	• Require more frequent collections of data to provide real-time access to teachers.	June 2010 – May 2013	NH DOE Division of Program Support
	• Create Key Performance Indicators that define student outcome success and use them to inform instructional change.	June 2010 – May 2013	NH DOE Division of Program Support
All districts use Performance Plus (or an equivalent alternative) that provides teachers and principals with data to inform instruction	• Survey districts to determine which instructional improvement systems they use (aside from Performance Plus).	December 2010 – April 2011	NH DOE Division of Program Support
	• Develop criteria and evaluate other systems to see if they meet requirements for informing instruction.	April 2011 – December 2011	NH DOE Division of Program Support
	• Mandate use of Performance Plus (and/or an equivalent alternative) by all schools as part of school accountability rules.	May 2011 – December 2011	NH DOE Division of Program Support
	• Mandate use of Performance Plus (and/or an equivalent alternative) to identify instructional success and challenges as part of teacher evaluation and professional development processes.	May 2011 – December 2011	NH DOE Division of Program Support
	• Collaborate with our NECAP partners on the expansion of Performance Plus to provide a multi-state solution.	May 2011 – December 2011	NH DOE Division of Program Support
Teachers, principals, and administrators know how to use these systems and the resulting data to support continuous instructional improvement	• Develop and implement training and technical assistance in several phases to meet the levels of educators' and schools' sophistication in knowledge of data available, how to interpret them, and how to use to inform instructional practice.	June 2010 - ongoing	NH DOE Division of Program Support

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		June 2010 -	NH DOE Division
	• Identify a group of educators in each region, who use data from LDS and other sources effectively.	June 2010 - ongoing	NH DOE Division of Program Support

Performance Measures Performance measures for this criterion are optional. If the State wishes to include performance measures, please enter them as rows in this table and, for each measure, provide annual targets in the columns provided.	Actual Data: Baseline (Current school year or most recent)	End of SY 2010-2011	End of SY 2011-2012	End of SY 2012-2013	End of SY 2013-2014
(Enter measures here, if any.)					