



**Frank Edelblut**  
Commissioner

**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

March 1, 2019

The Honorable Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Ave, SW  
Washington, D.C. 20202.

Dear Secretary DeVos:

The New Hampshire Department of Education (NH DOE) is submitting the attached proposed revisions to our approved ESSA Consolidated State Plan. At this time, we are primarily focused on revising the accountability sections of our plan (see table below). After a full school year of implementing our programmatic areas in the plan, we will submit further amendments, if needed.

On February 5, 2019, the NH DOE posted the red-lined version of the plan and this letter to the NH DOE's website to solicit public input. We also used our Facebook and Twitter accounts to promote this feedback loop. Finally, the NH DOE informed all LEAs of the public input timeframe and encouraged their feedback as well. This opportunity was open until February 22, 2019.

The following amendments are proposed to our plan:

<b>Amendments to NH's ESSA State Consolidated Plan</b>		
<b>Page #</b>	<b>Amendment</b>	<b>Reason for Amendment</b>
15	Updated Computer Science standards information	Prior to November 2018, NH did not have separate computer science standards. State Legislature added computer science to the minimum requirements.
18-19	Updated information regarding the New Hampshire Statewide Assessment System, including translations available	NH changed assessments from the Smarter Balanced Assessment to the New Hampshire Statewide Assessment System. This section was updated to reflect the translations available in the new assessment system.
20	Changed the selection option for recently arrived English learners in the state	There was an error in the plan in that our intention did not match the box we checked (the wrong box was checked).
24	Adjusted the goals for English Language Arts to reflect updated data.	The transition from the Smarter Balanced to the NH Statewide Assessment System necessitated updating the long-term goals and interim targets slightly in English language arts from a long-term goal of 74% proficient and above to 71%. The mathematics long-term goal and interim targets did not need to be updated.

25	Table 1- updated with new data	As described in footers (which are now redlined/deleted) throughout the originally approved plan, once standard setting on the new Statewide Assessment System (NH SAS) was completed, standard targets and goals were updated accordingly.
26	Figure 1 – updated with new data	As described in footers (which are now redlined/deleted) throughout the originally approved plan, once standard setting on the new Statewide Assessment System (NH SAS) was completed, standard targets and goals were updated accordingly.
27	Table 2 - updated with new data	As described in footers (which are now redlined/deleted) throughout the originally approved plan, once standard setting on the new Statewide Assessment System (NH SAS) was completed, standard targets and goals were updated accordingly.
28	Figure 2 - updated with new data	As described in footers (which are now redlined/deleted) throughout the originally approved plan, once standard setting on the new Statewide Assessment System (NH SAS) was completed, standard targets and goals were updated accordingly.
29	Table 3 - updated with new data	As described in footers (which are now redlined/deleted) throughout the originally approved plan, once standard setting on the new Statewide Assessment System (NH SAS) was completed, standard targets and goals were updated accordingly.
30	Figure 3 - updated with new data	As described in footers (which are now redlined/deleted) throughout the originally approved plan, once standard setting on the new Statewide Assessment System (NH SAS) was completed, standard targets and goals were updated accordingly.
35	Updated language regarding the necessary English Learner proficiency composite score based on the most recent data from the WIDA assessment. Also edited are the students expected to make adequate progress toward English language proficiency based on the new data	After WIDA created new, more rigorous achievement cut scores for the 2016 ACCESS test, New Hampshire took the recommendation of WIDA to set the exit criteria at a 5.0 composite score and then revisit after two complete test administrations. After looking at the data for the past two years (2017 & 2018), we saw that this criteria was significantly impacting our EL students in a very negative way, and was not an accurate reflection of their English Language acquisition. Therefore, New Hampshire joined other WIDA consortium states to bring the exit criteria more in line with our student's performance (4.5 composite score).
37	Table 6 – updated with new data	Table 6 portrays the updated long-term goals and interim targets, based on the updated fluency cut-score of 4.5, for the proportion of English language learners expecting to reach the fluency cut-score in each year through 2025.
38	Added an average index value table to reflect the achievement indicator ranges	NH DOE used the 2018 NH SAS achievement results to update the cut-scores for the index used as the Achievement Indicator in NH's ESSA accountability systems. These update index values are presented on page 38.
40	Adjusted the rubric for achievement levels based on updated data	The updated "value table" used to convert PACE achievement level determinations across multiple years into the Growth Indicator is found on page 40. This table was updated based on the results of additional analyses.

41	Updated the English Language Proficiency indicators based on new data	The cut-scores for determining values for the English language proficiency indicator have been updated and made more rigorous. The new values are presented on page 41.
43	Updated/edited the college- and career-ready indicators	<p>New Hampshire's Accountability Task Force and the Department of Education will continue to explore extended learning opportunities and internships as possible CCR indicators to our criteria.</p> <ul style="list-style-type: none"> <li>• Completion of a NH Scholars program of study (<del>Standard, STEM, or Arts</del>) – <i>Indicator updated to focus on all potential areas of study</i></li> <li>• A grade of C or better in a dual- or concurrent - enrollment course – <i>Indicator updated to clarify language regarding dual or concurrent enrolled students</i></li> <li>• Earning a CTE or other industry-recognized credential - <i>Indicator updated to focus on all potential areas of study</i></li> <li>• Completion of NH-career pathway program of study – <i>Indicator updated to focus on all potential career pathways of study and not only New Hampshire focused programs</i></li> <li>• Completion of an approved apprenticeship program per NH RSA 278 – <i>Indicator added after discussion with the NH Accountability Task Force</i></li> </ul>
48	Updated the summative classifications for school identification	Classifications were updated to more clearly explain a school's identification.
49	Included information on feeder and receiver school process for accountability	The federal regulations outlined in ESSA require that state accountability plans include all schools. Because NH has schools without tested grades, example K-2 schools, the NH Accountability Task Force included feeder and receiver schools in the NH State Consolidated Plan.
51	Comprehensive Support and Improvement School step process for identification was updated	Slight technical corrections were made to the decision table on page 51 to fix an error that inadvertently excluded schools from certain steps.
53	Adjusted the Additional Targeted School identification cycle from four to six years	This new cycle will align to the three-year identification cycle of CSI.
56-58	Revised all of the "More Rigorous Intervention" section required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria	New Hampshire believes that in order for schools to be successful in school turnaround, family and community must play an important role in the development of school improvement plans. Further, it is critical that local school budgets support the local improvement efforts.
59	Added information regarding our partnership with a new	New Hampshire feels strongly that in order to support CSI schools we needed expertise in school turnaround. To meet this end, New

	vendor to provide diagnostic reviews of Comprehensive Support and Improvement Schools	Hampshire put out an RFP which included the particular needs of our schools. We are confident that this partnership will result in more significant student outcomes.
15-62	Minor edits to typos and sentence structures	

Please contact either Heather Gage ([heather.gage@doe.nh.gov](mailto:heather.gage@doe.nh.gov)) or Caitlin Davis ([caitlin.davis@doe.nh.gov](mailto:caitlin.davis@doe.nh.gov)) if you have any questions regarding our proposed amendments.

Thank you for your attention to this request.

Sincerely,

Frank Edelblut, Commissioner  
Department of Education

DRAFT