



Fall 2024 ESSA State Committee of Practitioners

Meeting Minutes

October 17, 2024

9:00am-12:00pm

NHED Event Center

In Attendance: Emily Fabian, [Kyu-Ryung Hwang](#), Christina Dotson, Melinda Pfaff, Corbett Coutts, Jessica Lescarbeau, [Grace Fischer](#), [Scott Marion](#), [Mike Schwartz](#), Cassie Hayes, Robert Malay, Rebecca Fredette, Tal Bayer, Nicole Doherty, Christine Landwehrle, Wendy Perron, Chris Demers, and [Lauren Heiter](#)

Meeting Began at: 9:10 AM

Full Committee – Accountability Task Force subcommittee & Title I, Part A subcommittee

- Introduction & Committee Descriptions
- Accountability Updates (Kyu-Ryung)
 - [Fall 2024 updates for federal and state accountability – Please see the attached slide deck](#)
 - [Evaluating the Efficacy of the NH accountability system – Overview of the project \(Center for Assessment\)](#)
 - **Research Qs:**
 - [Is the accountability system identifying the “right schools” for federal designations?](#)
 - [To what extent are resources being differentially distributed to identified or non-identified schools based on information from the accountability system, and are these resources adequate for establishing improvement programs?](#)
 - [Is the accountability system producing useful information for improving schools?](#)
 - [Do identified schools improve, and do they do so at a faster rate than non-identified schools?](#)

Break

Title Committee Updates (Corbett)

- School Improvement work/progress
 - Schools exiting CSI
 - [How to address up to 3 years of funding?](#)
 - Discussion:

- Some have written 1-year plans versus 3-year plans. Depends on their activities and need with plans for continued improvement and to execute the plan and sustain the growth made.
 - Funding cycle is 27 months.
 - Question is do they get a new allocation in June 2025?
 - Does mean less funding for the remaining IDed schools.
 - Title I funds for NH have been going down and so CSI amounts will also go down.
 - We don't want to disincentivize schools to leave CSI status
 - Based on population and poverty numbers. Base is \$30,000. Big range of amounts.
 - Exit evaluation to gauge interest/need for continued funding
 - Resource allocation review could be solution
 - Important to make districts aware of potential loss of funds if exiting status (which they don't know yet)
 - May be the focus and supports rather than the funds that caused success
- Vendor services
 - State contracting with a vendor
 - WestEd – NHED contract ended 9/30/24
 - 2 of 7 IDed schools in Fall 2023 opted out of vendor services
 -
 - Should this be a local decision to contract with a vendor of their choice – some expressed wanting more control and choice
 - Future payments to vendor could depend upon supports given to schools and analyzing performance data
 - What is success rate for those who used a vendor? Local control may not be appropriate if they reached CSI status initially due to local decisions
 - Reasons for opting out – local circumstances, too long to contract, did not feel they were IDed correctly and reluctance to work with vendor
 - If opting out, a recommended vendor list would be an appropriate piece
 - Allocation depends upon opting in and out of vendor services – don't know until you make that decision
 - Need anonymous proposals and a diversity of services.
- Resource Allocation Review
 - RAR is required of CSI and ATSI schools

- RAR is collaborative, inquiry-based process to support LEAs and schools with aligning fiscal, human, and instructional resources to improve student outcomes.
 - SEA must periodically conduct a RAR to support school improvement in each LEA serving a significant number of schools identified.
 - What is a “significant number of schools”?
 - Really important to zoom out and look at district resources and where they are allocated – that might be contributing to CSI status of a school
 - Data needed for review is on iPlatform but the context/analysis isn’t able to happen unless at the state level
 - Could a different platform be used for districts to use by incorporating existing data and pulling it all together to have meaningful conversations
- School Improvement Plan template
 - Continued use of 4 domains for rapid school improvement
 - Diagnostic review and needs assessment guidance beyond CALL survey
 - Resource Allocation Review is a new section
 - 2023 state-wide cut scores added
 - What is NHED expectation for needs assessments?
 - Should ATSI and TSI use the template?
- More rigorous state intervention
 - In Fall 2026, some CSI schools may be IDed again for a 4th time
 - ESSA only allows for 4 years of funds
 - What does more rigorous intervention look like in NH?
 - More check ins, more monitoring of plan and progress, expectation to work with a 3rd party vendor?
 - Plan is just words on a paper unless success is measured and monitored
 - Should be a supportive approach rather than a punitive approach
 - Charter HS who are set up to catch those struggling students should be looked at separately because of their mission statement and who they serve
- Aligning timelines for identifying CSI schools and federal funding
 - Fed funds come online in July
 - Summer graduation [data](#) available in Aug/Sept
 - [Office of Accountability generally conducts embargoed data review periods/trainings for districts between September and October, and releases the final designations of CSI, ATSI, and TSI Schools to the public during the State Board of Ed meeting in November](#)
 - [Office of Accountability informs identified schools in advance of the State Board of Education meeting](#)

- Current timeline only gives schools about 6 months to use funds after IDed
- Could we issue a preliminary report with probably IDed schools?
- Schools assess in April – might need to assume 1st year won't have huge strides in growth



Subcommittee Break-outs

Tentative Agenda

October 17, 2024

1:00pm-3:00pm

Accountability Task Force Subcommittee – NHED Event Center

- Focus group discussion with the Center for Assessment – Impact analysis of the NH federal accountability system
 - The Center collected feedback from task force members on how they use accountability data and related resources to drive school improvement
- Discussion re: CCR indicator and EL on track to proficiency metric
 - The task force reviewed current CCR Data trends and calculation method for the EL on track to proficiency metric, and discussed potential next steps for improvement.

Title I, Part A Subcommittee – NHED Room 302

- Evidence-based citations
- Re-defining ineffective, out-of-field, or inexperienced teachers (per ESSA 1111(g)(1)(B)).
- FY25 Allocation decrease
- Changes made in 2023-2024 school year
 - Schoolwide waiver
 - One-Time eligibility waiver
 - Comparability
 - Equitable services guidance
 - Carryover built out into GMS
 - Updates to the Distribution of Funds page
 - Transferability built out more into GMS



New Hampshire

Department of Education

Accountability Updates

COP Meeting – October 11, 2024

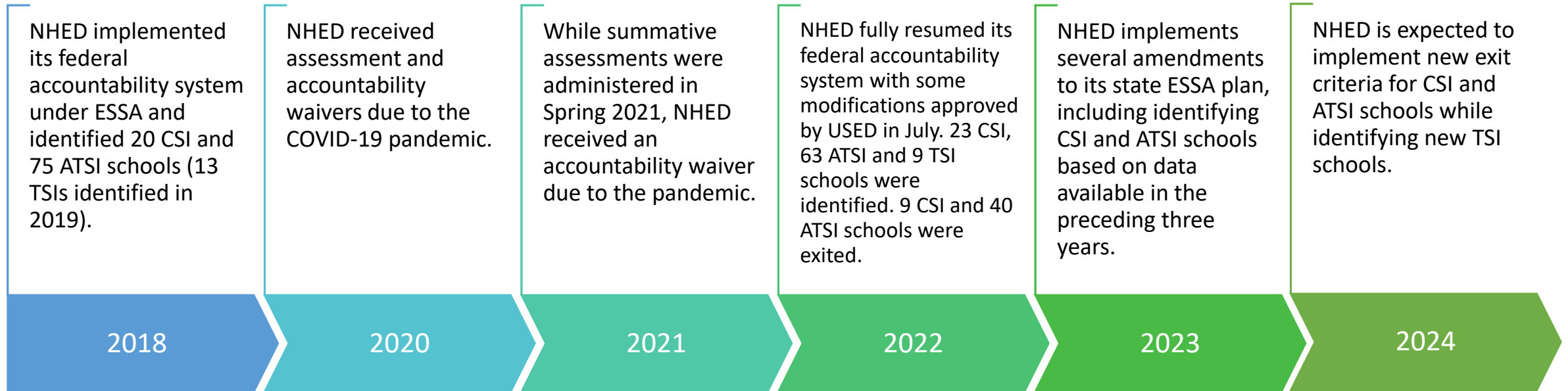
Background Information & Fall 2024 Federal Accountability Updates

ESSA Requirements

Per ESSA, states must develop a statewide accountability system that carries out various requirements including the following (Section 1111(c) and 1111(h)):

- Develop long-term goals including measurements of interim progress toward meeting such goals for all students and subgroups
- Measure certain indicators including proficiency on annual assessments, growth (ES/MS), graduation rate (HS), progress towards English language proficiency and school quality/student success
- Identify schools (CSI, ATSI, TSI) needing the most support
- Publicly report accountability data through the State Report Card

NH Federal Accountability Since 2018



School designations did not occur in 2020 and 2021

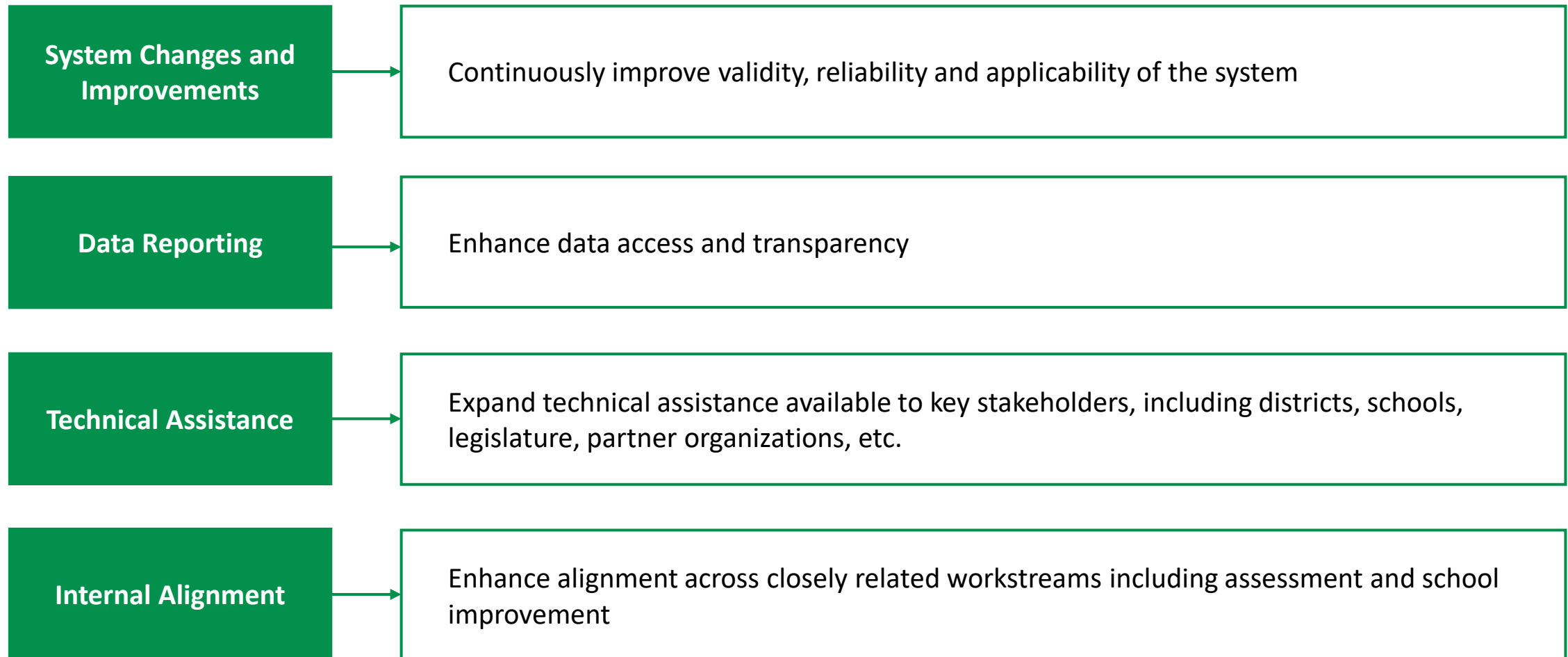
Fall 2024 Updates

- Federal accountability:
 - System-Related:
 - Identification for TSI schools only
 - A new list of TSI schools and exited CSI/ATSI schools expected to be released in November
 - New exit criteria to be applied to CSI/ATSI schools
 - Seal of Biliteracy included in the list of College and Career Readiness markers
 - New impact analysis of the federal accountability system
- State accountability:
 - SB378 calling for a state accountability task force to re-examine PBAS
 - Looking for nominations

Fall 2024 Timeline

Date	Next Steps
8/21/24 – 8/28/24	<ul style="list-style-type: none"> [Superintendents and relevant district staff] Reviewed embargoed assessment data on i4see and reported potential discrepancies
8/23/24 - 8/26/24	<ul style="list-style-type: none"> NHED hosted optional internal data review office hours for superintendents and district staff needing support in reviewing the assessment data
8/22/24 – 8/27/24	<ul style="list-style-type: none"> NHED hosted three Fall Accountability 101 trainings
9/25/24- 10/11/24	<ul style="list-style-type: none"> Accountability data review training released [Superintendents and relevant district staff] Reviewed embargoed accountability data and reported potential discrepancies to the Office of Accountability
10/1/24 – 10/2/24	<ul style="list-style-type: none"> Assessment & Accountability Conference
Nov (Expected)	<ul style="list-style-type: none"> Newly identified TSIs and exited CSIs/ATSIIs to be released to the public
Nov – Feb (Expected)	<ul style="list-style-type: none"> Office hours and other technical assistance for districts and schools Improvements to the accountability system

Priorities Driving the Office of Accountability



System Changes & Improvements

What	How	When
Enhance validity and reliability of the system	<ul style="list-style-type: none"> Used available data in the last three years to identify schools for CSI and ATSI 	SY 23-24
	<ul style="list-style-type: none"> Implemented consecutive identifications of CSI and ATSI schools 	SY 23-24 SY 22-23
Expand Options	<ul style="list-style-type: none"> Expanded rigorous exit options for CSI and ATSI schools Added the Seal of Biliteracy to the list of approved College and Career Readiness markers 	SY 23-24
Evaluate and improve an alternate system	<ul style="list-style-type: none"> Evaluated the small school review process involving data points such as formative/interim assessment data, school climate surveys, social-emotional learning, etc. 	SY 23-24
Other Changes	<ul style="list-style-type: none"> Adjusted the timeline for long-term and interim goals Adjusted cut scores for Achievement and Growth indicators 	SY 22-23

Data Reporting: Data Transparency Portal

iPlatform

New Hampshire's school data transparency portal.

Welcome to the New Hampshire Department of Education's iPlatform 9.75 for education data stories from school/districts. This portal includes a broad and expanding range of information to create the opportunity for community conversations. To help you navigate through the iPlatform tools, please refer to our [iPlatform Training and Resources](#) area. For best viewing purposes, access the following links in Chrome, Safari, or Edge. If you are unable to find the information you are looking for in iPlatform, please complete a [Data Request Form](#).

iAchieve

An online dashboard that includes Assessment Participation, Proficiency and Growth, Achievement Levels, and ESSA Indicators, designed to help educators make data-driven decisions and improve student outcomes. The Assessment Participation section displays participation rates and identifies areas of concern. Proficiency and Growth tracks student performance over time to identify areas for additional support. Achievement Levels shows the percentage of students meeting expectations, while ESSA Indicators provide a holistic view of student progress in relation to ESSA requirements.

iGrant

An interactive ESSER dashboard that highlights various data such as allocations, spending information, and paid reimbursements by school districts. This dashboard also showcases the top activities where districts are spending their ESSER funds. The data within this dashboard is pulled directly from the NHED grants management system (GMS), and updates weekly. iGrant is a great resource to provide a snapshot of the actual ESSER spending for each school. More information, definitions, and resources can be found within the dashboard.

iReport

Includes static information about individual schools and school districts that comprises the accountability data elements included in the New Hampshire federal accountability plan under the Every Student Succeeds Act. This is a great source to get a quick snapshot of a particular school or district.

iExplore

Includes more dynamic information about individual schools and comparative tools between schools, districts, and state level information. More advanced comparisons are made between data with drill down capability. At this point, iExplore is driven by IS identified data elements. This list will continue to grow as the NH DOE adds additional exploration metrics, helping communities explore and engage in discussions about education in their communities. iExplore is a great source for more in-depth analysis of what's going on in a school, district, or across the state.

Data Reports

Reports on student counts, racial statistics, teacher counts, school building information, financial data on the school districts in the form of budgets and financial statements.

iGlossary

An online reference tool that provides definitions and explanations for academic and educational terminology throughout iPlatform. It is designed to assist students, parents, educators, and researchers using any of the iPlatform tools. iGlossary is organized alphabetically, making it easy to navigate, and each entry is written in clear and concise language.

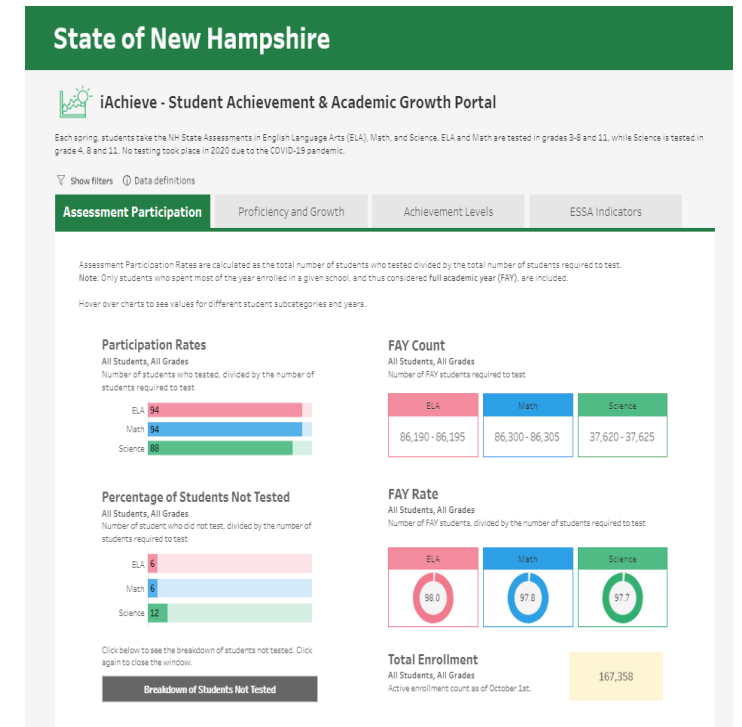
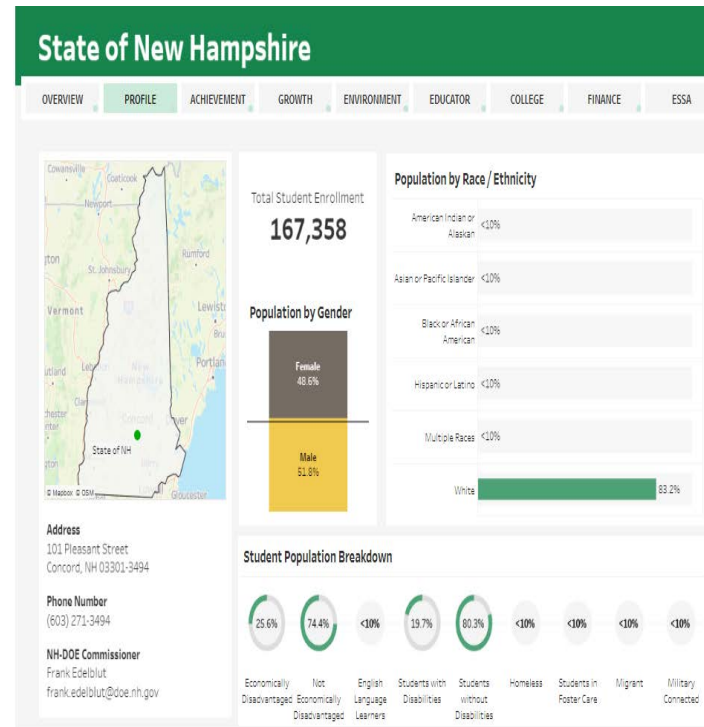
iDefine

Includes a data dictionary for iPlatform. Education has a lot of acronyms and very specific data elements. This is a great place to go to better understand the nature of the data you might encounter in the other parts of the website.

iFinance

This platform provides a search engine to explore all DOE-25 financial documents submitted by New Hampshire school districts.

iPlatform 9.75



[iPlatform](#)

[iReport](#)

[iAchieve](#)

Technical Assistance & Engagement

Technical Assistance

- One-on-one office hours
- Data review office hours
- Canvas course on federal accountability
- One-minute accountability series
- Customized trainings (i.e. Legislature, School Board Association, superintendents, charter schools, etc.)
- Fact sheets and webinars

Engagement

- Community of Practice (Title I Part A Subcommittee and Accountability Task Force)
- Assessment & Accountability Conference
- Technical Advisory Committee
- Small School Review
- Formative evaluations and feedback

Decision Matrix (ES/MS)

Step	Achievement	Growth	ELP	Equity	Result
1	Level 1	Level 1	Level 1	Level 1	Identified
2	Level 1	Level 1	Level 2	Level 1	Identified
3	Level 1	Level 1	Level 1	Level 2	Identified
4	Level 1	Level 1	Level 2		
5	Level 2	Level 1	Level 2		
6	Level 2	Level 2	Level 2		

Components of the Accountability System

There are many components of the federal accountability system. The long-term/interim goals guide the statewide effort to support all New Hampshire schools and students. Schools in need of the most support are identified by measuring certain indicators required under ESSA. The indicator data are reported publicly on the State Report Card for all students and subgroups. Identified schools receive technical assistance and other support to improve their performance. To protect students' personally identifiable information, data points that do not meet the minimum n-size of 11 are suppressed.

Federal Accountability in New Hampshire Since 2018

Since the New Hampshire Department of Education (NHED) implemented its federal accountability system under ESSA in 2018, there have been several key changes due to various factors including the COVID-19 pandemic:

- NHED fully resumed its federal accountability system with some modifications and identified 23 CSI, 43 ATSI and 9 TSI schools.
- NHED amended its state ESSA plan to identify CSI and ATSI schools based on available data in the preceding 3 years.

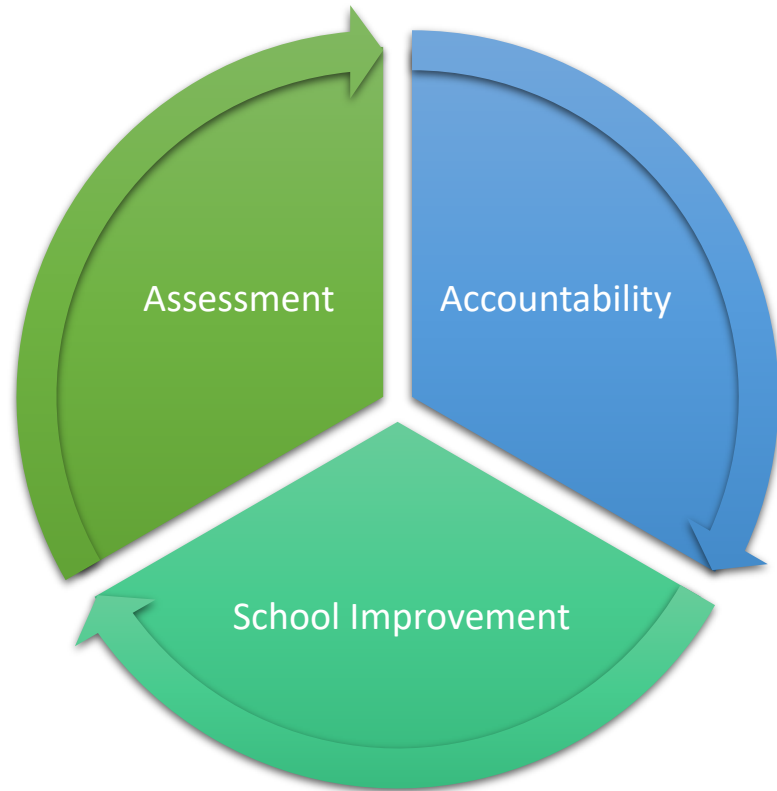
Resources & Support

Category	Resources
Trainings	<ul style="list-style-type: none"> • Accountability 101 (Weeks of 11/14 and 11/21) – Live & Recorded • One-on-one office hours with identified schools (Ongoing)
Newsletter	<ul style="list-style-type: none"> • Newly launched in Fall 2022 (Distributed to district leaders)
Fact Sheets	<ul style="list-style-type: none"> • Federal Accountability System in New Hampshire: Overview of the key components of the NH federal accountability system • 2022 Changes to ESSA: Explains key changes to the ESSA State Plan effective Fall 2022 • ESSA School Identification: Explains identification and exit criteria for CSI, TSI and ATSI schools
Website	<ul style="list-style-type: none"> • NHED ESSA page: Displays information/updates relating to ESSA implementation at NHED • iReport: ESSA-required State Report Card that displays key accountability data at the state, district and school levels
Official Documents	<ul style="list-style-type: none"> • Consolidated State Plan: Original State Plan that describes the NH federal accountability system • ESSA Addendum: Addendum to the State Plan approved in 2022

Timeline: 2021, 2022, 2023

Internal Alignment

Assessment, Accountability and School Improvement



- Policy alignment
 - Assessment policy manual
 - Incorporating accountability data into school improvement plans
- Assessment, accountability and reporting done semi-internally
 - Close relationship with long-standing vendors
 - Gradually building the internal capacity
- Co-trainings and school visits
 - CSI school visits with the school improvement team
 - School improvement joins accountability trainings and business rules meetings
- Consistent, cross-functional check-ins
 - Bi-weekly assessment, accountability, data and school improvement meetings
- Co-representation in key meetings and initiatives
 - Documentation project to map out assessment and accountability workstreams
 - Impact analysis of the accountability system with the school improvement team
 - Assessment vendor meetings, Accountability Task Force, Technical Advisory Committee, annual business review meeting, Committee of Practice, etc.

Reflections & Next Steps

- Taking a pause to evaluate the system
 - Is the accountability system doing what it is intended to do, to what extent and how effectively?
 - What impact does the accountability system have on school improvement practices at districts and schools?
- Improving the system with the ultimate goal of making accountability data more relevant and useful to all stakeholders
 - A new state accountability system and potentially more rigorous actions expected in 2026

Priorities for SY 24-25

- Conduct a research study to evaluate the accountability system and its impact
- Expand accountability trainings and technical assistance for all schools and districts
- Examine CCR indicator and EL on track to proficiency metric
- Continue to strengthen partnership with assessment and school improvement teams



New Hampshire

Department of Education

**Fall 2024 Full Committee Meeting
October 17, 2024**

ESSA State Committee of Practitioners Title I, Part A Subcommittee Agenda

NH Department of Education
Accountability Task Force subcommittee &
Title I, Part A subcommittee



New Hampshire

Department of Education

ESSA State Committee of Practitioners meeting 10/17/2024

Agenda | Committee of Practitioners

Part 1 | **Schools exiting CSI & ATSI schools reaching six consecutive years**

Part 2 | **Vendor Services**

Part 3 | **Resource Allocation Review**

Part 4 | **School Improvement Plan Template Updated**

Part 5 | **More Rigorous State Interventions**

Part 6 | **Aligning Timelines for Identifying CSI Schools and Federal Funding**

Part 7 | **Educator Equity Report to USED**

Part 8 | **Questions / Thoughts**



Part 1 | Schools exiting CSI & ATSI schools reaching six consecutive years

Questions and guidance needed from the Committee:

Schools exiting CSI

- How do we address “up to three years of funding”?

ATSI schools reaching six consecutive years (Fall 2026) Vendor Services

- NHED contract with WestEd ended on September 30, 2024
- 2 of 7 schools identified in Fall 2023 opted out of vendor services



Part 2 | Vendor Services

Questions and guidance needed from the Committee:

Vendor Services

- NHED contract with WestEd ended on September 30, 2024
- 2 of 7 schools identified in Fall 2023 opted out of vendor services

What is the future of Vendor Services for Needs Assessment & Planning and/or for Implementation & Sustainability?

Request for Proposals from potential vendors at the state level?

Outcome-based/ performance-based contracting?

Should/could this be shifted to a local decision for schools and LEAs to contract with a vendor of their choice?

Part 3 | Resource Allocation Review

Questions and guidance needed from the Committee:

Resource Allocation Review

- The RAR is required of CSI and ATSI schools.
- A RAR is a collaborative, inquiry-based process to support LEAs and schools with aligning fiscal, human, and instructional resources to improve student outcomes.

What role will NHED play in this process to make the connection between resources and student outcomes?

- Under ESSA, the SEA must periodically conduct a RAR to support school improvement in each LEA serving a significant number of schools identified.

How should NHED define a “significant number of schools identified”?

Part 4 | School Improvement Plan Template Updated

Questions and guidance needed from the Committee:

School Improvement Plan template has been updated

- It includes a new section for the results of the Resource Allocation Review and how inequities identified will be addressed in through the school improvement plan.
- 2023-2024 state-wide cut scores were added
- CSI schools identified in Fall 2022 were asked to resubmit their Plans using the new updated template and to conduct a RAR
- 2 of the 7 CSI school identified in Fall 2023 did not have the WestEd Call Survey or Diagnostic Review Report because they opted out of vendor services

What expectations should NHED establish to meet the requirement that School Improvement Plans are based on a Needs Assessment?

Should ATSI and TSI schools use the CSI School Improvement Plan template?

NHED continues to use the Four Domains for Rapid School Improvement as our framework

Part 5 | More Rigorous State Interventions

Questions and guidance needed from the Committee:

More rigorous state interventions

- In Fall 2026, some CSI schools may be identified again for a fourth time.
- ESSA only allows for four years of improvement funds for CSI schools.
- Language from the NH Consolidate Plan
- NH State Policy

Are schools identified as CSI also schools that do not demonstrate that they provide the opportunity for an adequate education?

What should/could more rigorous state intervention look like in NH and does NHED have the capacity?

Is there a role and/or need for vendor services with regard to more rigorous state interventions?

Part 6 | Aligning Timelines for Identifying CSI Schools and Federal Funding

Aligning Timelines for Identifying CSI Schools and Federal Funding

- Federal funds are awarded in July annually
- Summer graduation rates become available in August/September
- LEAs and schools review their embargoed data
- Identifying and informing schools and their LEAs of CSI, TSI, and ATSI status
- State Board of Education meeting in October or November
- School Improvement Planning process
 1. Conduct a school level Needs Assessment
 2. Conduct a Resource Allocation Review
 3. Engage with Stakeholders
 4. Develop the improvement plan
 5. Approval of the improvement plan
 6. Implementation and monitoring of the improvement plan



Part 7 | Educator Equity Report to USED

Teacher Equity Reporting – USED Audit Finding

Requirement –

Evidence that NHED publicly reports its progress in ensuring that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers consistent with ESEA section 1111(g)(1)(B).

Required Action –

Specifically, the Department would expect to see at least two years of data on these measures (e.g., baseline measures from the State's ESEA consolidated State plan and current year measures).



Part 7 | Educator Equity Report to USED

Teacher Equity Reporting – USED Audit Finding

NHEDs Response to USED –

NHED educator information on the report card does specifically address that low income and minority children in Title I, Part A schools are not served disproportionately by inexperienced and out-of-field educators **by reporting data on numbers of inexperienced educators and numbers of educators certified in the field or subject they are teaching**. These data indicate that a high percentage of minority children and children that are from low-income backgrounds are taught by certified, experienced educators, and that can be found on NHED's iReport.

USED Response to NHED **Partially Resolved* –

However, ESEA section 1111(g)(1)(B) requires the information to be specific to children in Title I, Part A schools and for minority children.

Next Steps for NHED –

Compile a report that reflects the data from iReport, with a listing of Title I, Part A schools by Targeted Assistance, Schoolwide and non-Title I, Part A status. Analyze this data to determine a base line and reflect the past 3 school years; 2021-2022, 2022-2023, and 2023-2024. Update the analysis annually on the NHED website.



Part 7 | Educator Equity Report to USED

Teacher Equity Reporting – USED Audit Finding

Re-defining ‘ineffective’ teachers –

Ineffective	Ineffective educators performing at the ineffective level may advance some student growth and achievement, but frequently fail to improve most students’ growth. They are unable to establish ambitious and reasonable expectations for student learning for most students and may be unable to engage students in appropriate learning opportunities. Educators performing at the ineffective level may have a limited knowledge of content, standards, and competencies, but these teachers do not use their knowledge and skills to engage their students in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Educators performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in instruction. Finally educators performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These educators generally uphold professional standards of practice.
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How can we measure ineffective teachers?

NHED needs to re-define and submit to USED for revisions by January. Should the full COP meet again to review adjusted definition and plans to collect/measure data?



Part 8 | Questions / Thoughts?





New Hampshire

Department of Education

Title I, Part A Sub - Committee

October 17, 2024

1:00pm - 3:00pm

NH Department of Education
Office of ESEA Programs
Bureau of Instructional Support



New Hampshire

Department of Education

Title I, Part A Sub-Committee

Agenda | Title I, Part A Sub - Committee

Part 1 | **Welcome and Introductions**

Part 2 | **Evidence Based Citations**

Part 3 | **Educator Equity - USED Audit**

Part 4 | **FY25 Allocation Decrease**

Part 5 | **Changes Made in 2023-2024 School Year**

Part 6 | **Questions / Thoughts**



Part 1 | Welcome and Introductions

Second Meeting – October 17, 2024 - 1:00pm-3:00pm

ESEA Section 1603(b)(2) Committee of Practitioners (COP) Memberships

State's that receive Title I, Part A funds shall create a COP including—

1. representatives from local educational agencies;
2. administrators;
3. teachers from traditional public schools and charter schools and career and technical educators;
4. principals and other school leaders;
5. parents;
6. members of local school boards;
7. representatives of private school children;
8. specialized instructional support personnel and paraprofessionals;
9. representatives of authorized public chartering agencies; and
10. charter school leaders.

*****Plans to collect applications in future***



Part 2 | Evidence Based Citations

Discussed Potential Guidance During First Meeting – February 22, 2024

Definition –

ESEA has consistently directed educators to implement interventions grounded in research. Since 2016 when ESSA was amended there was a shift to e “evidence-based interventions”. This change is designed to help increase the impact of educational investments and effectively implement evidence-based interventions, which lead to desired outcomes, specifically an increase in academic achievement.

Evidence-based interventions are practices or programs that have evidence to show they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research.



Part 2 | Evidence Based Citations

Research vs. Evidence, What does it all really mean?

While all evidence-based interventions are research-based, not all research-based interventions are evidence-based.

The difference lies in the extent to which the intervention has been **empirically tested and validated**.

Evidence-based practices have a higher standard of proof, requiring rigorous, often independent, evaluation to demonstrate their effectiveness in real-world settings. This distinction is critical in ensuring that educational practices and policies are not only theoretically sound but also practically effective in improving student outcomes.



Part 2 | ESSA Evidence Based Citations

What does this mean for Title I, Part A ?

ESEA 1112 – LEA Plan Stakeholder Team - A LEA may receive a subgrant under this part for any fiscal year only if such agency has on file with the SEA a plan, approved by the SEA, that is **developed with timely and meaningful consultation** with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders, administrators, other appropriate school personnel, and with parents of children in schools served under this part;

ESEA Section 1111 requires **the use of evidence based strategies for informed decision making** for the below aspects of the Title I, Part A Program–

Targeted Assistance Program - Developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

Schoolwide Programs - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Family Engagement - Use the findings of the evaluation to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section.

Part 3 | Educator Equity - USED Audit

Requirement –

Evidence that NHED publicly reports its progress in ensuring that low-income and minority children in Title I, Part A schools are not served at disproportionate rates by ineffective, inexperienced, and out-of-field teachers consistent with ESEA section 1111(g)(1)(B).

Required Action –

Specifically, the Department would expect to see **at least two years of data on these measures** (e.g., **baseline measures** from the State's ESEA consolidated State plan and current year measures).

Summary of Documentation Submitted to USED –

NHED points to educator information on its report card. However, this educator data **does not meet** the requirements of 1111(g)(1)(B).

Further Action Required –

NHED must provide updated data in accordance with ESEA section 1111(g)(1)(B).



Part 3 | Educator Equity - USED Audit

Concord (District)

OVERVIEW PROFILE ACHIEVEMENT GROWTH ENVIRONMENT **EDUCATOR** COLLEGE FINANCE IDEA ESSA



EDUCATOR PROFILES

The qualifications of educators working in a school are critical to student learning. Educator experience may reflect the level of expertise and depth of practice possessed by a teacher. Knowledge of the content being taught in a class may be demonstrated by holding a full credential in the subject area being taught. The following indicators help to present a profile of the teaching staff. The metrics include educators working in certified teaching and administrative positions.

Educator Profiles Indicators

Hover for high and low poverty breakdowns at the district

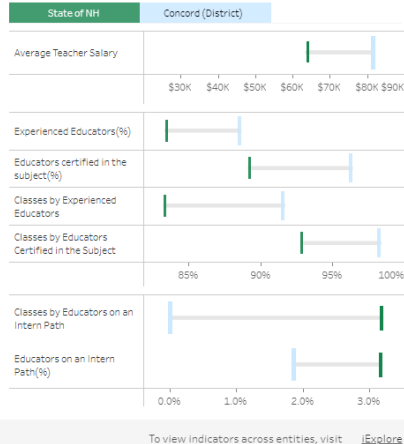
Experienced Educators(%)	88.56%
Educators on an Intern Path(%)	1.86%
Educators certified in the subject(%)	96.31%
Experienced Educators(#)	333
Educators on an Intern Path(#)	7
Educators certified in the subject(#)	339

Average Teacher Salary
\$81,617

Educator Profiles Over Time

	2023		2022		2021	
	District	State	District	State	District	State
Average Teacher Salary	\$81,617	\$69,925	\$78,713	\$62,695	\$76,083	\$61,848
Educators certified in the subject(#)	339	14,040	306	14,064	309	14,206
Educators certified in the subject(%)	96.31%	89.26%	95.03%	90.17%	94.21%	89.02%
Educators on an Intern Path(#)	7	560	2	412	6	338
Educators on an Intern Path(%)	1.86%	3.17%	0.53%	2.31%	1.86%	1.85%
Experienced Educators(#)	333	14,771	344	15,000	340	15,509
Experienced Educators(%)	88.56%	83.48%	91.98%	84.19%	89.47%	84.74%

Educator Profiles in Context



NHEDs Response to USED –

NHED educator information on the report card does specifically address that low income and minority children in Title I, Part A schools are not served disproportionately by inexperienced and out-of-field educators **by reporting data on numbers of inexperienced educators and numbers of educators certified in the field or subject they are teaching.**

These data indicate that a high percentage of minority children and children that are from low-income backgrounds are taught by certified, experienced educators, and that can be found on NHED's iReport.

The data that NHED can provide specifically in regards to ineffective educators could be clarified, as **the current administrative rule that outlines the process of educator renewal in state statute** makes it so that no educator can be eligible for certification or renewal of certification if not evaluated, approved and recommended by the Superintendent of the school district in which the educator is employed. **Therefore, no educator would be eligible for certification or employment if they were not deemed effective** by their administration, and without the certification, employment in any NH public school would not be possible.

Part 3 | Educator Equity - USED Audit

USED Response to NHED **Partially Resolved* –

NHED posted some of the required information. Specifically, NHED posted the percent of low- and high-income children taught by ineffective (**defined as teachers without certification**), inexperienced, and out-of-field educators.

However, ESEA section 1111(g)(1)(B) requires the information to be specific to children in Title I, Part A schools and for minority children.

Next Steps for NHED –

Compile a report that reflects the data from iReport, with a listing of Title I, Part A schools by Targeted Assistance, Schoolwide and non-Title I, Part A status. Analyze this data to determine a base line and reflect the past 3 school years; 2021-2022, 2022-2023, and 2023-2024. Update the analysis annually on the NHED website.

Part 3 | Educator Equity - USED Audit

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Part 3 | Educator Equity - USED Audit

Teacher Equity Reporting – USED Audit Finding

Re-defining 'ineffective' teachers –

Ineffective	Ineffective educators performing at the ineffective level may advance some student growth and achievement, but frequently fail to improve most students' growth. They are unable to establish ambitious and reasonable expectations for student learning for most students and may be unable to engage students in appropriate learning opportunities. Educators performing at the ineffective level may have a limited knowledge of content, standards, and competencies, but these teachers do not use their knowledge and skills to engage their students in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Educators performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in instruction. Finally educators performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These educators generally uphold professional standards of practice.
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How can we measure ineffective teachers?

NHED needs to re-define and submit to USED for revisions by January. Should the full COP meet again to review adjusted definition and plans to collect/measure data?



Part 4 | **FY25 Allocation Decrease**

To describe the why behind seeing a significant decrease in FY 25, school year 2024-2025 Title I, Part A allocations, the following must be understood:

1. How Federal dollars are appropriated
2. Required reservations and flow of funds
3. Key data factors in formulas
4. Validating and reporting data on the DOE25
5. How Title I, Part A funds are determined



Part 4 | FY25 Allocation Decrease

1. How Federal Dollars are Determined

Formula-Based Allocation: Federal funding under ESEA is allocated to states based on a formula that takes into account various factors –

- including the number of students in a district,
- the levels of poverty among students,
- and other relevant data.

Purpose of the Formula: The formula-based approach ensures that federal funds are distributed in a way that promotes equity and addresses disparities in educational resources. By focusing on areas with higher needs, the ESEA aims to provide support where it is most needed to enhance educational opportunities for all students.



Part 4 | FY25 Allocation Decrease

2. Required Reservations and Flow of Funds

Required State Reservation Percentages:

- Administrative
- State Level
- Program

Annual Adjustments: The formula is updated annually based on updated data and changing needs. This helps to reflect current conditions and ensure that funding remains responsive to evolving educational demands.

The Flow of Formula Funds -

1. The USED distributes funds to State Educational Agencies (SEAs)
2. SEAs distribute funds to LEAs
3. LEAs distribute funds to specific public schools that are in need



Part 4 | FY25 Allocation Decrease

3. Key Factors in the data formulas

Student Enrollment: The number of students enrolled in a school(s) within a district is a crucial factor. Larger districts with more students may receive more funding.

Poverty Rates: The proportion of students from low-income families is considered. Districts with higher percentages of economically disadvantaged students typically receive more support to address the specific challenges these students face.

Census Data: Otherwise known as population counts conducted by the U.S. Census Bureau to obtain an accurate count of the number of people living in a country or region. Governments and organizations use the data to allocate funding and resources effectively to different regions based on population needs.

Other Indicators: Additional factors such as student achievement levels and the presence of special education needs may also influence funding levels.



Part 4 | FY25 Allocation Decrease

4. Validating and reporting data on the DOE25

It is crucial for LEAs to have **internal validation systems** to ensure they are reporting accurate data to NHED through the DOE25 reporting requirements.

Reporting data –

Student Enrollment: Student enrollment counts **must be for the same point in time**, and report for all students aged 5-17 years old at that point in time.

Poverty Rates: Report disadvantaged students appropriately within the DOE25 based on the categories of **free and reduced rates, neglected counts, delinquent counts**, etc.

Other Indicators: Additional factors such as student achievement levels and the presence of special education needs may also influence funding levels.



Part 4 | FY25 Allocation Decrease

5. How Title I, Part A Funds are Determined

Title I, Part A funds are allocated based on 4 formulas added together to determine each districts final allocation -

Basic Grant + Concentrated Grant + Targeted Grant + Education Finance Incentive Grant (EFIG) =
Total LEA Title I, Part A Allocation

Factors in the 4 State-level Formulas-

LEA Reported Children in Poverty: The primary factor is the number of children from low-income families, aged 5-17 years old at the time beginning of year (BOY) data is certified. States use data such as free and reduced-price lunch eligibility, neglected, delinquent and foster care counts to estimate this number.

USED Census Data: The total population reported by USED in the district, also influences the allocation.



Part 4 | FY25 Allocation Decrease

5. How Title I, Part A Funds are Determined, cont.

Basic Grant Formula –

1. Census data shows population size – Large population > 20,000 = ineligible for basic grant
2. Data is pulled on eligible populations
Eligible count - 75% F/R + 25% poverty, foster, neglected and delinquent
Eligibility Base - 75% F/R + 25% aged 5-17 year old population
3. Eligibility percentage is determined based on eligible count divided by eligible base.

Basic Grants are allocated to districts in which there are **at least 10 eligible count students** and where the **eligibility percentage is at least two percent or more**.



Part 4 | FY25 Allocation Decrease

5. How Title I, Part A Funds are Determined, cont.

Concentrated Grant Formula –

1. Data is pulled on eligible populations
 - Eligible count - 75% F/R + 25% poverty, foster, neglected and delinquent
 - Eligibility Base - 75% F/R + 25% aged 5-17 year old population
2. Eligibility percentage is determined based on eligible count divided by eligible base.

Concentration grants are allocated to districts in which the **eligible count is greater than the state average** count of the formula-eligible students, and **where the eligibility percentage is over the State average** percent of the school-age population.



Part 4 | FY25 Allocation Decrease

5. How Title I, Part A Funds are Determined, cont.

Targeted Grant and FIG Formulas –

1. Census data shows population size – Large population > 20,000 = ineligible for targeted and FIG grants
2. Data is pulled on eligible populations
Eligible count - 75% F/R + 25% poverty, foster, neglected and delinquent
Eligibility Base - 75% F/R + 25% aged 5-17 year old population
3. Eligibility percentage is determined based on eligible count divided by eligible base.

Both the Targeted Grant and FIG Grants are allocated to districts in which there are **at least 10 eligible count students** and where the **eligibility percentage is at least five percent** or more.



Part 4 | FY25 Allocation Decrease

5. How Title I, Part A Funds are Determined, cont.

Targeted Grant and EFIG Formulas –

If eligible - Targeted Grant and EFIG formulas utilize a weighted formula child count to increase aid to LEAs with the highest numbers or percentages of formula children. The weights are applied under number weighting and under percentage weighting in a stepwise manner to all LEAs to produce two weighted formula counts. **The higher of the two weighted counts is used to determine LEA grant amounts.** In general, the higher an LEA's formula child count or formula percentage child rate is, the higher its grant amount per child counted in the formula will be.

In general, children counted in the formulas are assigned weights on the basis of

- (1) How the districts percent of 5-17 aged population falls within each Eligibility Rate Weighting Range, and
- (2) How the districts eligibility count falls within the Eligibility Rate Weighting Range.

Part 4 | **FY25 Allocation Decrease**

5. How Title I, Part A Funds are Determined, cont.

LEA Hold Harmless –

All 4 formulas contain hold harmless provisions to prevent large decreases in LEA grant amounts from year to year, assuming appropriations are sufficient to provide hold harmless amounts.

Part 5 | **Changes Made in 2023 - 2024 School Year**

We been actively working to align our program implementation with the requirements set forth by ESEA. This involves –

- conducting thorough assessments of our current processes and procedures,
- identifying areas for improvement,
- evaluating programmatic compliance as it relates to ESSA legislation, and
- integrating new processes, taking into consideration what needs to be achieved while also revising processes and procedures to enhance our program.

Through collaboration with LEAs and stakeholders, we aim to ensure that our initiatives not only meet compliance standards but also effectively support the diverse needs of our students.



Part 5 | Changes Made in 2023 - 2024 School Year

From your perspective – what went well, how can we improve?

1. Schoolwide Waiver
2. One-Time Eligibility Waiver
3. Comparability Reporting
4. Equitable Services Guidance
5. Carryover built out into the Grants Management System (GMS)
6. Updates to the Distribution of Funds Page
7. Transferability built out more in GMS
8. Consolidated Application
9. Templated LEA Title I, Part A Plans



Part 6 | Questions / Thoughts

