

Consolidated State Plan

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act

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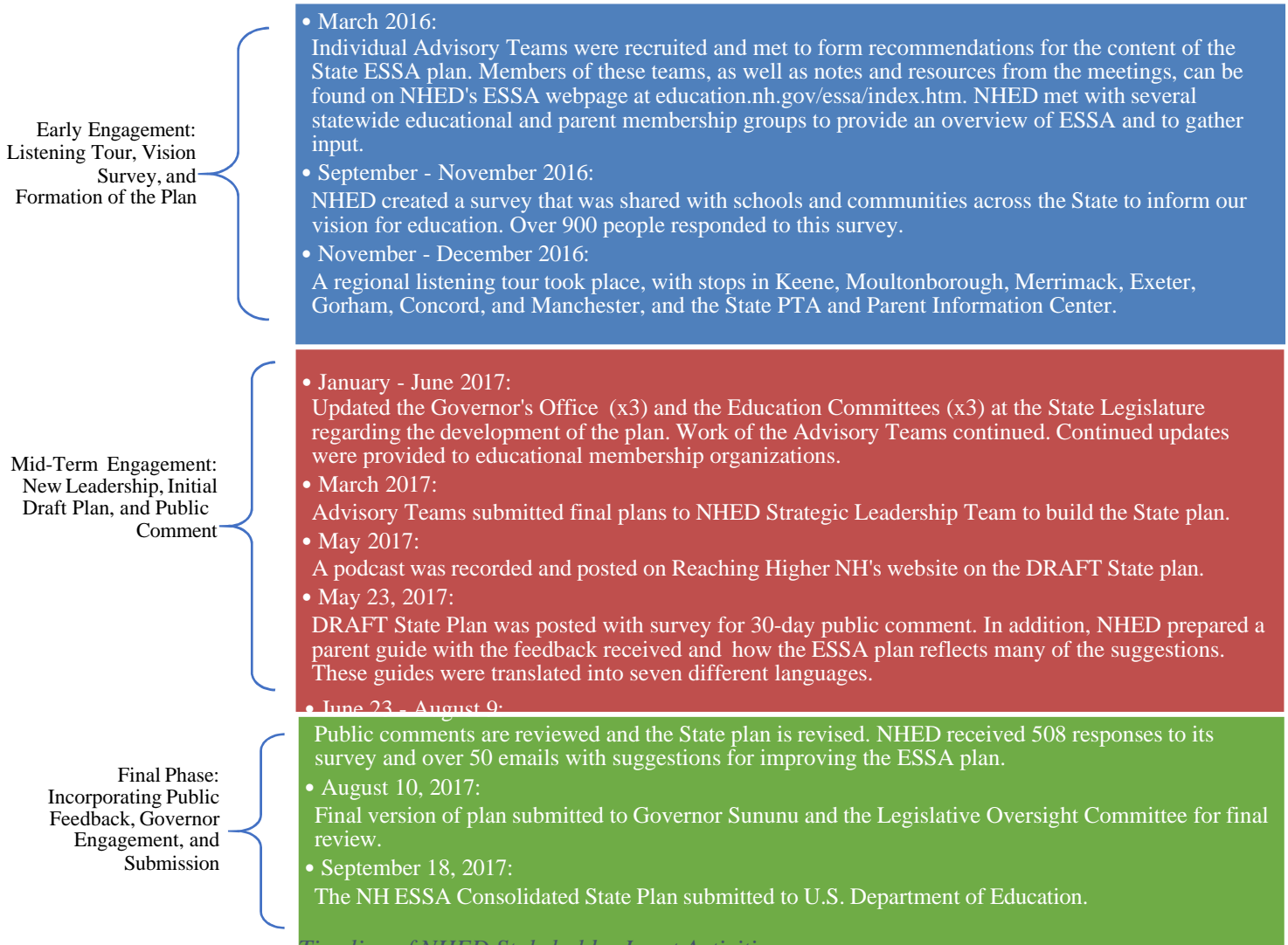
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New Hampshire’s Stakeholder Consultation and Engagement Strategy in the Development of the ESSA Consolidated State Plan for Accountability and Support

After Congress passed the Every Student Succeeds Act (ESSA) in December 2015, the New Hampshire Department of Education (NHED) has been committed to engaging stakeholders in the development of a Consolidated State Plan—a template provided by the U.S. Department of Education. The goal of this engagement process has been to ensure the plan reflects the unique needs of the State’s students and to push all of us to improve their educational experiences. NHED developed a strategy to ensure a variety of community voices were represented not only in the plan, but in the work we do every day.

This document provides an overview of the activities and outreach NHED has completed to gather input and feedback from stakeholders across New Hampshire, and how that input was used to refine and shape the final version of the original State ESSA plan.



Timeline of NHED Stakeholder Input Activities

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Programs Included in the Consolidated State Plan

Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.

Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Education of Migratory Children
- Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A: Supporting Effective Instruction
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- Title IV, Part A: Student Support and Academic Enrichment Grants
- Title IV, Part B: 21st Century Community Learning Centers
- Title V, Part B, Subpart 2: Rural and Low-Income School Program
- Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

Instructions

Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.

A Vision for New Hampshire’s Accountability and Support System

New Hampshire (NH) is committed to raising the bar for all students by defining college and career readiness as the knowledge, skills, and work-study practices needed for post-secondary success. This includes not only high levels of academic proficiency, but also deeper skills, such as critical thinking, problem-solving, persistence, communication, and collaboration. NH’s educational leaders recognized that the level of improvement required cannot occur with the same type of externally-oriented accountability model that has been employed for most of the 21st Century. In fact, top-down accountability approaches are likely impediments to education innovation and helping students grow.

As part of this shift in orientation, NH supports a competency-based approach to instruction, learning, and assessment. NH understands competency-based learning, or personalized learning, as defined as: “... a structure that creates flexibility, allows students to progress as they demonstrate mastery of academic content, regardless of time, place or pace of learning.”¹ This approach supports high levels and multiple means of student engagement in learning with the goal of significant improvements in college and career readiness.

The vision for the full model of NH State accountability rests on the idea of creating a complete and transparent system of internal control borrowing both from Deming-like orientations familiar to the business world, but also coherent with Richard Elmore’s concept of reciprocal accountability, which has been at the core of NH’s approach to educational reform for several years:

“For every increment of performance I demand from you, I have an equal responsibility to provide you with the capacity to meet that expectation. Likewise, for every investment you make in my skill and knowledge, I have a reciprocal responsibility to demonstrate some new increment in performance” (Elmore, 2002, p.5).

To operationalize a truly reciprocal accountability system, the expectations and responsibilities of all stakeholders in the public education system must be identified and addressed. Every stakeholder holding expectations of the education system is likewise responsible for its own contribution to the system.

The set of indicators that comprise the full State accountability system represents the expectations and responsibilities of each stakeholder group. The public reporting of the full set of indicators creates a system of internal control whereby the system can self-correct in response to student outcomes, to environmental changes, and to variations in system inputs.

¹ <https://www.ed.gov/oii-news/competency-based-learning-or-personalized-learning>.



Figure 1. Stakeholders in Public Education

This reciprocal approach plays out along each of the lines of influence shown above in *Figure 1*. For example, parents expect that the school will help maximize their child’s achievement and growth in the various content areas, as well as engaging their child in a love of learning. But, schools cannot do this alone. Parents must be expected to reciprocate by interacting with, and playing an active and substantive role supporting the school and their child. At the most basic level, these expectations are manifested by ensuring that children—to the extent possible—arrive at school as active and engaged learners. It also means that schools seek out opportunity to give parents (and other caregivers) voice in substantive decisions affecting their child’s education. This type of engagement goes beyond typical activities and should include research-based practices for facilitating relationship building with parents to support student outcomes. Schools will be encouraged and supported to engage all parents by implementing a multi-tiered approach. This will ensure that all parents are supported to engage with the school to the fullest extent possible.

On the more macro level, district leaders and school board members expect to see well-functioning schools characterized as safe and nurturing places for students to learn with all staff members committed to maximizing each student’s learning and growth. Therefore, these district leaders must be expected to provide the school with an adequate budget that is directed toward maximizing student learning and growth. Evidence of such reciprocation would include such things as the percentage of the operating budget directly allocated toward student and teacher learning—including the amount of high-quality professional development provided, and the degree to which the board and superintendent follow key principles and best practices of district governance (e.g., high levels of transparency).

Lastly, schools, and districts rely on the State and Federal government as important partners in providing resources and support to students. In turn, these government agencies can expect that the funds are managed and distributed appropriately to maximize impact on student learning. This robust system is based on the premise that expectations for and realization of great educational outcomes for our students is a responsibility shared among many stakeholders.

The NH Department of Education's (NHED) role in this reciprocal relationship is complex and varied. Our participation in NH's public education system is driven by the following values statements:

1. We work in collaboration with families and communities to support the design of an environment that supports student achievement and reflects the needs and culture of each community.
2. We work in collaboration with educators and administrators to provide timely and innovative technical assistance that supports learning and effective school environments.
3. We work in collaboration with NH's youth to ensure that each person has the opportunity to reach their full-potential and graduate from high school career- and college-ready.

In reflection of the above value statements, NHED will:

1. Underscore the use of research and evidence-based frameworks as best practice for creating and sustaining educational environments that are personalized to the needs of each learner.
2. Support local educational agencies as they work to empower parents and students and increase access to effective, personalized, and rigorous learning experiences.
Strategies to support this activity include:
 - a. Embedding principles and approaches for family and youth engagement and voice within a multi-tiered systems approach in all areas of education.
 - b. Including family engagement and voice in teacher training programs throughout the State.
 - c. Ensuring a coordinated effort to support the implementation of family and youth engagement strategies and professional development opportunities across NH.
3. While prioritizing the role of parents in the education of their children, listen to input from a diverse group of stakeholders including, but not limited to, families, students, school staff, district staff, policymakers, business organizations, and staff at NHED to inform all facets education for NH students.

Outcomes of this reciprocal approach to accountability are evidenced through many indicators such as student achievement and growth and are common across multiple levels of the system and lines of influence. To avoid redundancy and to avoid creating a separate tracking mechanism for each stakeholder group, NH will be categorizing the indicators that comprise the full accountability and reporting system into Accountability Indicators and Reporting Indicators. Importantly, all indicators will be reported together on a comprehensive dashboard.

Accountability indicators are those that focus on student learning, growth, and attainment used to support the Every Student Succeeds Act (ESSA) requirements for school accountability. These indicators and the rules associated with them are defined in the NH ESSA Consolidated State Plan presented here. These indicators are used to determine which schools will be identified for Comprehensive Support and Improvement (CSI) as well as Targeted Support and Improvement (TSI). These indicators will be reported for each school and for every subgroup of students within the schools. The remainder of this document is dedicated to further detailing the accountability and support system based on these accountability indicators.

The reporting indicators more fully characterize the expectations for highly effective and well-functioning education programs leading to great educational outcomes. These indicators focus at the level of education delivery, but the responsibilities for the successful execution of the indicators rests with multiple stakeholders beyond the delivery mechanism. These indicators will be reported to better understand student learning outcomes reported as part of the accountability determinations and may be used as part of an internal accountability system, but they *will not* factor into the State's ESSA accountability determinations.

A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

1. Challenging State Academic Standards and Assessments (*ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.*)²

NHED is committed to setting high expectations for what students must know and be able to do, and is focused on personalized 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.

A competency education system starts with college- and career-ready standards. These standards are implemented through a comprehensive networked strategy which connects and uses educator professional development and student supports. The NH networked system is comprised of many stakeholders engaged and sharing the intention and desire to help every student reach proficiency and beyond.

NH is committed to continuing to adopt challenging State academic standards and provide implementation support to local education agencies (LEAs) and schools (per ESEA Section 1111(b)(1)). The adoption of such standards provides a quality roadmap and resource for LEAs as they develop their locally developed curriculum and instructional strategies to ensure all students in their schools are ready for their next learning experience. NHED will also continue to implement challenging assessments (per ESEA Section 1111(b)(2)) aligned to its State academic standards as one measure of how well our educational system is doing on behalf of all students.

NH stakeholders believe all students must be college- and career-ready by the time they complete high school. This means not only meeting content knowledge expectations, but also demonstrating necessary college- and career-ready skills and work-study practices. NH's system shows that students are advancing not just by demonstrating growth in learning, but by demonstrating competency in the understanding and application of content knowledge.

On February 20, 2013, the NH State Board of Education approved model competencies in mathematics and English language arts aligned to its academic standards for statewide use. These competencies were developed by teams of NH educators and were field tested in NH schools and by higher education faculty for use in assessing student work.

In November 2016, the NH State Board of Education adopted new academic standards for science to strengthen their rigor and improve their usefulness. In 2018, computer science standards were adopted for use in LEAs. NHED is now beginning to look at other content areas that require revision, such as social studies, world languages, and health. Our goal is to create standards that are not only challenging, but relevant to the world our students live in and experience, are accessible and understandable to families, and allow for personalization to flourish in schools.

² The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

NHED implemented a new assessment for mathematics, English language arts, and science in the spring of 2018. Over the next two years, we will closely evaluate the early results of these assessments to ensure it is providing clear and accurate signals regarding the progress and challenges of our students and educational community.

2. Eighth Grade Math Exception (*ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)*):
- ii. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?
 - Yes
 - No. The State of NH does not administer or require an end-of-course mathematics assessment.

 - iii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
 - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
 - c. In high school:
 - 1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
 - 2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
 - 3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.

 - iv. If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics coursework in middle school.

Not applicable.

Not applicable.

3. Native Language Assessments (ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii) and (f)(4):

- i. Provide its definition for “languages other than English that are present to a significant extent in the participating student population,” and identify the specific languages that meet that definition.

Following the United States Department of Justice Title VI Safe Harbor Guidance (FR Doc. 01-869 Filed 1-12-01), NHED defines a language other than English as present to a significant extent when that language exceeds five percent of the total tested population or the most prevalent language if none are greater than five percent. Currently, Spanish is the only language that is considered significant at 0.81 percent of the testing population.

Less than two percent of NH students assessed in 2016 received LEP (limited English proficiency) services. Within NH’s very small population of English learners, services for more than 40 different languages are provided, thus creating small numbers of students with needs specific to any one language.

The data below shows percentages of the five most common first-language groups assessed in the spring of 2016. While less than one percent of the NH students were engaged in the English learner program representing any one language, NH is designating the most populous first language, Spanish, as “present to a significant extent.”

- Spanish 0.81%
- Arabic 0.15%
- Nepali 0.13%
- Portuguese 0.07%
- Vietnamese 0.05%

All NH assessments provide translation accommodations through directions and/or glossaries as described in Section 3(ii) below. NHED also ensures that there is a designated person available to assist NH educators and families in accessing interpretation services for students with a primary language outside the language of each assessment. NHED will continue to monitor its data and will revisit the need to develop additional supports and/or translated assessments when necessary.

In addition, NHED will monitor where individual LEAs may meet the State definition of “significant” above and develop a plan of action if that occurs. Finally, Section 3(ii) below provides information regarding translation supports in each of the State’s assessments used in the past year (2016–17).

- ii. **Identify any existing assessments in languages other than English, and specify for which grades and content areas those assessments are available.**

NHED offers the New Hampshire Statewide Assessment System in full Spanish translation for ELA and Math in grades 3-8. We will also offer the Science assessment in full Spanish translation beginning in 2019.

All New Hampshire statewide assessments are available through human translation.

The New Hampshire Statewide Assessment System (NHSAS) has embedded and designated supports that offer full “stacked” Spanish translations of mathematics and English language arts items for students in dual language supported classrooms.

The DLM Assessment is administered to the most cognitively disabled NH students (one percent of the population). Test administrators may translate the assessments for the students.

The College Board SAT provides translated test directions in eight languages: Spanish, Arabic, Mandarin, Portuguese, Haitian Creole, Russian, Vietnamese, and Polish. School staff may also provide translated test directions for other languages using district/school translators. Word-to-word glossaries may be used by students on test day. These glossaries are posted on the College Board and New Hampshire Department of Education websites prior to the assessment to allow for students to become familiar with them prior to test day.

- iii. **Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.**

The New Hampshire Statewide Assessment System is currently available in the native language of Spanish which, as the most prevalent language at 0.81 percent of the assessed population is the only language considered “present to a significant extent.”

- iv. **Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing**
- a. **The State’s plan and timeline for developing such assessments, including a description of how it met the requirements of 34 CFR § 200.6(f)(4);**
 - b. **A description of the process the State used to gather meaningful input on the need for assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and**

- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

It is not feasible to develop any other native language assessments (besides Spanish for the NHSAS) in NH because less than one percent of the assessed population speaks a particular language. NH's limited resources do not allow for this option. Should the percent of students speaking a language other than English exceed five percent, NH will work with the US ED and the state legislature and other partners to secure the resources to produce assessments in student's native language.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

NH's major racial and ethnic groups include: American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, Black, White, and Multi-Race.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English learners) used in the Statewide accountability system.

Not applicable.

- c. Does the State intend to include in the English learner subgroup the results of students previously identified as English learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English learner subgroup for not more than four years after the student ceases to be identified as an English learner.

Yes, we will keep these students in the subgroup for four years.

No

- d. If applicable, choose one of the following options for recently arrived English learners in the State:

Applying the exception under ESEA section 1111(b)(3)(A)(i); or

Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a

recently arrived English learner.

NH will be applying the exception under ESEA Section 1111(b)(3)(A)(i), which states:

““With respect to recently arrived English learners who have been enrolled in a school in one of the 50 States in the United States or the District of Columbia for less than 12 months, a State may choose to—

(i) exclude—

(I) such an English learner from one administration of the reading or language arts assessment required under paragraph (2); and
(II) such an English learner’s results on any of the assessments required under paragraph (2)(B)(v)(I) or (2)(G) for the first year of the English learner’s enrollment in such a school for the purposes of the State-determined accountability system under subsection (c).”

ii. **Minimum N-Size (ESEA section 1111(c)(3)(A)):**

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

NH has been using a minimum group size, known as the minimum-n, of 11 for holding a school accountable for a group’s performance since it implemented the No Child Left Behind accountability system. Choosing a minimum-n is a balance of reliability and inclusion, a key principle of accountability system validity. There are reliability concerns with minimum-n sizes as large as 50 students or more, and setting such a high minimum-n would mean that essentially all NH schools would be exempt from subgroup accountability. Therefore, NH proposes to maintain a minimum-n of 11 for all indicators defined in *A.4.iv Indicators*.

- b. Describe how the minimum number of students is statistically sound.

A minimum-n of 11 is not statistically sound if a determination about a school was to be made on the basis of a single subgroup’s performance on a single indicator as was the case under NCLB. However, the more compensatory system being employed by NH under ESSA allows for lower minimum-n sizes than would be required under NCLB-like conjunctive approaches. As noted above, NH is employing the lowest minimum-n that it feels it can use to protect student privacy—a vital concern in NH—while including as many schools as possible in subgroup accountability.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number.

The minimum-n of 11 was established more than 10 years ago by NH's AYP (annual yearly progress) Advisory Committee and has become a well-established part of NH's accountability landscape. The current NH ESSA Accountability Task Force reviewed the current minimum-n of 11 and came to a consensus decision to continue with this value for the ESSA accountability system.

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.³

The privacy of student data is a critical priority of NHED, and we continue to develop practices that improve privacy systems. NH also has strict privacy laws (e.g. RSA 193-E:5 and others) that protect student data. We have been operating effectively with a minimum-n of 11 for over 10 years, and we do not believe there is any reason to change that well-established practice.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.

Not applicable.

- iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):
 - a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

- 1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

NH's long-term goals are informed by a statewide effort to provide each student a personalized learning experience that allows them to reach their highest possible achievement, and

³ Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

prepares them for 21st century careers and/or post-secondary education.

As an extension of a 2009 Lumina Foundation Grant goal, NH established a goal that 65 percent of 25-64 year olds would have a high quality post-secondary credential by 2025. The State recognizes that there are significant pipeline differences between early childhood, K-12, vocational, and post-secondary education. Further, not all NH residents remain in State for post-secondary education or work opportunities. However, by examining historical trends of performance in each sector, the State can infer targets that contribute to the goal of 65 percent of NH's adult population earning a meaningful post-secondary credential by 2025. The long-term goals for NH are informed by historical data and are intended to improve outcomes to ensure students are ready for 21st century careers and/or post-secondary education opportunities.

The achievement and graduation rate goals are leading indicators that support improvements in NH's postsecondary readiness goals, which is what the State is using as its additional indicator of school quality and student success at the high school level. The tie to the 65 percent by 2025 State goal is intended to bring coherence into the system from elementary school through graduation to postsecondary performance and ultimately to holding a meaningful postsecondary certificate and/or degree beyond age 25.

To establish the academic achievement goals, we used data spanning from the fall of 2006 until the fall of 2014 on NH's previous assessment (i.e., New England Common Assessment Program, NECAP), the spring 2015, 2016, and 2017 Smarter Balanced administrations, and the 2018 administration of New Hampshire Statewide Assessment System (NH SAS). The timeline for long-term goals will be through the 2024-2025 school year in alignment with the 65 percent by 2025 State credentialing goal—a timeline of seven years.

Based on historical data, academic performance gains have been volatile, but have averaged around 1.4 percent in reading and 0.375 percent in mathematics. By examining the shape of the improvement function over time, NH has determined that extrapolated targets for the percentage of students scoring proficient within the State would be 67 percent in English language arts (ELA) and 49 percent in mathematics. However, these targets reflect improvement under current conditions. Therefore, the State has elected to establish stretch goals (i.e., ambitious goals) that reflect average annual increases of 1.7 percent in ELA and 0.85 percent in mathematics.

These increases translate into State-level, long-term goals of approximately 71 percent proficient in ELA and 54 percent proficient in mathematics. These seven-year goals are curvilinear in nature and reflect unprecedented gains that exceed historical improvement in the State.

The achievement targets, while aggressive compared to historical performance, can only capture “point in time” data and do not tell the whole story of student performance. As such, this plan also embeds growth as an important measure of accountability. While point in time achievement is critical, student growth trajectory also provides critical information about educational effectiveness. We discuss student growth in more detail when defining the accountability indicators in A.4.iv Indicators.

Below, we provide the State-level long-term goals for the all students group and for each of the identified student subgroups. Additionally, we use the same method to calculate long-term goals and measures of interim progress for each individual school and each student group (meeting the minimum-n) within each school. These goals are not included in this submission because it would require thousands of additional pages. School-level results will be reported against both the State- and school-level goals and measures of interim progress. NHED argues that such an approach will help raise expectations for schools already starting above average and will help contextualize the expectations for schools starting far behind other schools in the State. We employ this approach for both the achievement indicator and the graduation rate indicator.

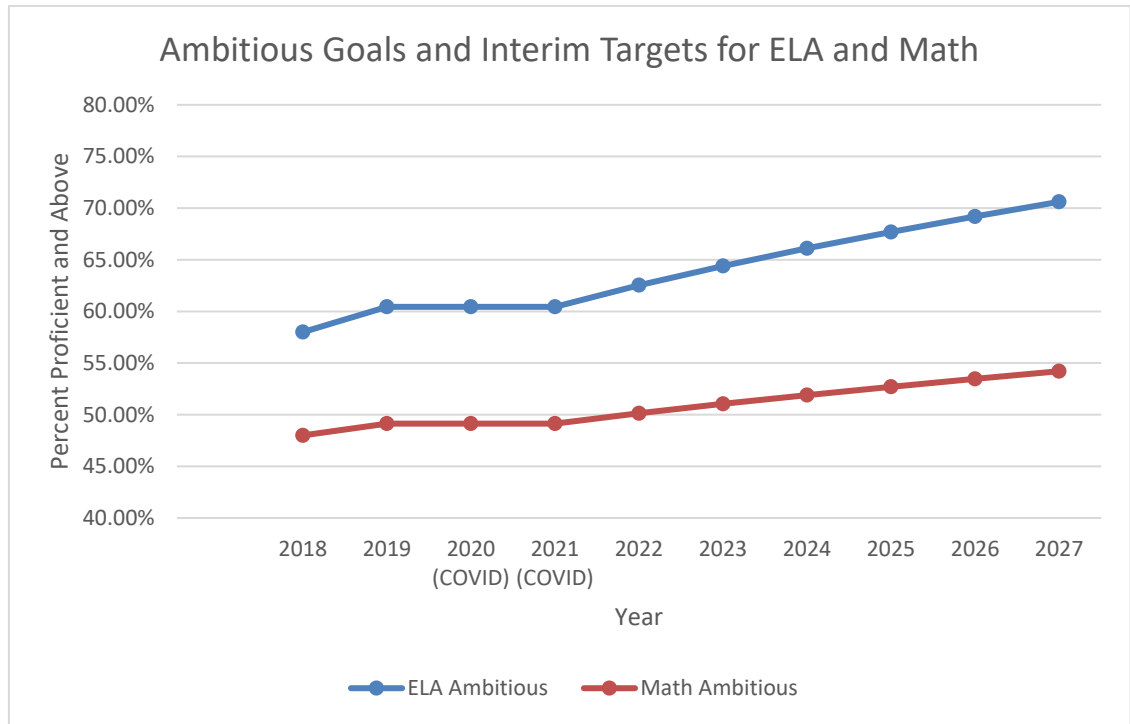
2022 UPDATE: Per addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NH has revised its long-term goals and measurements of interim progress (academic achievement and progress in achieving English language proficiency only) by shifting the timeline forward by two years. The revised timeline is below.

Table 1. Long-term goals and interim targets for all students in NH.⁴

Year Ending	Reading Targets	Math Targets
2018 -baseline	58.00%	48.00%
2019	60.45%	49.14%
2020 (COVID)	60.45%	49.14%
2021 (COVID)	60.45%	49.14%
2022	62.54%	50.14%
2023	64.40%	51.05%

2024	66.11%	51.90%
2025	67.69%	52.70%
2026	69.19%	53.47%
2027	70.61%	54.21%

Figure 1. Long-term goals and interim targets for all students in NH.



For subgroup long-term goals, a similar method was applied in which we reviewed historical data, extrapolated them to reasonable targets, and then created stretch goals that are ambitious and would promote NH’s 65 percent by 2025 goal.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.

The measurements of interim progress toward meeting the long-term goals are provided along with the long-term goals in the tables under Sections 4.iii.a.1 (above) and in 4.iii.a.3 (below).

3. Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

As noted in Section 4.iii.a.1 above, the State elected to model data rather than establish artificial and unsubstantiated targets for

subgroups. To develop long-term goals and measures of interim progress for subgroups, historical data was examined and extrapolated to determine probable end points for 2025 given the current state of education.

Based on historical trends, projected increases varied significantly. In most cases, historical performance suggested stagnant or declines in performance over time. As a result, the State elected to apply the all subgroup improvement targets to model long-term goals for subgroups. While this approach prioritized gains for all subgroups, it did not emphasize closing achievement gaps. Thus, the State determined the increases expected for each student group. The method applied larger relative gains for those student groups that were farther from the all subgroup target by 2025. These expected gains represent dramatic increases that—in the cases of ELs, SWDs, and students of two or more races—reflect complete reversals of current performance trends. These goals were modeled using available extant assessment data.

2022 UPDATE: Per the addendum approved by the U.S. Department of Education on July 25th, 2022, the long-term goals and measurements of interim progress have shifted forward by two years.

The student group goals are presented in the table below.

Table 2. Long-term goals and interim targets for student groups in NH in math.

Student ⁴ Group	Year Ending									
	2018 - baseline	2019	2020 (COVID)	2021 (COVID)	2022	2023	2024	2025	2026	2027
SWD	14.00%	15.90%	15.90%	15.90%	17.56%	19.08%	20.50%	21.84%	23.12%	24.36%
ED	27.00%	29.05%	29.05%	29.05%	30.84%	32.48%	34.00%	35.45%	36.83%	38.17%
EL	20.00%	21.97%	21.97%	21.97%	23.69%	25.26%	26.73%	28.12%	29.45%	30.73%
AI/AN	35.00%	37.14%	37.14%	37.14%	39.01%	40.72%	42.32%	43.83%	45.27%	46.66%
A/PI ⁵	67.00%	67.00%	67.00%	67.00%	67.00%	67.00%	67.00%	67.00%	67.00%	67.00%
B	23.00%	25.00%	25.00%	25.00%	26.76%	28.36%	29.85%	31.26%	32.61%	33.92%
H	29.00%	31.07%	31.07%	31.07%	32.88%	34.54%	36.08%	37.54%	38.94%	40.29%
W	49.00%	51.30%	51.30%	51.30%	53.31%	54.21%	54.21%	54.21%	54.21%	54.21%
MR	46.00%	48.26%	48.26%	48.26%	50.25%	52.06%	53.74%	54.21%	54.21%	54.21%

Figure 2. Long-term goals and interim targets for student groups in NH in math (Chart revised to

⁴ Student groups include students with disabilities (SWD), economically disadvantaged students (ED), English Learners (EL), American Indian/Alaskan Native (AI/AN), Asian/Pacific Islander (A/PI), Hispanic (H), Black (B), White (W), Multi-Race (M)

⁵ The Asian/Pacific Islander subgroup is already performing above the long-term goal for All Students, therefore, the interim targets for this student group are to increase its performance from the previous measured indicator percentage.

reflect the new timeline per the addendum approved by the U.S. Department of Education on July 25th, 2022)

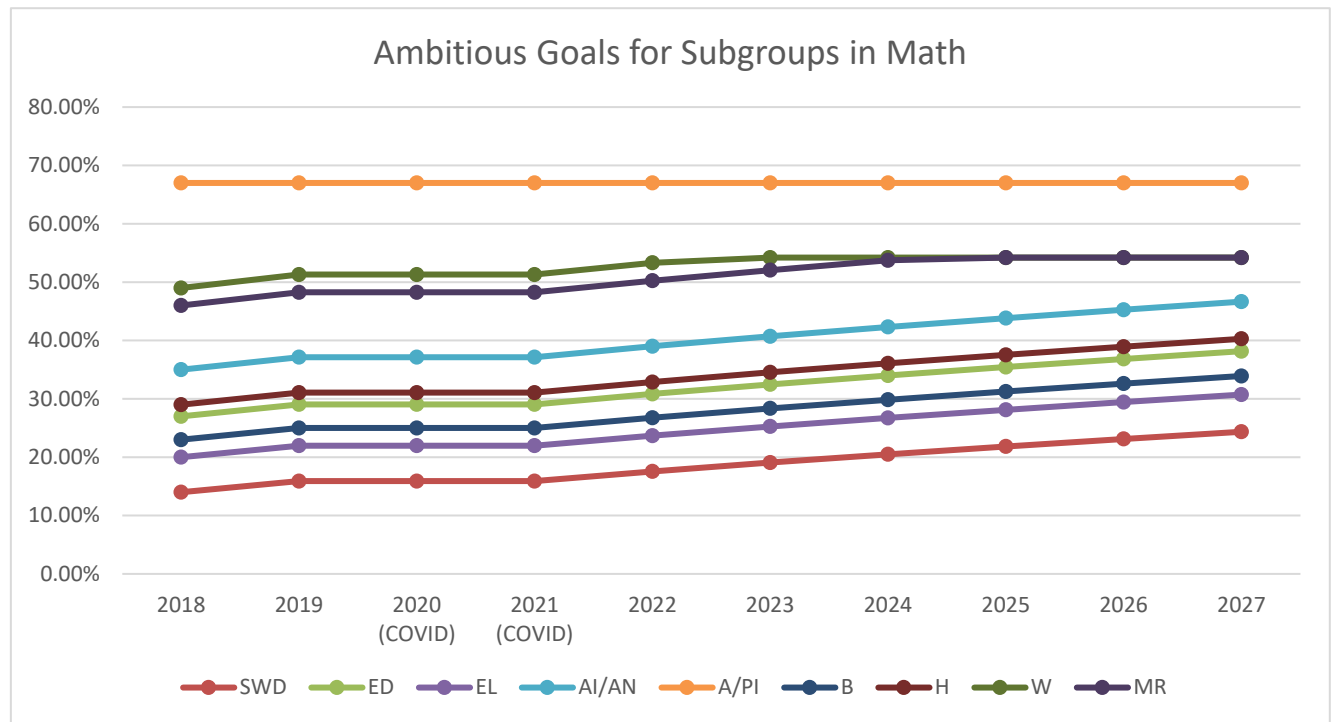
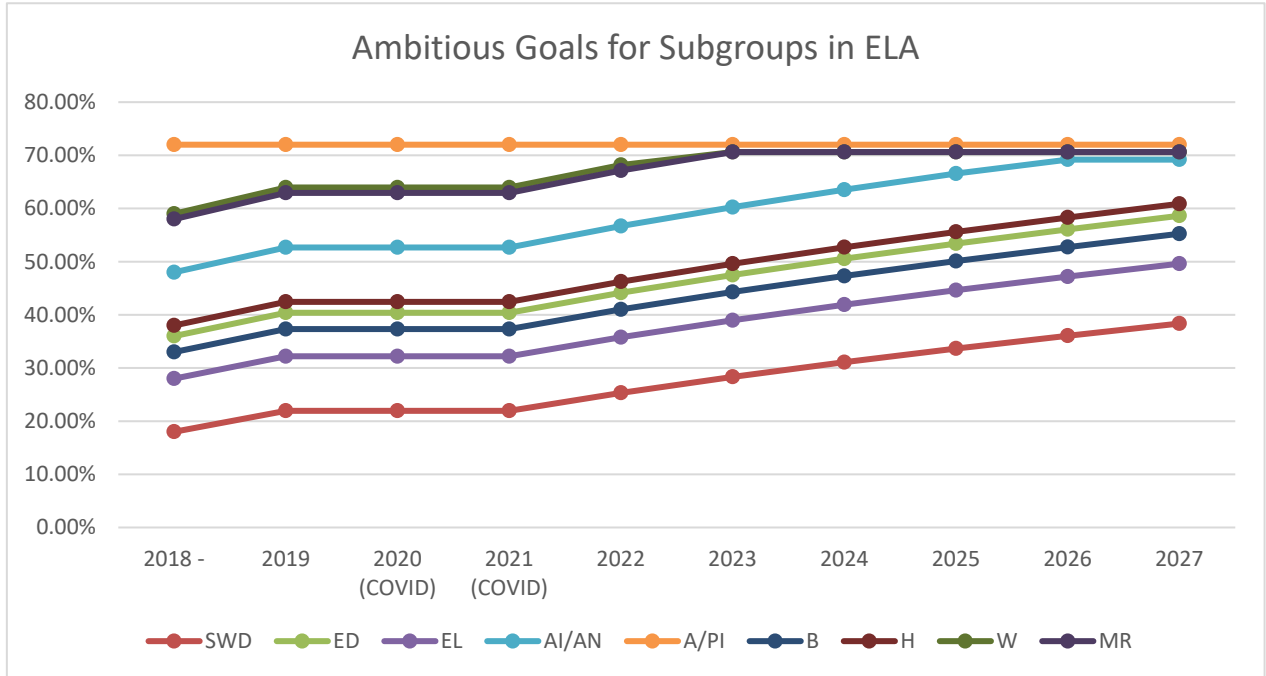


Table 3. Long-term goals and interim targets for student groups in NH in ELA.

Student Group	Year Ending									
	2018 - baseline	2019	2020 (COVID)	2021 (COVID)	2022	2023	2024	2025	2026	2027
SWD	18.00%	21.95%	21.95%	21.95%	25.32%	28.33%	31.09%	33.65%	36.06%	38.36%
ED	36.00%	40.39%	40.39%	40.39%	44.14%	47.49%	50.55%	53.39%	56.08%	58.63%
EL	28.00%	32.19%	32.19%	32.19%	35.78%	38.97%	41.90%	44.62%	47.18%	49.62%
AI/AN	48.00%	52.68%	52.68%	52.68%	56.69%	60.25%	63.52%	66.56%	69.19%	69.19%
A/PI	72.00%	72.00%	72.00%	72.00%	72.00%	72.00%	72.00%	72.00%	72.00%	72.00%
B	33.00%	37.31%	37.31%	37.31%	41.01%	44.29%	47.30%	50.10%	52.74%	55.25%
H	38.00%	42.44%	42.44%	42.44%	46.23%	49.61%	52.71%	55.59%	58.30%	60.88%
W	59.00%	63.95%	63.95%	63.95%	68.18%	70.61%	70.61%	70.61%	70.61%	70.61%
MR	58.00%	62.93%	62.93%	62.93%	67.14%	70.61%	70.61%	70.61%	70.61%	70.61%

Figure 3. Long-term goals and interim targets for student groups in NH in ELA (Chart revised to reflect the new timeline per the addendum approved by the U.S. Department of Education on July 25th, 2022)



b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including: (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; and (iii) how the long-term goals are ambitious.

Like the goals for academic achievement, NH’s long-term goals for graduation rate are informed by a statewide effort, including our 65x25 initiative, to provide each student a personalized learning experience that allows them to reach their highest possible achievement, and prepares them for 21st century careers and/or post-secondary education. Personalized learning opportunities better engage students in their education and increase student expectations with regard to graduation. NH will set goals for and report both the four- and five-year adjusted cohort graduation rates.

The long-term goals for the four- and five-year adjusted cohort graduation rates for NH are informed by historical data and are intended to improve outcomes to ensure students are ready for 21st century careers and/or post-secondary opportunities. The data used to inform the provided estimated long-term goals span from 2006 until 2016. The State began using the four-year adjusted cohort graduation rate (ACGR) methodology in 2010.

As discussed (in more detail in the description of the postsecondary and career school indicator), NH's goal is to ensure that students either graduate with a credential to allow them to succeed in an entry-level career position or in a postsecondary experience, whether it is a work-based credential, or community or four-year college. By breaking out the array of these outcomes in our proposed postsecondary readiness indicator, we are essentially able to do both in the accountability system, and allow for a more personalized system. We do not want to simply focus on college attainment, but rather represent the diversity of meaningful workplace credentials.

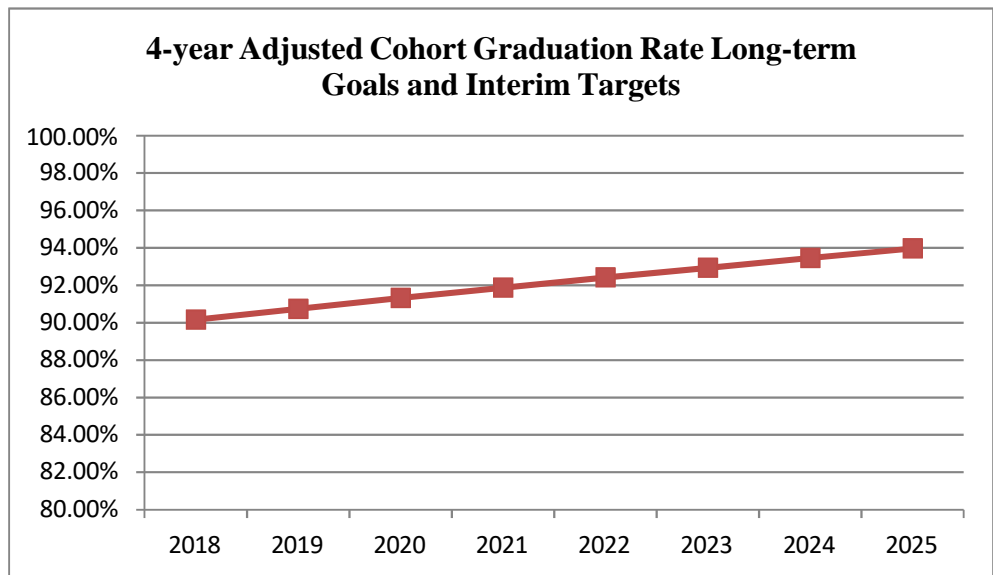
NH already has one of the highest graduation rates in the country, so while historical graduation rate gains have been steady, they have been small. Changes in the 4-year ACGR have been, on average, approximately 0.37 percent year over year. The State has elected to establish stretch goals that reflect average annual increases of 0.56 percent—nearly double the observed historical increase.

These increases translate into long-term goals of approximately 93 percent for the four-year ACGR. These seven-year goals are curvilinear in nature and, like academic achievement, reflect unprecedented gains that far exceed historical improvement in the State. The ambitious gains are presented in the table below and are based on ambitious increases over historical improvements, modeled using a power function.

Table 4. Long-term graduation rate goals for all students in NH.

Year Ending	4-year ACGR
2015-baseline ⁶	88.10%
2016-baseline	88.74%
2017	89.38%
2018	90.15%
2019	90.74%
2020	91.31%
2021	91.87%
2022	92.41%
2023	92.93%
2024	93.45%
2025	93.96%

Figure 4. Long-term graduation rate goals for all students in NH.



2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (i) baseline data; (ii) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (iii) how the long-term goals are ambitious; and (iv) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate.

⁶ The baseline data are 2015 and 2016 because graduation data are lagged and this presents a more stable baseline.

The State will include the five-year extended graduation rate in the graduation rate accountability indicator in the annual system of meaningful differentiation, but the long-term goals at the State-level are set using the four-year adjusted cohort graduation rates so that reporting will occur against these goals and interim targets. The inclusion of the five-year extended graduation rate aligns to NH's State Performance Plan for IDEA.

3. **Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A.**

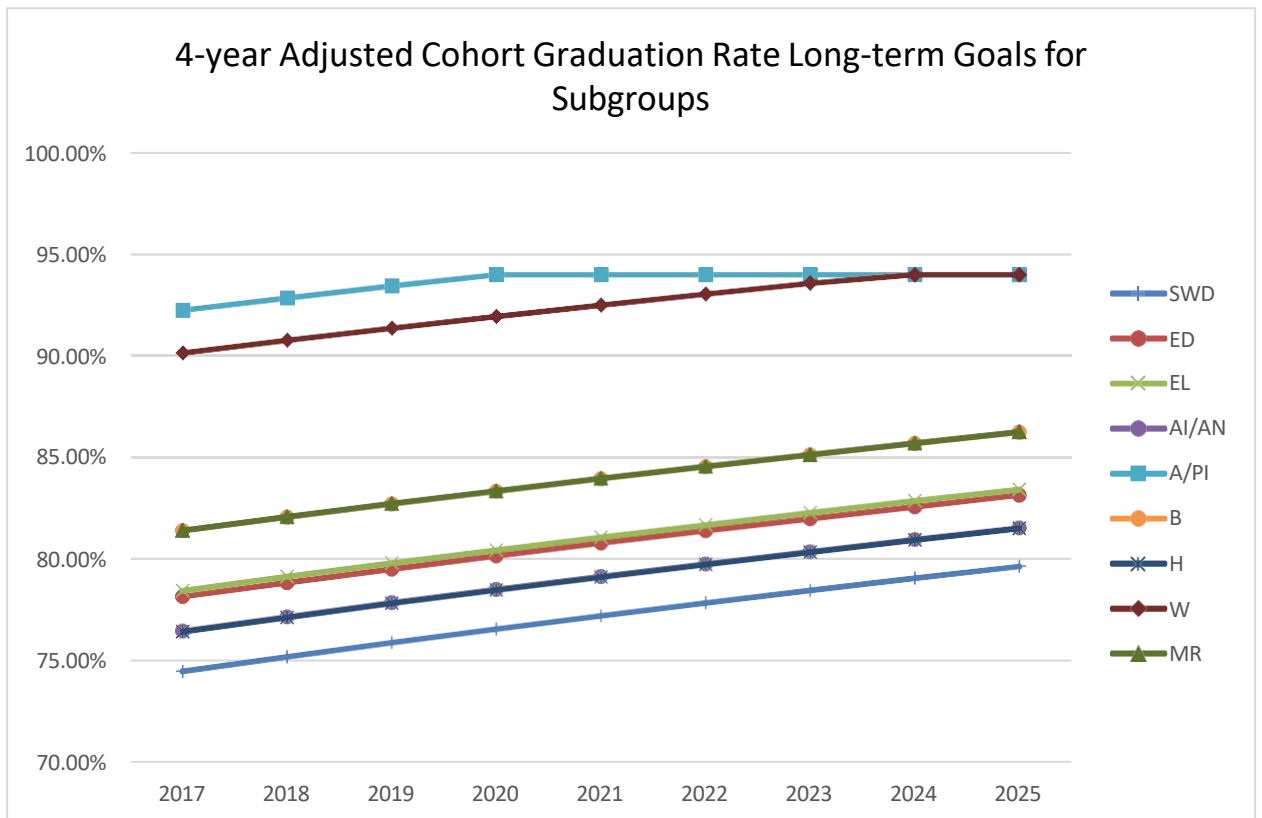
The measurements of interim progress toward the long-term goals for graduation rate are provided in Table 4 and Figure 4, which are presented in Section 4.iii.b.i. Similar to achievement, subgroup graduation rate targets were informed by the increases in the all subgroup extrapolations. Based on historical trends, projected increases varied significantly and resulted in graduation rates that were below the all student subgroup. As a result, the State elected to apply the all subgroup improvement targets to model long-term goals for subgroups that also included an additional expectation based on a subgroup's distance from the all student subgroup. This method applied larger relative gains for those student groups that were farther from the all subgroup target by 2025. These expected gains represent dramatic increases in graduation rates that have not been observed using the four-year adjusted cohort graduation rate. These goals were modeled using available graduation rate data.

The student group goals are presented in the table below.

Table 5. Four-year Adjusted Cohort Graduation Rate Long-term Goals for Subgroups in NH

Student Group	Year Ending										
	2015-baseline	2016-baseline	2017	2018	2019	2020	2021	2022	2023	2024	2025
SWD	73.00%	73.75%	74.49%	75.20%	75.89%	76.55%	77.20%	77.83%	78.44%	79.04%	79.62%
ED	76.70%	77.42%	78.14%	78.83%	79.49%	80.13%	80.76%	81.36%	81.95%	82.53%	83.10%
EL	77.00%	77.72%	78.43%	79.12%	79.78%	80.42%	81.04%	81.65%	82.24%	82.82%	83.38%
AI/AN	75.00%	75.73%	76.46%	77.16%	77.84%	78.49%	79.12%	79.74%	80.34%	80.93%	81.50%
A/PI	91.00%	91.62%	92.24%	92.84%	93.41%	93.96%	93.96%	93.96%	93.96%	93.96%	93.96%
B	80.00%	80.70%	81.39%	82.06%	82.70%	83.32%	83.93%	84.52%	85.09%	85.65%	86.20%
H	75.00%	75.73%	76.46%	77.16%	77.84%	78.49%	79.12%	79.74%	80.34%	80.93%	81.50%
W	88.90%	89.54%	90.17%	90.78%	91.37%	91.93%	92.49%	93.02%	93.54%	93.96%	93.96%
MR	82.97%	80.71%	81.40%	82.07%	82.71%	83.33%	83.94%	84.53%	85.10%	85.66%	86.21%

Figure 5. Four-year Adjusted Cohort Graduation Rate Long-term Goals for Subgroups in NH



4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduation rate gaps.

As noted in Section 4.iii.b.1, the State elected to model data rather than establish artificial and unsubstantiated targets for subgroups. To develop long-term goals and measures of interim progress for subgroups, historical data were examined and extrapolated to determine probable end points given the current state of education.

These goals were then increased to reflect a nearly two-times increase to create stretch goals that would reflect statewide movement in closing statewide graduation rate gaps and toward preparing students for post-secondary readiness and obtaining a meaningful credential.

c. English Language Proficiency. (*ESEA section 1111(c)(4)(A)(ii)*)

1. Describe the long-term goals for English learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment including: (i) baseline data; (ii) the State-determined timeline for such students to achieve English language proficiency; and (iii) how the long-term goals are ambitious.

New Hampshire has a long history of using Student Growth Percentiles (SGPs) to quantify student growth. The indicator of progress towards English language proficiency in the proposed NH accountability system continues this legacy and will be calculated as the school's mean SGP on the WIDA ACCESS 2.0 English Language Proficiency Assessment. In order to set long-term goals for increases in the percentage of English learners making progress in achieving English language proficiency, New Hampshire will use a growth-to-proficiency model that is based on the student-level SGPs—Adequate Growth Percentiles (AGPs). AGPs are used to determine whether or not a student's SGP is sufficient for that student to remain on-track to proficiency within the State-defined timeline. New Hampshire uses a five-year timeline for all students to achieve English language proficiency. The long-term

goal for NH will therefore be the percentage of English learners making adequate progress toward English proficiency within that five-year timeline.

Given that WIDA developed a new assessment in 2016 with more rigorous performance standards and has not previously calculated SGPs for its students, New Hampshire must base its projections for long-term goals and measures of interim progress on incomplete data. Beginning with this testing year (2019), New Hampshire's definition of English language proficiency on the ACCESS 2.0 exam will be a composite score of 4.5 beginning in 2019. In 2018, 39.1% percent of EL students achieved a composite score of 4.5 on the ACCESS 2.0 assessment within five years of being rostered at a New Hampshire school. Due to the increased rigor of the performance standards on the ACCESS assessment, this percentage reflects a significant decrease in the percentage of students achieving proficiency within this timeframe in previous years. Therefore, NHED and the LEAs are committed to working together to improve this percentage over time. See section Title III, Part A for more information on the services and supports to be provided.

The current baseline percentage of 39.1% percent is a reasonable estimate of the percentage of students each year that can currently be expected to make adequate progress toward English language proficiency annually on WIDA 2.0. New Hampshire's ambitious long-term goal for 2025 for the percentage of students making progress toward achieving proficiency is the current 2016-2017 rate of students reaching proficiency within five years at the 75th percentile school: 26.1 percent. The 75th percentile school represents an ambitious but obtainable goal for all schools. This long-term goal and the associated interim targets are included in the table below. The model assumes that the current rate of students achieving proficiency within five years is analogous to the percentage of students making adequate progress towards proficiency on a five-year trajectory as measured by AGPs. This assumption was checked as soon as the first set of AGPs was calculated after the 2017-2018 school year, and if necessary, the data in the following table will be adjusted accordingly.

2022 UPDATE: Per the addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NH has revised its long-term goals and measurements of interim progress for English language proficiency by shifting the timeline forward by two

years.

Table 6. Long-term goals and interim targets towards English language proficiency for English learners in NH

Year Ending	Percent ELs Making Adequate Progress
2018	39.1%
2019	42.83%
2020 (COVID)	42.83%
2021 (COVID)	42.83%
2022	46.56%
2023	50.29%
2024	54.01%
2025	57.74%
2026	61.47%
2027	65.20%

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

See section 4.iii.c.1 above for the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency.

iv. **Indicators** (*ESEA section 1111(c)(4)(B)*)

- a. **Academic Achievement Indicator.** Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State’s discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

The minimum n for all indicators in NH’s accountability system used to produce CSI and TSI determinations is 11 students.

Academic achievement is measured by student performance in English language arts and mathematics results on the statewide assessments in grades 3–8 and in grade 11. Additionally, the

results from the statewide assessments in grade 3 ELA, grade 4 math, grade 8 ELA and math, and grade 11 ELA and math, will contribute to the achievement indicator for these schools. The performance of students on these assessments will be reported for each grade level, content area, and for all subgroups of students in addition to the all students group.

NH has a long tradition of using an index system to incorporate achievement results into its accountability systems. NH has decided to report all indicators on a 1–4 scale for ease and transparency of reporting. Therefore, the index system for academic achievement will involve a simple translation of the statewide assessments performance levels to index scores such that a student scoring at Level 4 on a statewide assessment, for example, would generate 4 points for the school, a student scoring a 3 would generate 3 points for the school, and so on for students scoring at levels 2 and 1. The school’s index score is the total number of points divided by the number of continuously enrolled (FAY) students completing the assessment or 95 percent of the full academic year enrollment, whichever is greater. Such an index system provides incentives for schools to move students from Level 1 to Level 2 and from Level 3 to Level 4 whereas simple percent proficient systems only reward schools for moving students from Level 2 to Level 3. Incentivizing schools to support both equity and excellence is an important policy goal for NH. If scores were equally distributed among the four performance levels, the average index score would be 2.5 indicating that rewarding schools for having students score in the highest achievement level does not mask the performance of low-scoring students (see the attached paper by Dr. Scott Marion from the Center for Assessment for a more detailed explanation). Another reason for using the index system over reporting just the percent of students scoring proficient and above is that schools and the public will receive more complete information about the variability of student performance within each school.

The rubric for establishing levels based on average index values for the achievement indicator is provided below(Per the addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NH has revised its cut scores for the Academic Achievement indicator):

Level	Range
Level 1	0.0 – 2.10
Level 2	2.11 – 2.59
Level 3	2.60 – 3.00

Level 4	3.01 – 4.00
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- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

NH has been using the Student Growth Percentile (SGP) model (see Betebenner, 2009) as a growth indicator in its State accountability system for many years. The NH ESSA Accountability Task Force reaffirmed its desire to continue to use the SGP model as the basis for the growth indicator for elementary and middle schools. The mean SGP (MGP) is calculated for each school and evaluated against the following rubric.

Per addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NH has revised its cut scores for the Growth indicator as follows:

Level	Range
Level 1	1 – 40.00
Level 2	40.01 – 49.99
Level 3	50.00– 60.99
Level 4	61.00 – 99.99

- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement

standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma under ESEA section 8101(23) and (25).

NH’s previous accountability system used the adjusted cohort graduation rate (ACGR). The ESSA Accountability System will continue to use the ACGR as an indicator in the system for annual school differentiation. NH will calculate and report the 4-year ACGR and the extended 5-year ACGR for all schools and for each subgroup within schools. The State will use the unweighted average of the 4- and 5- year ACGR to create an index comprising four performance levels (i.e., Levels 1, 2, 3, and 4). Each of these levels corresponds to meaningful expectations within the accountability system. The graduation rate level cut scores are presented in the table below.

Level	Range
Level 1	Less than 69%
Level 2	70– 89%
Level 3	90– 93%
Level 4	94% and above

As noted in the table above, Level 1 corresponds to a slightly higher threshold than what is used for identifying schools in need of Comprehensive Support and Improvement on the four-year rate (67 percent). Level 2 schools reflect performance that falls short of school expectations, whereas Level 3 (90–93 percent graduation rate) is the 4-year graduation rate goal for 2018. Level 4 reflects an expectation that is aligned with progress toward the long-term targets defined in Section 4.iii.b.1. While data indicate that NH schools already have high graduation rates, the State believes that setting high expectations for schools will promote progress. That is, by setting the Level 4 graduation rate indicator at the performance of the 54th percentile school, the State is communicating that achieving that level of success should be within reach for all schools.

- d. **Progress in Achieving English Language Proficiency (ELP) Indicator.** Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

The progress in achieving English language proficiency indicator measures student growth on the WIDA ACCESS 2.0 assessment by calculating mean Student Growth Percentiles (MGPs) for each school. Student Growth Percentiles on the ACCESS 2.0 exam will be generated using the national WIDA database for all English learners within each grade level. The

growth inference associated with SGPs is: *How much has this student grown towards attaining English language proficiency in comparison to English learner peers with similar histories of prior achievement on the ACCESS 2.0 assessment?* The mean Student Growth Percentile (MGP) for the EL students in each school on ACCESS 2.0 will be the school-level indicator. Four performance levels will be reported out on this indicator according to the following table:

Level	Range
Level 1	MGP < 50
Level 2	50-59
Level 3	60-69
Level 4	MGP > 69

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

As its additional indicator of student success in the elementary and middle school model, NH will be using an indicator designed to focus additional attention on the growth of the lowest achieving students in each school. This indicator is designed to emphasize competency-based learning and the importance of not letting students fall behind. This indicator will prioritize the mean Student Growth Percentiles (MGP) for the lowest quartile of achievers in the school as measured by the prior years' content assessments. By comparing the MGPs of the lowest performing students on the prior years' assessments to the remaining 75 percent of student, this indicator is intended to incentivize schools to focus additional attention on providing supports and interventions for the school's lowest achieving students.

One of the criticisms of accountability models under No Child Left Behind was that schools may have been overly attentive to the "bubble kids" (i.e., those students who are close to proficiency) in order to game the accountability metrics. This equity indicator is intended to direct extra attention to the

lowest performing students in each school and incentivizing schools to maximize the growth of all students, but especially those who need the most support.

The equity indicator is based on awarding rubric points for the growth (e.g. MGP) of both the students in the lowest quartile of achievement (based on the prior year’s test scores) and also awarding rubric points for the MGP of the remaining 75 percent (using the rubric below). The indicator score would be the weighted average of the two rubric scores with a 4:1 weighting favoring the lowest quartile to make the policy intentions very clear.

Four performance levels will be used to report on school performance for this indicator. Because the target population for this indicator needs to grow at a faster rate than their peers to catch-up in achievement, the achievement level cut scores are slightly more rigorous than for the growth and ELP indicators.

Level	Range
Level 1	MGP < 45
Level 2	45–54
Level 3	55–65
Level 4	MGP > 65

For high schools, the additional indicator of student success is a career and college readiness (CCR) indicator. All grade 12 continuously enrolled students will be eligible for counting as postsecondary ready by meeting any two of the following eleven requirements⁷:

- ✓ Completion of a NH Scholars program of study
- ✓ A grade of C or better in a dual- or concurrent - enrollment course
- ✓ SAT scores meeting or exceeding the college and career ready benchmark (480 in Evidence-Based Reading and Writing and 530 in Mathematics).
- ✓ ACT scores meeting or exceeding the college and career ready benchmark (18 in English, 22 in Mathematics, 22 in Reading, and 23 in Science).
- ✓ A score of 3, 4, or 5 on an AP exam
- ✓ A score of 4, 5, 6, or 7 on an IB exam
- ✓ Earning a CTE or other industry-recognized credential
- ✓ Completion of career pathway program of study
- ✓ Scoring at least Level III on components of the ASVAB that comprise the Armed Forces Qualifying Test (AFQT)

⁷ Note: The requirement for completion of two Career- and College-Ready Benchmarks can be satisfied by two of the same category. For example, a student can score at least a 3 on two AP exams—without meeting any of the other requirements—to be considered career- and college-ready.

- ✓ Completion of the ACT National Career Readiness Certificate
- ✓ Completion of an approved apprenticeship program per NH RSA 278⁸
- ✓ **New Hampshire Seal of Biliteracy**

The total number of continuously enrolled grade 12 students meeting at least two of these requirements will be divided by the total number of students in the cohort to form the career- and college-ready index for schools.

$$\frac{\text{Total number of continuously enrolled grade 12 students meeting at least two CCR requirement}}{\text{Eligible grade 12 students}} * 100$$

As with the other indicators, the CCR score for schools will be indexed into four performance levels, outlined in the table below. Please note: Since this indicator is new for the State of NH, and not all of the elements comprising the indicator were previously collected, we were not able to sufficiently model the recommended ranges for the index scores. While these ranges are nominally aligned with the State goal of 65 percent of adults attaining a meaningful post-secondary credential by 2025, they will need to be revisited after the first year of data collection in 2017–2018 to ensure they are both ambitious and attainable and reflect the true variation among schools within the State.

Level	Range
Level 1	< 53% ⁹
Level 2	53–64%
Level 3	65–79%
Level 4	> 80%

The postsecondary readiness indicator for NH high schools is valid, reliable, and will appropriately differentiate performance among NH high schools.

Validity: The following excerpt (italicized below) from the Final Report of the New Hampshire Accountability Task Force (1/30/17) outlines the rationale for the validity of the

⁸ Note: New Hampshire Accountability Task Force and the NH Department of Education will continue to explore extended learning opportunities and internships as possible CCR indicators to our indicator criteria.

⁹ Fifty-three percent is the current percentage of adults in NH that have attained a meaningful post-secondary credential. While this metric is not measured in the same way as the career and college ready indicator, the two are directly related in that the CCR indicator is a pre-cursor indicator for attaining the 65 x 25 goal.

postsecondary readiness indicator for NH's ESSA Accountability System. The validity argument for this indicator is largely based on consequential evidence (i.e., consequential validity) in that the system is designed to incentivize schools to ensure that students leave high school with legitimate preparation for careers and/or college. Further, many of the measures within the indicator, including rigorous coursework (i.e., NH Scholars Program), college readiness assessment (SAT/ACT), college coursework (AP, IB, dual/concurrent enrollment), military readiness (ASVAB), and industry credentials have an extensive body of validity evidence support their use. Such evidence includes, but is not limited to, evidence drawn from relationships with other variables, including predictive validity (e.g., first year postsecondary GPA, military performance, and workforce readiness).

Reliability: NHED is in the process of modeling the full postsecondary readiness indicator and will be able to evaluate the consistency of the full indicator. However, NH already has solid evidence that many of the measures within the indicator (e.g., SAT/ACT, AP, IB, ASVAB, CTE assessments) are highly reliable. NHED will evaluate and document the reliability of the remaining indicators in the system (NH Scholars, dual/concurrent enrollment).

Differentiation: Again, NHED is in the process of modeling the full postsecondary readiness indicator, but given the way that each of the measures are known to differentiate performance, NHED is fully confident that this indicator will appropriately differentiate performance among all NH high schools.

The NH Accountability Task Force meetings included extensive discussion of the high school readiness indicator. Many of the early discussions centered on trying to connect the developing K-12 accountability system to more broad-based state efforts, especially the "65 x 25" initiative. This will help build credibility for the K-12 system in that K-12 will be seen as doing its part and can help provide tangible goals for the K-12 system that are connected to larger economic and civic goals.

In 2009 the Lumina Foundation put forth a national goal that 60 percent of the Americans should have a high-quality postsecondary degree or credential by 2025 in order for the U.S to remain globally competitive. Since then, the majority of States have adopted some version of this goal as their own; including New Hampshire, where State projections showed that in order to remain competitive New Hampshire's goal would need to be 65 percent of 25-64 year olds having a high-quality postsecondary credential by 2025 (henceforth referred

to as 65 x 25). The Georgetown University Center on Education and the Workforce predicts that “approximately 65 percent of jobs in New Hampshire in 2025 will require postsecondary education.” The need for a higher attainment rate is also evident in surveys of employers that report they cannot find enough qualified workers. Employers report that too many applicants lack the necessary critical thinking and problem solving skills that are essential for success in today’s economy.

The Task Force acknowledged that K-12 is by no means the only contributor involved in increasing post-secondary attainment rates, but the critical role that the elementary and secondary education system plays in achieving the 65 x 25 goal cannot be ignored. Further, the Task Force recognized that the 65x25 goal is influenced by every step along the education pipeline. That is, early childhood, K-12, and post-secondary each play a role in preparing students for the next level of their learning. As a result, it is important to consider how each stage of the pipeline should prepare a number of students that exceeds the target at the next level to account for attrition associated with the transition between each level (e.g. students exiting the State or not moving on to the next sector of education).

Currently, we are unable to concretely quantify a target for each stage (e.g., early childhood, K-12, post-secondary and occupational attainment) due to limitations in matching students across the pipeline. However, we can examine historical trends of performance in each sector to infer the necessary targets that might contribute to the goal of 65 percent of New Hampshire’s adult population earning a meaningful credential by 2025. This goal, while somewhat aspirational when applied to New Hampshire’s accountability system, will help inform schools work around continuous improvement.

Given that the 65 x 25 goal has considerable buy-in from many key partners across the State, the K-12 system would be well-supported in adopting this goal for the new ESSA accountability system. This goal can serve as an anchor in selecting K-12 precursor indicators that are known to relate to postsecondary attainment and also in setting goals on those indicators that will move the State closer to its 65 x 25 goal. The goal provides a coherent context for holding schools accountable for doing their part in ensuring students are graduating high school maximally ready to meaningfully engage in their postsecondary career plans.

This context helped the Task Force consider multiple options for a postsecondary readiness indicator. Given the importance of both college and career readiness, as described above, the

Task Force settled on determining for each student whether they meet college or career readiness indicators and then evaluating schools on the proportion of 12th graders meeting either college OR career readiness expectations. Instead of developing multiple pathways that privilege evidence in either career- or college-focused categories, students will have the opportunity to amass evidence signaling general post-secondary readiness.

This will allow students to have opportunities to demonstrate readiness in as many ways as possible that allow for individualized pathways for post-secondary success. Ultimately, this approach involves operationally defining both college and career ready and then for each student determining whether or not they have met one or both indicators. Schools would be evaluated on the proportion of their graduating class that has met either of these criteria.

This indicator sends a clear signal that career and college readiness are viewed equally in the accountability system. The Task Force intends for this approach to be seen as both ambitious and reasonable by school personnel so they will be incentivized to ensure that all students leave high school with legitimate postsecondary options. Additionally, it can be argued that such a system will be fairer to schools that serve large proportions of students who do not have postsecondary education aspirations, at least immediately after high school. Further, this system is so straightforward that it could be easily understood by essentially all stakeholders.

- v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))
- a. Describe the State’s system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State’s accountability system, (ii) for all students and for each subgroup of students. Note that each State must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

The ways in which indicators are aggregated must be informed by both the plans for producing overall determinations and by the theory of action. For example, the achievement indicator will have scores from multiple grades for ELA and mathematics. The ways in which these measures are aggregated must support the overall classification scheme. The NH accountability system will be reporting indicators using a 1–4 index scale. This allows for a relatively common scale across indicators that can be combined in very transparent ways.

In order to be consistent with the theory of action for school support and improvement, a series of decision rules—based on the entry criteria for identification for supports and improvement—will be used to arrive at four distinct summative classifications for schools:

1. Good Standing
2. Identified for Targeted Support and Improvement (TSI)
3. Identified for Additional Targeted Support (ATSI)
4. Identified for Comprehensive Support and Improvement (CSI)

The levels assigned to schools are therefore representative of performance on all of the indicators within the accountability system and exactly reflective of the entry and exit criteria used for school identification described in Section 4.vi. This type of reporting system privileges the robust information provided by the full dashboard of school indicators, while minimizing the role of an overall summative determination beyond its clear and necessary use for identifying schools in need of targeted or comprehensive support. Given the way the levels of support are operationalized within the NH system, all four levels are mutually exclusive (see table in Section 4.viii.c.). One of the main benefits of this system for making summative determinations is that it sends a clear and consistent message to schools and the public about the overall standing of the school.

- b. **Describe the weighting of each indicator in the State’s system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.**

New Hampshire does not explicitly weigh indicators, but rather uses a series of decision rules to differentiate between schools. These decision rules give the greatest weight to academic achievement and growth (in elementary and middle schools) and academic achievement and graduation rate (in high schools). Progress toward English language proficiency by English language learners is weighted more than the school quality and student success indicators.

NH’s decision rules will differentiate school performance rather than computing an overall performance index that combines all indicators in a weighted composite total score. In order to determine the lowest-performing five percent of Title 1 schools (schoolwide and targeted assistance schools as of the previous year) NH will rely on performance on all of the indicators. The scores on all indicators will be reported and the

methods used for combining the indicators for the purposes of identifying schools for comprehensive and targeted support are described below.

Identification at the high school level relies on a conjunctive approach. Any NH high school with a graduation rate of less than 67 percent will be identified for CSI. Additionally, any Title I high school in the bottom five percent on the combination of the achievement and career and college readiness index will be identified for CSI.

For elementary and middle schools, if the ELP or equity indicator is missing, CSI decisions will be based on the remaining indicators. If both the ELP and the equity indicators are missing, the CSI and TSI decisions will be based on achievement and growth. For high schools, the same approach is used by replacing graduation rate for growth when the rate fails to meet the minimum-n.

If the growth/graduation rate indicator is also missing (fails to meet the minimum-n), a small school review will be employed. NHED has a long established process of conducting qualitative analysis and reviews of extremely small schools for accountability purposes that ensures student privacy is protected.

- c. If the States uses a different methodology or methodologies for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology or methodologies, indicating the type(s) of schools to which it applies.

This section describes the steps that NHED takes to ensure that all NH schools are evaluated in NH's school accountability system.

Definition

A "small school" in New Hampshire is defined as:

- Public Elementary and Middle: A school with a grade span that starts with or after grade 3 with fewer than 11 students for the Academic Achievement Indicator and fewer than 11 students for the Growth Indicator for the whole school
- Public High School: A high school with fewer than 11 students for the Academic Achievement Indicator and fewer than 11 students for the Graduation rate indicator for the whole school.

Small School Decisions

- Small school review is conducted for CSI only. Small schools will not be identified for ATSI or TSI, since by definition, schools that small will not have a subgroup large enough for TSI or ATSI.
- If an identified small school is a Charter school, the process for review will be to use measure of growth included in the charter as part of the school's small school review process.
- Any Title I small school identified for CSI will be added to the other generated lists. It will not replace a school identified by the 5 percent rule below.

Overview of procedures

Most of the very limited number of “small schools” in New Hampshire are “feeder” schools, generally K-2 or K-3 schools that feed into an intermediate school, but there may be other schools that do not meet the minimum-n for achievement and growth. There were 24 feeder schools in 2018. Of these 24 schools, only eight (8) school included grade 3. Of the remaining 16 schools, five schools included students through kindergarten only, three through grade 1, and eight through grade 2.

- NHED aggregates available data from the preceding 3 academic years to identify small schools
- A feeder school protocol is employed for those schools that meet the feeder school definitions.
- Finally, a judgmental review is employed for any school that still does not meet the min-n for achievement or growth for either A or B. This has occurred rarely in NH to date.

3-Year Averaging

NHED will use data from the preceding 3 academic years in implementing its accountability system including identification of small schools.

1. If a school has at least 11 scores for achievement and growth/graduation rate across three years, it will be evaluated using the standard accountability rules
2. If a school does not have 11 scores for the aforementioned indicators, it will be reviewed for feeder status (see the next section for the detailed process) and may be subject to the small school review.

Feeder Schools and Grade 4+ Schools

Options for 'Feeder' schools

- Option 1: All “feeder” schools are included with the Grade 4+ school associated with Feeder School, only if more than 65% of the feeder students attend the same Grade 4+ school. If fewer than 66% of the feeder students attend the same Grade 4+ school then the feeder school would participate in the small school review process defined below.
 - Grade 3 achievement scores are used in the other academic achievement indicator calculation for the Grade 4+ school.
 - All ESSA indicator values for the “feeder” schools will be the same as those of the Grade 4+ school. All ESSA values will be reported under the original ‘feeder’ school with the values from the Grade 4+ school. A comment for the ‘feeder’ schools and the Grade 4+ school will indicate the schools that were included in the Grade 4+ school determination and which grade 3 school achievement values were used in the Grade 4+ school calculation.
 - All comparison to ESSA interim targets will be that of the grade 4+ school.
 - If a Grade 4+ school is identified as CSI/TSI/ATSI then all the ‘feeder’ schools are also identified.
- Option 2: “Feeder” schools are included in small school review processing if they fall below the 66% threshold described for Option 1. For 2018, all feeder schools met the 65% threshold and were accounted for using Option 1.

Small school review

Schools that do not meet the min-n for the aforementioned indicators and are not identified as feeder schools above the 65% threshold will participate in a small school review.

1. NHED will convene a review panel comprised of at least one NHED accountability staff member, at least one school district superintendent, one district curriculum/assessment director, and at least one external accountability expert.
2. The district office of which the small school is a part must submit the following evidence, depending on availability:
 - a. District assessment results for the previous three years for all available grade levels for all available content areas.
 - i. The can include district designed and validated

- assessments in addition to reading inventories, commercial interim assessments, and/or norm-referenced tests.
- b. Local school improvement plans for the past three years.
 - c. School climate and/or parent satisfaction surveys for the previous three years.
 - d. Attainment evidence (for high schools) for the previous three years that may include post-secondary attendance rates, military enrollment rates, employment success, or other relevant data.
 - e. Other evidence that the district determines can be used to document the quality of the small school (e.g., attendance).
3. The review panel will evaluate the evidence listed in #2 in terms of the following questions:
 - a. Do the district assessment results indicate that a majority of the students are performing in the lowest performance level or, if assessments are used that offer national comparisons, are a majority of students scoring below the 40th national percentile?
 - b. Do the attendance data indicate an average daily attendance rate of less than 90% and/or are more than 20% of the students absent (unexcused) for more than 10 school days?
 - c. If the school is a high school, is the 3-year average graduation rate less than 67%?
 - d. Do the school climate results indicate concerning levels of dissatisfaction (e.g., more than 25% of the parents raising concerns about the quality of the school)?
 4. If the responses to questions 3a-3d are yes, assuming data are available or the items for which data are available, the school shall be identified for CSI.
 5. If the responses to a majority of questions 3a-3d are yes, assuming data are available or the items for which data are available, the school may be identified for CSI based on a vote of the committee.
 6. If the responses to a majority of questions 3a-3d or more are no, assuming data are available or the items for which data are available, the school will not be identified for CSI based on a vote of the committee.

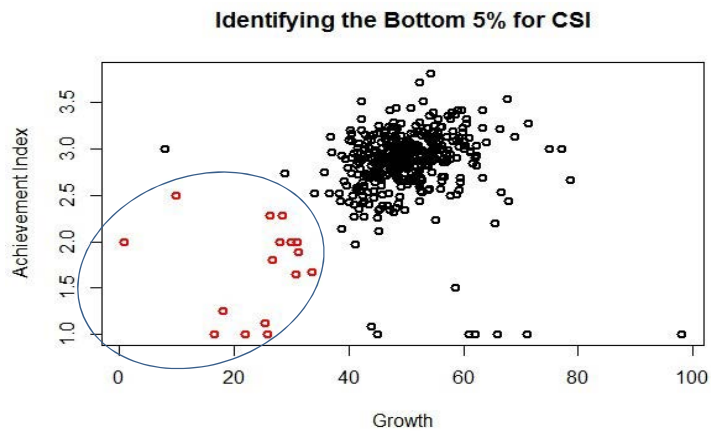
vi.

Identification of Schools (ESEA section 1111(c)(4)(D))

- a. **Comprehensive Support and Improvement Schools.** Describe

the State’s methodology for identifying not less than the lowest-performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement, including the year in which the State will first identify such schools.

New Hampshire will identify schools for Comprehensive Support and Improvement (CSI), based on lowest performance and low high school graduation rates, beginning with the 2017-18 school year results and every three years thereafter. Schools will be first identified in fall of the 2018-19 school year. The NH Accountability Task Force strongly recommended that schools identified for CSI should be those with exceptionally low achievement and exceptionally low growth. The scatterplot below provides a visual example of this approach. However, in order to fully comply with the requirements of ESSA, NH will use all of the indicators in the system to identify schools for CSI as described below.



New Hampshire will identify at least five percent of the public elementary and middle schools in the State for Comprehensive Support and Improvement by using the following decision rules (Starting in Fall 2023, NHED will use data from the preceding 3 academic years to identify schools for CSI and ATSI).

1. Compute the average of a school’s 3-year ELA and math Achievement Indices and identify schools with a composite index score of 1. We expect this will correspond with approximately the lowest scoring 10 percent of all Title I elementary and middle schools.
2. Compute the 3-year average of the mean student growth percentiles (MGP) for ELA and math and classify the results according to the rubric presented in Section iv.b. Identify all schools in Level 1. We expect this will correspond with approximately the 10 percent of schools

with the lowest growth.

3. Use the table below to identify schools for CSI. All Title I schools in the first row of schools will be identified for CSI. If this row does not yield five percent of Title I schools, schools from the second row will be added to this total. If this results in more than five percent of Title I schools being identified, the schools in this row will be rank-ordered based on the combination of achievement and growth indices and schools will be added to the CSI category until five percent of Title I elementary and middle schools are identified for CSI. The same process will be repeated for subsequent rows as needed.

Step	Classification	Composite Achievement	Composite Growth	ELP	Equity	Result
1.	CSI	Level 1	Level 1	Level 1	Level 1	Identified*
2.	CSI	Level 1	Level 1	Level 2	Level 1	Identified*
3.	CSI	Level 1	Level 1	Level 1	Level 2	Identified*
4.	CSI	Level 1	Level 1	Level 2	Level 2	Identified*
5.	CSI	Level 2	Level 1	Level 2	Level 2	Identified*
6	CSI	Level 2	Level 2	Level 2	Level 2	Identified*

*Per the addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NH has revised its decision matrix to as above. New Hampshire will identify five percent of Title I elementary and middle schools for CSI, by progressively working through Rows 1-6.

New Hampshire will identify public high schools in the State for Comprehensive Support and Improvement by using the following decision rules:

NH will identify for CSI all NH high schools with a 4-year adjusted cohort graduation rate of 67 percent or less.

Additionally, for all **Title I** high schools, the following steps will be applied to identify Title I high schools for Comprehensive Support and Improvement.

1. Compute the weighted average of a school’s 3-year average ELA and math Achievement Indices and identify all schools with an average index score of 1. We expect this will correspond with approximately the lowest scoring 10 percent of all Title I elementary and middle schools.
2. Compute the 3-year average of the 4 and 5 year adjusted cohort graduation rates and classify the results according to the rubric presented in Section iv.c. and identify all schools in Levels 1 and 2.
3. Use the table below to identify schools for CSI. All Title I schools in the first row of schools will be identified for CSI. If this row does not yield five percent of Title I schools, schools from the second row will be added to this total only until five percent of Title I high schools are identified.

Step	Classification	Composite Achievement	Graduation Rate	ELP	Post-secondary readiness	Result
1.	CSI	Level 1	Level 1	Level 1	Level 1	Identified
2.	CSI	Level 1	Level 2	Level 1	Level 1	Identified*
3.	CSI	Level 1	Level 2	Level 2	Level 1	Identified*
4.	CSI	Level 1	Level 2	Level 1	Level 2	Identified*
5.	CSI	Level 2	Level 2	Level 2	Level 2	Identified*

* Per the addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NH has revised its decision matrix to as above. New Hampshire will identify 5 percent of Title I high schools for CSI, by progressively working through Rows 1-5.

- b. **Comprehensive Support and Improvement Schools.** Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement, including the year in which the State will first identify such schools.

All high schools that have a 4-year graduation rate below 67 percent will be identified as CSI schools. The State will use data from the 2017–2018 school year to identify the initial set of CSI schools beginning in the 2018–2019 school year.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State-determined number of years, including the year in which the State will first identify such schools.

New Hampshire will identify schools with chronically low performing subgroups after a period of three years, if the subgroup(s) for which the school has been identified have not shown a specified level of improvement during that period.

Schools in this category would have first been identified using the procedures described for identifying schools for “additional targeted support” for the first time based on the results from the 2017-2018 school year. Such schools will have **six school years** to improve their performance and meet the exit criteria. This will align both the three year identification cycles for ATSI and CSI. Per the addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NHED is implementing a one-time change in frequency to identify schools in Fall 2022 and again in Fall 2023 for CSI and ATSI. Further, it is revising the exit criteria so that the 2019-2020 and 2020-2021 school years do not count towards the number of years in which a CSI school must meet its exit criteria before the state must take more rigorous action. The 2019-2020 and 2020-2021 school years also do not count towards the number of years in which an ATSI school must meet its exit criteria before it becomes a CSI school.

As a result, ATSI schools that do not meet the exit criteria by the end of the 2025-2026 school year will be identified for CSI at the beginning of the 2026-2027 school year. The following table clarifies the timing of these designations:

Year	Data Year	Decision Date	CSI	ATSI	TSI
1	2017-2018	Fall 2018	1 st ID	1 st ID	
2	2018-2019	Fall 2019			1 st ID
3	2021-2022	Fall 2022	2 nd ID	2 nd ID	2 nd ID
4	2022-2023	Fall 2023	3 rd ID	3 rd ID	3 rd ID
5	2023-2024	Fall 2024			4 th ID
6	2024-2025	Fall 2025			5 th ID
7	2025-2026	Fall 2026	4 th ID Consequence for	4 th ID Move to CSI	6 th ID

			non-exit		
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- d. Frequency of Identification. Provide, for each type of school identified for comprehensive support and improvement, the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

New Hampshire will identify schools for CSI based on the lowest performing five percent and low high school graduation rates beginning with 2017-18 school year results and every three years thereafter. Per addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NHED is implementing a one-time change in frequency to identify CSI and ATSI schools in fall 2022 and again in fall 2023 before resuming its regular 3-year cycle.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111©(4)©(iii)*)

For Targeted Support and Improvement Schools (TSI), New Hampshire will apply the same decision rules that are used for identification of CSI schools to identify the lowest five percent of public schools, annually, for the following subgroups: English language learners, economically-disadvantaged students, racial/ethnic groups, and students with disabilities.

If a school is identified as among the lowest five percent of public school for a subgroup for two consecutive years, it will be identified for Targeted Support and Improvement Schools (TSI) with the first identification occurring in the fall of 2019 for the 2019-2020 school. Subsequent determinations will be made annually following this initial identification.

TSI schools will be required to work with their district leadership to establish an improvement plan that establishes strategies for improving the performance of underperforming subgroups. These plans will be reviewed and approved by the LEA. While the LEA is responsible for supporting identified schools, NHED will support districts with identified schools in developing personalized learning approaches that focus on maximizing the learning of each student. Such approaches could include the development of personalized learning plans, providing opportunities for extended learning, providing

opportunities to demonstrate competence on assessment tied to the specific learning goals, and closely monitoring the progress of each student’s learning against his/her personalized learning plan.

- f. **Additional Targeted Support.** Describe the State’s methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Beginning in the fall of 2018, using the 2017-18 school year data, the State will identify for additional targeted support any school if, in the year in which the State identifies schools for CSI, the school has a subgroup whose performance on its own would have caused the school to be identified for CSI using the State’s method for identification of CSI schools.

NHED will identify schools for additional targeted support every three years after the initial identification on the same schedule as CSI identification. Per addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NHED is implementing a one-time change in frequency to identify CSI and ATSI schools in fall 2022 and again in fall 2023 before resuming its regular 3-year cycle.

Further, starting in Fall 2023, NHED will identify schools for ATSI based on data from three preceding academic years.

- g. **Additional Statewide Categories of Schools.** If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.

Not applicable.

- vii. **Annual Measurement of Achievement** (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.

The State school report card will report student participation on the State assessments and identify LEA’s where participation falls below 95 percent.

In accordance with ESSA, “(E) Annual Measurement of Achievement,” the denominator in calculating the achievement index (Section 4.iv.a.) will be the number of students participating

in the State or PACE assessments, or 95 percent of the full academic year enrollment, whichever is greater.

viii. Continued Support for School and LEA Improvement (ESEA section 1111(d)(3)(A))

- a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

To ensure continued progress to improve student academic achievement and school success, schools have to demonstrate progress.. The demonstration of progress is examined annually and the NHED will provide ongoing technical assistance and reviews of resource allocations to support school improvement in each school to help ensure continued progress. Per addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NHED is omitting the 2019-2020 and 2020-2021 school years toward the number of years in which a CSI school must meet its exit criteria before the state must take more rigorous action.

In Fall 2023, NHED requires that CSI schools meet the following criteria to exit their status:

1. Demonstrate improvement from Fall 2022 indicator scores;
2. Exceed Fall 2022 statewide cut scores; and
3. Not be among the lowest-performing 5 percent of Title I schools newly generated in Fall 2023

Note: The Fall 2023 exits will be based on 2022-23 data per the addendum approved by the U.S. Department of Education on July 25th, 2022.

Starting in Fall 2024, NHED requires that CSI schools meet the following criteria to exit their status:

1. Demonstrate improvement from their last indicator scores for any two years after identification; **OR**
2. Exceed statewide cut scores for all indicators for one year after identification

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

To ensure continued progress to improve student academic

achievement and school success, schools have to demonstrate progress.. The demonstration of progress is examined annually and NHED will provide ongoing technical assistance and reviews of resource allocations to support school improvement in each school to help ensure continued progress. Per addendum to the State Plan approved by the U.S. Department of Education on July 25th, 2022, NHED is omitting the 2019-2020 and 2020-2021 school years toward the number of years in which an ATSI school must meet its exit criteria before it becomes a CSI school.

In Fall 2023, NHED requires that ATSI schools meet the following criteria for the identified subgroup to exit:

1. Demonstrate improvement from Fall 2022 indicator scores; and
2. Exceed Fall 2022 statewide cut scores

Note: The Fall 2023 exits will be based on SY 2022-23 data per the addendum approved by the U.S. Department of Education on July 25th, 2022.

Starting in Fall 2024, NHED requires that ATSI schools meet the following criteria for the identified subgroup to exit their status:

1. Demonstrate improvement from their last indicator scores for any two years after identification; OR
2. Exceed statewide cut scores for all indicators for one year after identification

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

If any CSI School fails to meet the State's exit criteria within three years of being identified, the school will be selected for more rigorous interventions. These will align to those actions required in NH law, RSA 193-H. and would include a diagnostic review team assigned by NHED to evaluate the implementation of the school's past improvement plan. The diagnostic review team will provide the Commissioner a report on this evaluation which will then be delivered to the State Board of Education. This report shall include evidence of satisfactory implementation and progress towards State performance targets, or lack thereof, and recommendations regarding future actions.

Also, the report shall:

The LEA with the CSI School will be required to provide the

Commissioner and State Board of Education with its plans to improve and/or implement:

- a. A strategy designed to promote family and community involvement.
- b. A school budget that reflects the goals of the improvement plan.
- c. The school's curriculum including curricular priorities and instructional materials.
- d. Instructional models that incorporate research-based practices that have been proven to be effective in improving student achievement.
- e. Formal and informal opportunities to assess and monitor each child's progress.
- f. Evidence of data-based decisions.
- g. Structural reform strategies that may include schedule, organization, support mechanisms, and resources.
- h. Shared leadership structure to support school improvement.
- i. Professional development that is aligned with school improvement goals.
- j. External support and resources based on their effectiveness and alignment with the school improvement plan.
- k. Extended learning activities for students.

NHED does not have the authority (per RSA 193-H:5) to take control of the daily operations of any local public school. Therefore, we will work alongside the LEA's with CSI School to provide technical assistance and school improvement resources as available, necessary and with sustainability in mind (ESSA only allows four years of improvement funds for CSI Schools). We will also ensure the continuous monitoring of the improvement plan.

This process will be followed for every CSI School that has not met the exit criteria after three years.

- d. **Resource Allocation Review.** Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

NHED is committed to starting a partnership with an organization that has evidence of school turnaround expertise. This organization will expand NHED's capacity by working directly with NHED, LEAs, and CSI school leadership teams to provide guidance for their problems of practice, technical assistance in reviewing and using data, and monitoring of

improvement efforts. This partnership will provide greater access to knowledge, including evidence-based practices for personalized learning; access to experts that have a history of known turnaround experience; and access to resources to support implementation of improvement plans.

Pursuant with Section 1003 of ESSA, NHED will award school improvement funds to LEAs using a formula that ensures equitable distribution focus on documented needs by the LEA and school(s). This will allow viable, high leverage, evidence-based practices, strategies, programs, and services to be implemented in a thoughtful approach. CSI Schools will only have access to school improvement funds for up to four years, per ESSA, and will be expected, each year, to identify sustainability efforts in continuous improvement.

NH is a small State; however, it does have over 175 LEAs. Therefore, there is a low chance that we will have many LEAs that have multiple schools identified as CSI or TSI schools. During the ESEA Flexibility Waiver years, only six LEAs in the State had multiple Priority and/or Focus Schools.

However, where that does occur, NHED expects the LEA to document how it will review, identify needs, allocate its State and local resources, and implement systemic improvements that will positively impact the CSI and/or TSI School. Additionally, as discussed in the previous section, the expectation is that the LEA and CSI School will document for its families and community how it will focus improvement efforts on domains of leadership, talent development, instructional transformation, and school culture to ensure all of their students are meeting (or exceeding) their educational expectations. This can be accomplished in partnership with not only the Title I office within NHED, but also within the Bureaus of Instructional Support, Student Support and Student Wellness.

NHED utilizes an online Grant Management System that allows the LEA to apply for funds and create a budget that will support their CSI improvement plan. LEAs and NHED staff will utilize this tool, along with other online resources, to monitor the use of school improvement funds. All plans will be required to address a whole school framework that includes coordination of other Federal funding sources.

NHED allocates resources, both financial and personnel, to provide maximum support for LEAs that serve multiple schools identified for CSI and/or TSI. We will provide a desk audit upon the request of an LEA seeking to assess its resource allocation and receive technical assistance on implementing programs and supports in accordance with their improvement plan(s). In addition, NHED will provide annual

onsite monitoring of the CSI Schools and their use of the 1003 school improvement funds. For those LEAs that serve multiple CSI schools, NHED will provide monitoring and technical assistance of the local allocation of Federal funds to ensure the dollars are being used to effectively impact the work described in the schools improvement plan.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

It is understood that LEAs with multiple schools identified as CSI and/or TSI have great needs that require a comprehensive systemic review of resources and actions. NHED will intentionally and thoughtfully take additional technical assistance to these LEAs with the support of expert providers that have a strong history of turning around low-performing schools. This level of engagement is focused on building local capacity for change and to value the belief that “people will support what they help to create.” In LEAs where multiple schools are identified, the entire community must be brought into the continuous improvement conversation and action planning for the sustainability of efforts. NHED will ensure its technical assistance prioritizes that approach.

NHED also will provide resources from the Office of Student Wellness, such as the *NH Student Wellness Toolkit* and technical supports, the NH Universal Design for Learning Academy, and a comprehensive environmental scan, needs assessment, and gaps analysis tools. In addition, NHED will work with schools to help provide online resources on the identification of evidence-based practices. Similar to US ED’s Office of State Support, NHED works as a team to offer written, verbal, online, and in-person technical assistance to LEAs, especially those with multiple CSI and TSI Schools.

NHED will provide several resources for evidence-based practices. However; as a State, NH is proud of its “first in the nation,” local innovations. As such, it is expected, many of the evidence based practices used by schools identified for comprehensive and targeted support will be considered “promising practices,” and as such will be based on correlational studies rather than experimental or quasi-experimental studies. Schools choosing to implement evidence based practices based on promising evidence will be required to demonstrate validity and effectiveness in increasing student achievement.

- f. Additional Optional Action. If applicable, describe the

action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans.

NH has great opportunities to work collaboratively together on our local issues. NHED will reach out to our educational membership organizations, such as the NHASP (principals), NHSAA (superintendents and other district leaders), NEA NH, NHSBA (school boards), ASCD NH, Learning Forward NH and others regarding professional learning for policymakers, educational leaders, and educators, that will support improvement efforts in our LEAs with multiple CSI/TSI Schools. This information will be share on a continual basis with local leaders in our LEAs with CSI and TSI Schools.

5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA will use to evaluate and publicly report the progress of the SEA with respect to such description.¹⁰

Although NH has the lowest percentage of school-aged children living in poverty in the United States, there are still many areas in our State where poverty, language barriers, and lack of resources challenge our families and schools. It is in these areas where we find out most vulnerable students; the student who truly need exposure to the best teachers possible to achieve academic success and thus break the cycle of poverty. The NH Equity Plan was established to focus on this challenge. What can be done statewide to support and aid schools and districts in recruiting and retaining excellent educators¹¹? NH wants and needs effective teachers in every classroom in the State, especially those in high poverty regions. The *NH Ensuring Equitable Access for all Students to Excellent Educators Plan* is an opportunity for the entire NH community to understand a systems-approach that analyzes, revises and expands on current initiatives to assure that the focus remains on providing equitable access to excellent educators for all students in in the State. The approved Equity Plan (by the US ED) and other resources can be

¹⁰ Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

¹¹ *Educator* is defined as teachers, principals, and other school leaders. (34 C.F.R. § 200.37(b)(3)).

found on NHED’s website at education.nh.gov/teaching/ensuring-equity.htm.

Equity Gap Analysis

As part of the NH Equity Plan, data comparing student poverty and beginning teacher status at both the district and school levels for the years 2013, 2014 and 2015, identified equity gaps as shown in the following table.

Equity Gaps From Comparing Highest and Lowest Quartiles of Beginning Educators When Districts and Schools Are Ranked From Highest to Lowest Based on Student Poverty for Years 2015, 2014, and 2013 (N=40 for Districts in Each Quartile and N = 111 for Schools in Each Quartile)

Year	Average Percentage of Beginning Teachers in Highest Quartile		Average Percentage of Beginning Teachers in Lowest Quartile		Equity Gaps	
	District	School	District	School	District	School
2015	16.67	17.05	10.99	11.84	5.68	5.21
2014	15.45	14.83	10.50	9.84	4.95	4.99
2013	14.55	13.29	7.93	7.87	6.62	5.42

Statistical tests of significance were computed to determine whether the equity gaps are significant. Results from the ensuing t-tests, designed to measure the difference in mean percentage of beginning teachers in the highest and lowest quartiles sorted by poverty and computed as two-tailed tests at alpha=.05, are identified in the table below.

Results of Tests of Significance on Equity Gaps for 2013, 2014, and 2015 District and School Data

Year	Equity Gaps		P-Value		Significant (Yes or No)	
	District	School	District	School	District	School
2015	5.68	5.21	.007	.000	Yes	Yes
2014	4.95	4.99	.036	.000	Yes	Yes
2013	6.62	5.42	.000	.000	Yes	Yes

Although, the overall correlation coefficient at the school level between student poverty and percentage of beginning teachers in 2015 was 0.19 the above table provides us with a sharper image of the extent to which students in poverty are being taught by beginning teachers. When we look at the contrast between the highest and lowest quartiles of beginning teachers when districts and schools are sorted and ranked by their poverty data. In all instances, for both school and district, the results are statistically significant when contrasting the mean percentage of beginning teachers at the highest and lowest quartile levels in the state. Thus, it appears that when ranked on poverty, students in the highest quartile of schools and districts over the years in question appear to be served by a larger percentage of beginning teachers than do students in the lowest quartile and that these differences are statistically meaningful.

As part of the Equity Plan, a similar analysis was done for minority students. The correlation coefficient between the percentage of minority students in New Hampshire schools and the percentage of beginning teachers in those schools was

-11. This is an inverse, negative relationship, indicating that, overall, minority students are more often than not being taught by experienced teachers. In each of the three years under analysis, schools and districts with the lowest percentages of minority students (lowest quartile) had a higher percentage of beginning teachers than did schools with the highest percentages of minority students (highest quartile). The findings with respect to the relationship between minority students and beginning teachers suggest that minority students are not currently being disproportionately taught by beginning teachers. In fact, the opposite appears to be true. Thus, the focus of the NH Equity Plan is on the equity across poverty.

Additional Analysis

The Department has conducted additional analysis using 2016-17 data to provide a further description of teacher equity*.

	Low Poverty	High Poverty	Low Minority	High Minority
Title I Schools				
Percent of Class Taught by Educator Certified in Area	84%	72%	76%	80%
Percent of Classes Taught by Beginner Educators	10%	18%	21%	16%
Percent of Classes Taught By Educators on Intern Path**	0.5%	0.9%	0.9%	0.7%
Average Teacher Salary	62k	52k	50k	58k
Educator Effectiveness Rating***	3.3	3.2	3.2	3.2
Non-Title I Schools				
Percent of Class Taught by Educator Certified in Area	79%	75%	74%	78%
Percent of Classes Taught by Beginner Educators	13%	14%	15%	12%
Average Teacher Salary	58k	52k	52k	59k
Educator Effectiveness Rating***	3.3	3.2	3.3	3.3

**The measures above will be used to evaluate and publicly report progress with respect to how low-income and minority children are not served at disproportionate rates by ineffective, out-of-field and inexperienced teachers.*

*** Note that for student taught by educators on an intern license, the data was collapsed into one school category, so there was no analysis separate for Title I schools. This was done because of the small number of schools with these Intern educators.*

**** NHED has collected self-reported effectiveness data for the last few years. However, it should be noted that because evaluations in NH schools are unique to the local context, the results should be considered recognizing the variability.*

This analysis reinforces the prior finding that identifies an inverse relationship for high concentrations of minority students. Schools with a high concentration of minorities have more certified educators, fewer beginning educators, fewer educators on an Intern path and a higher average salary. Additionally, educator effectiveness data showed no significant variation between upper and lower quartiles. This was true for both Title I schools and non-Title I schools.

The analysis also supported the focus on high poverty schools that was written into the NH Equity Plan. For both Title I schools and non-Title I schools, students in high poverty schools, are less likely to be taught by a certified

educator, more likely to be taught by a beginning educator, more likely to be taught by an educator on an Intern path, and more likely to be taught by an educator with a lower average salary.

Through the Equity Plan, NH has developed a multi-faceted model or approach to talent management that is being implemented to support schools and districts in the recruitment, development, and retention of effective educators. Its focus is to help ensure all students have equitable access to excellent teachers and leaders enabling students to develop the skills to achieve their highest potential in school and in life. The focus as described above is to support schools with high poverty.

NH has identified schools that have high percentages of beginning educators and students in poverty and began to outreach to them in the 2016–17 school year to offer support and technical assistance. The protocol used by the NHED engages local stakeholders in focus groups to determine any equity gaps and then potential root causes. This was only the first step as just because these are statewide equity gaps and root causes, every school and district has its own story to tell.

As a result of local focus groups, the schools and districts identified priority areas for consideration and planning in their local schools and districts. To support schools districts, the stakeholders identified possible strategies to address the root causes statewide from three perspectives: (1) NH-based strategies; (2) nationally recognized strategies; and (3) potential innovative strategies for schools and districts to use as they determine gaps and root causes. Teams are now looking at these strategies from the frame of evidence-based practices using the *Identifying and Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide* found at ies.ed.gov/ncee/pubs/evidence_based/evidence_based.asp.

The State will use the indicator of teacher experience and teacher certification to ensure an equitable distribution of experience (and beginner) teachers. The evaluation will take place on an annual basis. This information will be publicly reported to help hold schools accountable. In addition, LEA superintendents are required to sign assurances every year to receive federal funds. In those assurances is included the following clause:

“Ensure that all Title I teachers and paraprofessionals meet State certification and licensure requirements. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that students from low-income families and minority students are not taught at higher rates than other students by unqualified, out-of-field, or beginning educators.”

Additionally, each school or district participating is provided with the following steps to assist them in determining what interventions will meet their local needs and support their comprehensive innovation plan:

- Step 1: Identify local needs by consulting with stakeholders, including parents, collecting and analyzing data, and identifying root causes.

- Step 2: Select interventions that are supported by evidence relevant to local needs and that can be implemented successfully. At least one study on an intervention should provide strong evidence, moderate evidence or promising evidence.
- Step 3: Develop a plan for implementation that includes measurable goals and outcomes
- Step 4: Implement the intervention and monitor quality
- Step 5: Examine outcomes and reflect on goals, then use what is learned to make decisions.

All of the strategies that are identified in the NH Equity Plan are available resources for local schools and districts based on their unique needs.

NH has the following definitions for ineffective, out-of-field, and inexperienced 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.
Out-of-Field	An educator not certified in area per NH certification standards, but with sufficient content knowledge as determined by the school principal, may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual's weekly work time and be reviewed on an annual basis to insure that the individual has the appropriate level of content knowledge.
Inexperienced (Beginner)	To qualify for a beginning educator credential, an individual shall have less than three years of teaching experience to include teaching experience at the elementary and secondary levels of education.

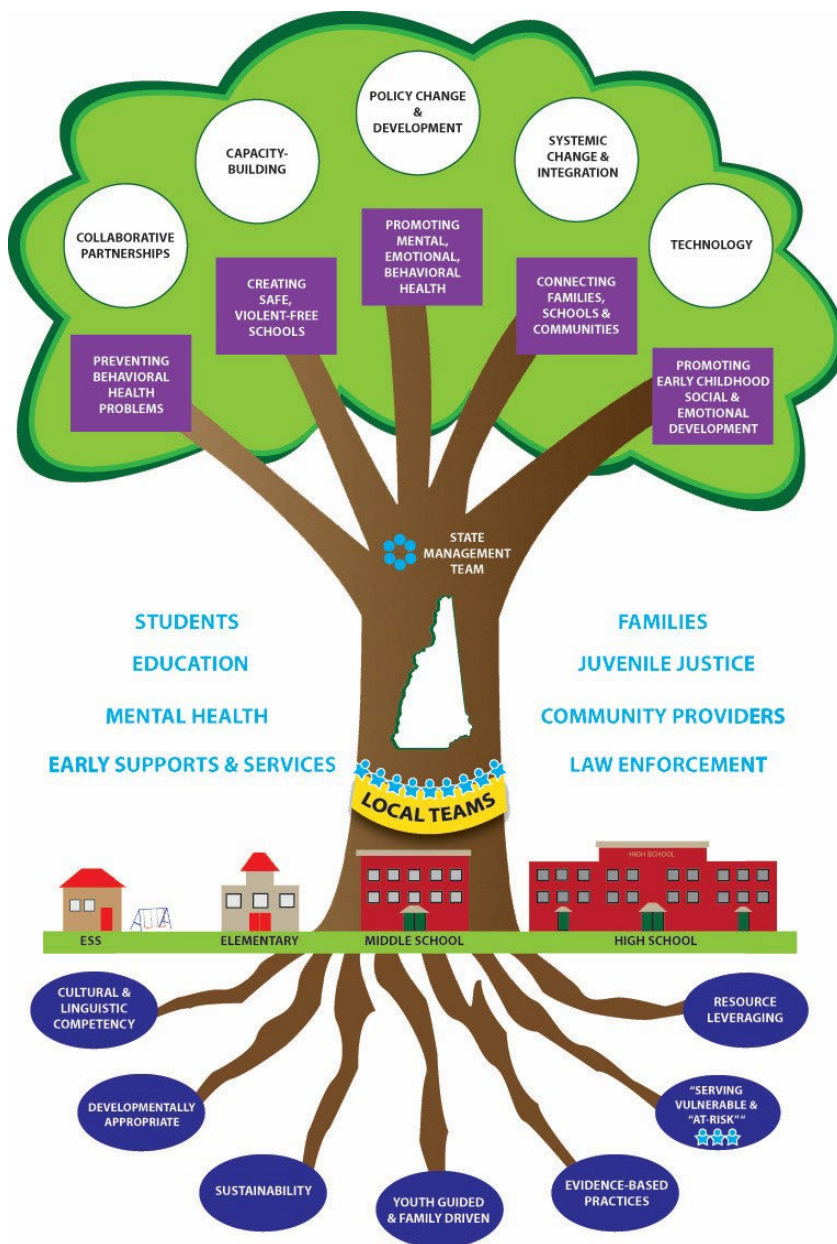
6. **School Conditions** (*ESEA section 1111(g)(1)(C)*): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning, including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

The State of NH is committed to supporting school communities' actions in developing programs and policies that improve school conditions for student learning. This includes in the areas identified in this section, such as reducing: (1) bullying and harassment; (2) the overuse of discipline practices that take students

away from their learning environment; and (3) the use of aversive behavior interventions that compromise student health and safety (details provided below).

In addition, NHED goes beyond just those important efforts and has been actively engaged in and supportive of evidence-based practices that focus on parents, families/caregivers and whole-child student wellness. This is driven by a fundamental understanding that healthy family and parent/caregiver involvement is an essential component of child-student wellness.

Student wellness is the recognition by schools, districts, and educational professionals that there are many factors that impact a student’s academic attainment. It is an approach that focuses on supporting the whole child. The dimensions of wellness include: emotional, personal, intellectual, physical, environmental, occupational, and social factors.



As such, physical education and health programs are school-based curricular areas that provide direct support for attaining locally determined student wellness goals. Years of evidence-based research point to the benefits of strong, healthy minds and bodies; school-based programs in physical education and health are the touchstones for establishing foundational skills, knowledge, and dispositions associated with student wellness. NHED will encourage local decision-makers to include physical education and health teachers as local experts in student wellness and to engage them in determining and fulfilling school-based wellness goals by aligning their curricular and program goals to locally determined student wellness goals.

In addition, NHED recognizes the contributions that the arts provide in creating and sustaining positive school conditions. Depending on student needs and parental input, a school may identify the arts as an intervention or program that contributes to positive school conditions and provide supports for students so that they may thrive within the school and/or after-school environments.

Although decisions about student wellness programs are made in conjunction with parents/caregivers within local school districts, NHED Office of Student Wellness encourages the use of a common framework. Pictured to the left, this framework identifies the core components of a student wellness program, as well as the guiding principles and strategic approaches that must be used to ensure success and sustainability. This framework, based on the Safe Schools/Healthy Students framework developed by the Federal Substance Abuse and Mental Health Services Administration (SAMHSA) in 1999, is a multi-tiered system of support framework for behavior and wellness and has been used by countless states, school districts, and programs.

The work of the framework is demonstrated in three specific initiatives in NH; all of which are being implemented with sustainability in mind and a focus on scaling the evidenced-based and promising practices throughout the State.

- NHED was awarded the Safe Schools and Healthy Students State Planning Project from the U.S. Department of Health and Human Services, Office of Substance Abuse and Mental Health Service Administration (SAMHSA). This project is in partnership with three Local Education Agencies (LEAs): Concord, Laconia, and Rochester School Districts. The four-year grant is designed to improve the climate and safety of schools while promoting the emotional well-being of students by enhancing behavioral health supports in the school and at home with linkages to community resources.
- NHED was awarded Project AWARE (Advancing Wellness and Resilience in Education) from the U.S. Department of Health and Human Services, Office of Substance Abuse and Mental Health Service Administration. Project AWARE encourages the creation and sustainability of local resources that can address mental health and substance abuse issues. It creates lines of communication and organizational relationships that greatly increase the likelihood that mental health and substance abuse issues will be dealt with appropriately, and in a way that will result in the most positive possible outcomes. Project AWARE takes place in partnership with parents/caregivers in three LEAs: Berlin Public Schools, Franklin School District, and SAU #7.
- NHED has also received the expansion and sustainability of a State-level system of care (SOC) for children, youth, and their families grant from the U.S. Department of Health and Human Services, Office of Substance Abuse and Mental Health Service Administration. System of care is a term used to describe a coordinated approach for supporting children, youth, and their families. This infrastructure will expand the array of supports for all children including those with diagnosable serious mental and behavioral health disorders. The grant will create regional systems of care, build strong collaboration between schools, families and youth, and community-based behavioral health providers, and use an evidence-based framework to deliver high quality support and services. This grant works in partnership with Laconia, Franklin, Winnisquam Regional, Berlin, White Mountain Regional School Districts and SAU #7.

More information about this work can be found at: nhstudentwellness.org.

UNIVERSAL DESIGN FOR LEARNING

NHED is deeply committed to the use of Universal Design for Learning (UDL) as a means to realize goals for personalized learning. Effective deployment of UDL retains the goal of high academic achievement while implementing multiple pathways for students to achieve those goals.¹² The NH UDL State Plan, in consultation with local education agencies, will:

1. Underscore the use of UDL as a framework for creating and sustaining educational environments that are responsive to the needs of each learner, including those with disabilities, limited English proficiency, or those with accelerated learning needs.
2. Take advantage of advances in two fields: (1) the cognitive neuroscience of learning and individual differences and (2) the universal design of educational technologies and multimedia to strengthen NH schools.
3. Identify ways that the three core principles of UDL influence the interconnected networks involved in learning.
4. Outline the ways in which each network addresses variability in learning.
5. Provide evidence of how the UDL framework connects neuroscience to evidence-based practice including engagement as options for choice, relevance, and self-regulation; *Multiple Means of Representation* options for perception, language, mathematical expressions, and comprehension, and *Action and Expression* as options for physical action, expression and communication, and executive (metacognitive) functions found at udlcenter.org/aboutudl/udlguidelines.
6. Address the implications of a diverse classroom and learner variability including math, reading, memory, creativity vocabulary, goal-setting, organized, focus, purpose, and technology.
7. Update the definition of comprehensive literacy instruction to include UDL principles and to support developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas.
8. Provide requested support to local educational agencies as they work to increase access to personalized, rigorous learning experiences by providing technical assistance on the use of technology that embraces *Accessible Educational Materials* (NIMAS) in IDEA; Assistive Technology (IDEA's regulations for considering these special factors appear at §300.324(a)(2)(i)-(v)assistive technology); Web Content Accessibility Guidelines 2, Level AA (WCAG2.0AA) and the National Education Technology Plan of 2010; Education Technology Developer's Guide of 2015.
9. Align and coordinate with the NH ESSA Consolidated State Plan to highlight the importance of addressing UDL in State and district level plans, not just for accountability purposes, but as a reflection of an acknowledgement of and commitment to addressing the diversity inherent in all learners.
10. Identify a plan to inform the public of the importance of UDL and its role in several Federal policies including the Statutes Higher Education Opportunity Act (2008); National Education Technology Plan of 2010; Education Technology Developer's Guide of 2015; Every Student Succeeds Act of 2015; and the National Education Technology Act of 2016.

¹² <https://www.eschoolnews.com/2015/05/19/udl-personalized-939>

11. Develop coordinated agreements that link ESSA, the Higher Education Opportunity Act, and the National Education Technology Plan to build the skills of teacher candidates to support technology-rich instruction, assessment, and learning management in all content areas, technology literacy, an understanding of the principles of universal design, and the development of other skills for entering the workforce.
12. Support personalized learning by offering an evidence-based framework for instruction that includes access to multiple means of representation, multiple means of engagement, and multiple means of action and expression. The framework will also embrace personalized learning to allow educators to adjust the pace of learning and to optimize instructional approaches for the needs of each learner as they strive to meet rigorous expectations for career and college readiness. Learning objectives, instructional approaches, and instructional content (and its sequencing) all may vary based on learner needs. Learning activities are meant to be meaningful and relevant to learners, driven by their interests and self-initiated according to non-regulatory guidance, school support, and academic enrichment grants.
13. Use the UDL framework as the base for the design and implementation of a set of high-quality student academic assessments in mathematics, reading or language arts, and science to support the learning needs of all students, including children with disabilities, English language learners, and those with accelerated learning needs.
14. Partner with the Bureau of Credentialing and Bureau of Educator Preparation to create a NH UDL Content & Credentialing Initiative in partnership with the UDL-IRN and CAST. This partnership will develop credentials and certifications to qualify competence in and alignment with UDL best practices. These credentials and certifications will reflect the language found in the Higher Education Opportunity Act of 2008. This initiative will support partnership with the Bureau of Credentialing and Bureau of Educator Preparation to establish a voluntary recognition system for educational districts and institutions, personnel, practices, curriculum materials, and assessments.
15. Promote a field-based and stakeholder-driven systemic solution UDL Council Model.

In support of the unique needs of students, the NH Department of Education will:

- Work directly with local districts, other State agencies, community organizations, and content experts to create an outline for a model approach to the use of a Multi-Tiered System of Support framework as well as identify the needed tools, templates, and resources to support implementation.
- Address the implications of a diverse classroom and learner variability in the areas of math, reading, memory, creativity, vocabulary, goal-setting, organization, focus, purpose, and technology.
- Develop the *New Hampshire Quality Indicators for Assistive Technology: A Comprehensive Guide to Assistive Technology Services*.
- Design, coordinate, and sponsor a NH Assistive Technology Services in Education Initiative to provide technical assistance and training to schools and families about Federal statutes, policy guidance, and promising practices from the field of assistive technology based on the *New Hampshire Quality Indicators for Assistive Technology, A Comprehensive Guide to Assistive*

Technology Services in Schools.

REDUCING BULLYING AND HARASSMENT

NH statute reaffirms that “one of the legislature’s highest priorities is to protect our children from physical, emotional, and psychological violence by addressing the harm caused by bullying and cyberbullying in our public schools.” (RSA 193-F:2, 1). RSA 193-F, *Public Safety and Violence Prevention*, strengthens the need of schools to be mindful of real or perceived differences among children.

The intent of the law is for schools to protect against and address bullying/cyberbullying. RSA 193-F:4, II, requires all school boards and boards of trustees of charter schools to adopt a written policy prohibiting bullying and cyberbullying. The State recommends this policy acknowledge that bullying/cyberbullying can occur both in the school setting and out of school if it interferes with a student’s educational opportunities or disrupts a school day or event.

The law states: “All pupils have the right to attend public schools that are safe, secure, and respectful environments.” The NH Minimum Standards for Public School Approval also direct a district provide a safe and secure culture. The references to the State standards for school approval are Ed 306.04 Policy Development and Ed 306.06 Culture and Climate education.nh.gov/standards/documents/bullying-cyberbullying.pdf.

To reduce bullying and harassment, NHED will work directly with local districts, community organizations, and content experts to create an outline for a model approach using a Multi-Tiered System of Support framework; as well as identify the needed tools, templates, and resources to support implementation. In addition, NHED’s OPEN NH provides self-paced tutorials regarding bullying such as: *Bullying Awareness and Prevention*; *The NH 3 Tiered Bullying Prevention and Intervention Model*; and *The NH Bullying Law: Policies and Procedures that Promote Positive School Climates*.

AVERSIVE BEHAVIORAL INTERVENTIONS THAT COMPROMISE STUDENT HEALTH AND SAFETY

In 2014, the legislature passed RSA 126-U, governing child restraint and seclusion practices. Subsequently, the State Board of Education passed rules, specifically Ed 1200, which further defines child restraint and seclusion practices and the reporting obligations of schools. It is important to note that the provisions of RSA 126-U and Ed 1200 apply to public schools, charter public schools, public academies, as well as approved nonpublic schools.

NHED provides technical assistance to schools throughout the State on this law. This support, in partnership with educators and families, is grounded in the belief that students must be educated in safe, respectful, and non-restrictive

environment where they can receive the instruction and other supports they need to learn and be successful academically.

More information can be found here:

education.nh.gov/standards/documents/restraint.pdf

7. **School Transitions** (*ESEA section 1111(g)(1)(D)*): Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

The NH Department of Education recognizes that students and families experience many transitions as they move into, through, and out of the school setting. Transition refers to continuity across many different types of changes and movements students and families will make—from home environments or care settings to school; from school level to school level; program to program; from elementary, middle and high school to higher education and/or career and life. The State recognizes that ease and continuity during transitions play a significant role in a student’s learning and well-being and that learning and teaching are continuous processes. Therefore, planning to provide greater continuity and alignment to meet those needs is important for students’ academic and social and emotional success.

While school transition is continuous, NHED has identified the following key transition points to assist LEAs as they plan to meet the needs of students at all levels of schooling. First, schools are supported to consider the following key vertical transitions as they plan to support all students as they move from level to level:

- From home or care setting to formal school (kindergarten or 1st grade)
- From 2nd grade to 3rd grade
- Elementary school to middle school
- Middle school to high school
- High school to college and/or career and life

Second, schools consider horizontal transitions that occur for students, often not at key times, within the school context. For example, from Special Education to General Education and vice versa, from English language program to Dual or English only, from a “traditional” program to a theme-based or specialized curriculum, from a general course to a higher-level course (e.g., honors or AP), or to a different schools altogether whether in or out of district.

NH is very engaged in transition-focused education that keeps the focus on the student’s journey to adulthood. “Transition” begins when students enter the public school from a home or child care setting and continue throughout the students’ educational career. Transition can mean moving from middle school to high school, from high school to college, from a residential program to home, from school to work, and more. Transition planning involves gathering student and family focused age-appropriate transition information that is used to a.) identify the student’s preferences, interests, choices, and needs; b) reflect a summary of student’s present level of academic achievement and

functional performance; and c) be used as a basis for the development of measureable postsecondary goals in the IEP. Once a student has an IEP, age-appropriate transition assessment information (e.g., academic, cognitive, career/occupational, adaptive behavior) is routinely collected and used to inform student-focused planning.

Elements of transition planning include:

- Age-appropriate transition assessment is a process. No one single instrument will provide all the information you need.
- Career assessments (including curriculum-based and situational assessment)
- Interest inventories
- Academic, cognitive, and adaptive behavior assessments

NHED supports schools in the design and implementation of local transition strategies by leveraging and building upon several existing resources, tools, and partnerships to support student success, including NH Kindergarten Readiness Indicators, Schools Ready! NH Kindergarten Transition Self-Assessment, NH's State-level partnerships with IDEA, Spark NH and Head Start Collaboration, New England League of Middle Schools, NH Next Steps, Project RENEW, Extended Learning Opportunities (ELO's), and vocational rehabilitation.

In support of early learning and to lessen any negative impact during the transition from the home or child care setting to formal school, the NH Department of Education will:

- Work collaboratively with local school districts and community child-care and early learning organizations;
- Support organizations (both school and early learning centers) in the use of universal screeners, parent engagement, and increasing parent voice, along with supporting professional development and technical assistance to community and school partners across NH;
- Support the creation of a strategic approach for engaging diverse audiences including families, community members, and professionals in transitional strategies;
- Support a multi-tiered approach to help early educators build skills for supporting, nurturing and responsive caregiving, building creative learning environments, providing targeted social-emotional skills, and supporting children with challenging behaviors.

The support for transitions continues at the secondary level with a vision for high school redesign that encompasses the creation of learning communities in which every participant is actively involved in the process of learning. NH's goal is that each student will receive a rigorous and personalized education. Every student deserves a course of study that allows him or her to learn in a deep, meaningful, and practical way. Not only do students need to know facts, they need to know how to apply those facts to new situations, how to solve problems, and how to expand their knowledge and opportunities. All students deserve a rigorous secondary education that prepares them for post-secondary education and meaningful careers.

NH priorities include:

- Providing multiple pathways for students to experience their learning in a personalized environment;

- Supporting the development and implementation of high school course-level competencies;
- Providing technical assistance and tools to implement Extended Learning Opportunities;
- Connecting to drop-out prevention, recovery, and Adult Education initiatives;
- Providing multi-state opportunities through the New England Secondary School Consortium;
- Connecting to education technology for 21st century high schools;
- Highlighting charter schools' promising practices; and
- Supporting teacher/leader development initiatives.

To further support student transition, NH has implemented the Next Steps program. Next Steps is a system of support that provides professional development and transition tools to school districts and families as they focus on strategies to increase student competency and ensure successful school transitions. Activities are conducted collaboratively with NHED partners at NH Parent Information Centers, NH Vocational Rehabilitation, and regional intermediaries with a goal of sustainability over time.

Cohort schools receive professional development and coaching to support the implementation of evidenced-based transition practices for the purpose of increasing the number of students with disabilities, and students at risk of dropping out who are college and career ready in NH. Practices include family engagement strategies; the implementation of Project RENEW - Rehabilitation for Empowerment, Natural supports, Education, and Work; and increasing the use of Extended Learning Opportunities (ELOs).

NH has legislation allowing for credit-bearing learning outside the classroom that dates back to 2005. In 2008, NHED began a multi-year Extended Learning Opportunities (ELO) Initiative with funding from the Nellie Mae Education Foundation (NMEF). Since then, the initiative has provided financial support and technical assistance to ELO pilot sites, facilitating development of school-level systems to provide students of all types with the opportunity to experience an ELO project.

Vocational Rehabilitation (VR) provides pre-employment transition services (work readiness training, work-based learning experience, self-advocacy, counseling on post-secondary education and training, and job exploration counseling) to eligible and potentially eligible students with disabilities. The State has seven regional consortia, along with VR counselors, that provide these services in various formats (comprehensive and workshop/special event). Direct relationship coordination with businesses providing education, work-based learning opportunities, and specific services to meet business needs are also an important component to the VR program.

As a component of schools' Title I plan, they are required to include a process/strategies for ensuring smooth transitions between schools at all levels. NHED assists LEAs and schools by reviewing school plans and providing feedback, training and technical assistance to ensure the plan meets the needs of students, and expectations of a comprehensive plan to assist in the improvement and implementation of school plans.

Finally, in addition to specific program supports, NH has vertically aligned academic standards and competencies to meet and ease the transitional needs of students K–12.

B. Title I, Part C: Education of Migratory Children

1. Supporting Needs of Migratory Children (*ESEA section 1304(b)(1)*): Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

NHED conducts identification and recruitment (ID&R) activities year round to identify all migrant, seasonal and temporary work in the state. Previously identified work will continued to be monitored in addition to identification of new seasonal activities that may qualify. ID&R will take place through coordinated efforts through NHED as well as employers, community organizations, schools and other stakeholders. Research of key industries will also be conducted to assess if involved families qualify for eligibility. Recruitment is conducted year round with the support of 1 FTE position at NHED in coordination with community organizations to conduct field research and identification at business and school sites.

The primary goal of the NHMEP in identification and recruitment (ID&R) is to find and enroll every migratory child and youth in NH who is under the age of 22 (unless they have received a diploma or its equivalency). That student must have moved (across school district lines) with a family member, a guardian or independently on their own. That worker must be a qualified migratory worker because they made an eligible move to do temporary or seasonal work in qualifying agricultural and fishing activities. A student's eligibility in the Migrant Education Program (MEP) is good for 36 months from the date of the move to a new school district with a qualified migratory worker or until another qualifying move is made by the family/student.

An interview by an MEP recruiter is conducted utilizing a standard questionnaire and a Certificate of Eligibility (COE) is filled in for each family who qualifies for the program. The COE follows the same format as the National COE. The COE is reviewed for accuracy and then either approved by NHED staff or returned for reconciliation of inconsistencies. Once approved, the data from the COE is inputted into the NHMEP data base system. This is then uploaded into the national MSIX data base.

Once identified, a school and home needs assessment will be conducted in order to develop a differentiated plan to meet the needs of the student. The LEA will be contacted by NHED to coordinate supports and services to ensure the student has access to all academic, social and emotional, meals and nutrition, and other school activities and educational programming. Preschool aged students are connected to local programs and supports that meet the needs of that age range, whether it be through the LEA or through a community organization. Out of school youth are connected to the adult

education programs and resources that are located regionally throughout the state in addition to remote educational resources to ensure continuation of services and access to supports.

- ii. **Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;**

NHED works collaboratively with local education agencies in addition to the adult education program and local community organizations to ensure families have access to resources to meet the specific needs of EL students and families. The NHED Migrant Education Program is currently in the Bureau of Instructional support, under the supervision of the Administrator of the English Language Learning program and Title III program. This organizational structure allows for close coordination of supports and access to state-wide educational programming for eligible students. This also ensures highly experienced staff are working to administer these critical federal programs to serve our identified populations. All qualified students have access to the EL educational programming throughout the state, through their local education agency and through NHED's adult education program.

- iii. **The integration of services available under Title I, Part C with services provided by those other programs; and**

NHED works collaboratively with local education agencies in addition to the NH Department of Health and Human Services, federal meals and nutrition programs, and local community organizations such as United Way, Catholic Charities, Ascentria Care Alliance and many others to ensure families have access to resources they need to support academic, social and emotional wellness, nutritional and health care needs. Within NHED, the SEA level program managers for ESEA federal, food and nutrition, academics and special education programs work closely in coordinating programming.

- iv. **Measurable program objectives and outcomes.**

The OME requires under Section 1306 [20 U.S.C. 6395] that all States have a Comprehensive Needs Assessment (CNA) and a Service Delivery Plan (SDP) as part of the program implementation process. An external consultant firm assists the NHMEP with these processes.

NH's measurable program objectives (MPO's) were developed through the CNA and SDP process. These MPO's are externally evaluated, and the results are used for program improvement. NH's service delivery strategies and MPOs in the areas of reading and mathematics. Also, high school graduation/services to migratory students were designed to guide the planning, implementation, and evaluation of the NH MEP.

Evaluation of the NHMEP is conducted on an ongoing basis. The last

evaluation was done by META Associates, a consultant firm out of Santa Fe, New Mexico. Data for evaluation is provided for the annual report based on the Consolidated State Performance Report (CSPR), the Needs Assessment Surveys, Staff Surveys, Parent Surveys, and Student Surveys. Data come from NHED assessment results, and any other sources of data that the NHMEP staff can provide.

The key strategies and MPOs in reading, mathematics and high school graduation follow below:

1.0 READING	
Key Strategies	Measurable Program Outcomes
1.1 Ensure identified students and youth have access to tutoring services, and preschool aged children have access to early literacy programming and supports.	80% of identified migrant education children, students and youth will be enrolled in an identified academic support program including but not limited to programs provided by the local education agency, community-based organizations, the state education agency and/or online programming or through Title IA and/or Title III programming.
1.2 Ensure identified children and youth have access to instruction, materials and supports for development of literacy skills in alignment with state academic content standards for early literacy, K-12 and adult education.	80% of identified migrant education children, students and youth that have an identified need for literacy intervention, based on local assessments, will be provided literacy coordinated services including but not limited to programs provided by the local education agency, community-based organizations, the state education agency and/or online programming, or through Title IA and/or Title III programming.
1.3 Ensure identified families have access to literacy resources, materials and supports.	75% of identified families will engage in programming or services to support literacy development including but not limited to programs provided by the local education agency, community-based organizations, the state education agency and/or online programming, or through Title IA and/or Title III programming.
1.4 Ensure identified families have access to engaging in opportunities to support literacy development.	
1.5 Ensure identified families have access to supports and resources in developing literacy skills in the home environment.	
1.6 Coordinating with identified families to attend and access local school-based Family Reading Literacy nights.	
1.7 NHED staff will continually participate in training and professional development for targeted literacy instruction to ensure high quality programs and supports are accessible to qualifying children and youth.	All staff will participate and complete a science of reading instructional training program and obtain ongoing professional development in literacy instruction.

2.0 MATHEMATICS

Key Strategies	Measurable Program Outcomes
<p>2.1 Ensure identified students and youth have access to tutoring services, and preschool aged children have access to early numeracy programming and supports.</p>	<p>80% of identified migrant education children, students and youth will be enrolled in an identified academic support program including but not limited to programs provided by the local education agency, community-based organizations, the state education agency and/or online programming or through Title IA and/or Title III programming.</p>
<p>2.2 Ensure identified children and youth have access to instruction, materials and supports for development of numeracy skills in alignment with state academic content standards for early numeracy, K-12 and adult education.</p>	<p>80% of identified migrant education children, students and youth that have an identified need for numeracy intervention, based on local assessments, will be provided numeracy coordinated services including but not limited to programs provided by the local education agency, community-based organizations, the state education agency and/or online programming, or through Title IA and/or Title III programming.</p>
<p>2.3 Ensure identified families have access to numeracy resources, materials and supports.</p>	<p>75% of identified families will engage in programming or services to support numeracy development including but not limited to programs provided by the local education agency, community-based organizations, the state education agency and/or online programming, or through Title IA and/or Title III programming.</p>
<p>2.4 Ensure identified families have access to engaging in opportunities to support numeracy development.</p>	
<p>2.5 Ensure families have access to supports and resources in developing numeracy skills in the home environment.</p>	
<p>2.6 Coordinating with families to attend and access local school-based Family Numeracy and Math Game nights.</p>	
<p>2.7 NHED staff will continually participate in training and professional development for targeted numeracy instruction to ensure high quality programs and supports are accessible to qualifying children and youth.</p>	
	<p>All staff will identify, participate and complete a mathematic instructional training program and obtain ongoing professional development in math instruction.</p>

3.0 HIGH SCHOOL GRADUATION

Key Strategies	Measurable Program Outcomes
<p>3.1 Ensure identified students and youth have access to services to support graduation and post-secondary planning.</p>	<p>80% of identified migrant education secondary students and out of school youth will be enrolled in an identified academic support program including but not limited to programs provided by the local education agency, community-based organizations, the state education agency, regional adult education centers, and/or online programming or through Title IA and/or Title III programming.</p>
<p>3.2 Ensure identified students and out of school youth have access to tutoring services.</p>	<p>80% of identified migrant education secondary students and out of school youth will be enrolled in an identified tutoring program, including but not limited to programs provided by the local education agency, community-based organizations, the state education agency, regional adult education centers, and/or online programming or through Title IA and/or Title III programming.</p>
<p>3.3 Ensure identified students and out of school youth have access to instruction, materials and supports for development of academic skills in alignment with state academic content standards, state graduation requirements and local graduation requirements.</p>	<p>80% of identified migrant education secondary students and out of school youth that have an identified need for credit recovery, graduation and career counseling will be provided coordinated services including but not limited to programs provided by the local education agency, community-based organizations, the state education agency, regional adult education centers, career and technical education centers, and/or online programming, or through Title IA and/or Title III programming.</p>
<p>3.4 Ensure identified families have access to resources, materials, information and supports for the development of academic skills in alignment with state academic content standards, college and career readiness, state graduation requirements and local graduation requirements.</p>	<p>75% of identified families will engage in programming or services to support graduation, post-secondary transition and college and career readiness including but not limited to programs provided by the local education agency, community-based organizations, the state education agency, regional adult education centers, career and technical education centers, and/or online programming, or through Title IA and/or Title III programming.</p>

<p>3.7 MEP staff to participate in targeted professional development that provides strategies, materials, and resources to support identified students to attain graduation, college and career readiness, and attainment of required academic skills based on academic content standards, college and career readiness, state graduation requirements and local graduation requirements.</p>	<p>All staff will identify, participate and complete a training program and obtain ongoing professional development in supporting students to attain graduation, college and career readiness, and attainment of required academic skills based on academic content standards, college and career readiness, state graduation requirements and local graduation requirements.</p>
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2. Promote Coordination of Services (*ESEA section 1304(b)(3)*): Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

Inter/intrastate collaboration is focused on data collection and the timely transfer and maintenance of migrant student records and information. This is accomplished through activities such as year-round identification and recruitment, coordinating academic supports and credit recovery to ensure high school graduation and post-secondary opportunity access, participating in MEP consortiums that further the goals of the NH program, and transferring educational data and information. These activities are coordinated by the NHED staff who collect, transfer, and maintain these data. Interstate and intrastate collaboration activities in which NHED staff participate are listed below.

- Participation in the Migrant Student Information Exchange (MSIX) data training, ongoing maintenance and upload of data, and reporting, in communication with other states.
 - Coordinating family access to services and programs.
 - Assisting LEAs with course credit completion and translating transcripts to ensure that credits from foreign high schools transfer and count toward local graduation requirements, and this also helps identify the correct placement for students.
 - Providing advance notification to other States of migrant students and families who are moving to ensure that education and support services are in place when they arrive.
 - Participation in applicable MEP consortiums.
 - Coordination with other states ESEA programs to ensure students are accessing and receiving eligible services and supports.
 - Coordination with other states to ensure students continue to receive special education, transition, intervention or language learning supports that students are eligible to participate.
 - Participation in the National Association of State Directors of Migrant Education (NASDME).
3. Use of Funds (*ESEA section 1304(b)(4)*): Describe the State’s priorities for the use of Title I, Part C funds, and how such priorities relate to the State’s assessment of needs for services in the State.

The allocation provided to the SEA is utilized to support 1 FTE position that is

responsible for overseeing the NH migrant education program including the identification and recruitment of qualifying youth, students and families, data collection, reporting and maintenance, training to LEAs and staff on this subgroup and the specific needs and supports, coordination of all services and supports of identified children, students and youth, and the assessment and monitoring to ensure targets are being met. The limited allocation the state currently receives can only support this one position. If funding were to expand, that would allow for the SEA to subgrant to an organization or third party to assist in the recruiting and identification of students, and provide additional supports to identified children, students and youth, as outlined in this plan.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

4. **Transitions Between Correctional Facilities and Local Programs** (*ESEA section 1414(a)(1)(B)*): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The NH Title I, Part D, Subpart 1 eligible agencies Department of Health and Human Services (DHHS) and Department of Corrections (DOC), provide transition services to eligible students. Staff providing transition services at DHHS and DOC work with youth and the education and support personnel in each specific agency to develop and compile employment documents and education transcripts, communicate with parole/probation officers, and coordinate intake and release of eligible students. The coordinators communicate and build relationships with NH public schools (locally operated programs), higher education, job training providers such as NH Career and Technical Education and NH VR services, and other local/State agencies as appropriate based on needs of the individual eligible student. Title I, Part D, Subpart 2 facilities either have a designated transition coordinator or incorporate transition services into other roles of personnel within the facility (dependent on funding, number of eligible students, and staff available). The roles of Subpart 2 transition coordinators are similar to the roles of the Subpart 1 transition coordinators. The following goal is identified as a statewide goal to assist in the coordination and standardization of transition services in NH for eligible children and youth between correctional facilities and locally operated programs:

GOAL: Improve the coordination of transition services for children and youth to and from the juvenile justice system to locally operated programs in their community.

Objective 1.1: The NH Title I Part D coordinator will work with education program managers and transition coordinators at facilities and local programs to develop a timeline protocol for requesting/sending student documents upon a youth's change of placement.

Objective 1.2: NH Title I Part D coordinator will assist education program managers and transition coordinators at facilities and local programs to develop follow-up processes and procedures if requested documents are not received in the specified timeline.

Objective 1.3: NH Title I Part D coordinator will collaborate with facility and local program managers and transition coordinators to assess the transition timeline and follow-up procedures as part of the Title I Part D ongoing monitoring process.

5. **Program Objectives and Outcomes** (*ESEA section 1414(a)(2)(A)*): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

Facilities and programs serving neglected and delinquent students in NH conduct site-specific assessments of student progress. However, selecting assessment tools and administering assessments may not happen in the same timeframes from one place to the next. The NH Coordinator for N & D will work with participating State agencies and LEAs to explore options for a common assessment protocol among facilities and programs that may assist in student transition, appropriate academic and career placement decisions, and better program evaluation. Due to the high mobility (in and out of programs/facilities) of eligible students, assuring completion of pretests and posttests needed to gauge effectiveness of the Title I Part D program is challenging. Students are generally assessed upon entry; however, posttests may not be completed due an abrupt change of placement and/or due to State restrictions that do not permit academic follow-up once a student has left the facility or program.

Goal I: Improve the assessment process for all Title I Part D neglected and delinquent facilities and programs.

Objective 1.1: The NH Title I Part D coordinator will facilitate the collaboration of neglected and delinquent facilities and programs to identify if common assessments may be an option for Title I Part D pre-post testing purposes. Identification of online assessments would eliminate delays between sending and receiving facilities and facilitate timely instructional placement and interventions.

Objective 1.2: The NH Title I Part D coordinator will facilitate the collaboration of neglected and delinquent facilities and programs to establish a timeline for administering intake assessments and timeline for assessments at determined intervals (i.e., 30 days) to benchmark progress in reading and mathematics and career and technical skills of students in the program.

Objective 1.3: Data obtained will be used to evaluate student achievement, the effectiveness of the Title I Part D program and to complete the CSPR for Title I Part D Subparts 1 and 2.

Performance Measures

1.1.1 : Meeting agendas, meeting minutes, electronic conversations, and summary reports document review and discussion of available common assessments, including online assessments as appropriate for Title I Part D pre-post testing purposes for neglected and delinquent facilities and programs.

1.1.2 : Meeting agendas, meeting minutes, electronic conversations, and summary reports document the development and implementation of timeline(s) for administering intake assessments and interval assessments to benchmark progress in reading and mathematics and career and technical skills of participating students.

1.1.3 : Evaluation data documents student achievement/growth, guides program evaluation and improvement, and provides data required for completion of the

CSPR for Title I Part D Subparts 1 and 2.

GOAL II: Assess the effectiveness of the Title I Part D program in improving the academic, career, and technical skills of children participating in the program

Objective 2.1: NH Title I Part D Coordinator will monitor and evaluate participating State agencies and LEAs with neglected and delinquent facilities for compliance with the ESSA statutes.

Objective 2.2: Participating State agencies and LEAs with neglected and delinquent facilities will track number of youth; enrolled in school, enrolled in alternative high school completion programs (i.e. HiSET) , enrolled in postsecondary courses or programs, and preparing to enter the workforce (exiting program)

Objective 2.3: Participating State agencies and LEAs with neglected and delinquent facilities will submit yearly program applications for approval in a timely manner to ensure full implementation of the program in a timely manner.

Objective 2.4: Participating State agencies and LEAs with neglected and delinquent facilities will conduct and submit a program evaluation to the NH Title I Part D Coordinator at least once every three years.

Performance Measures

2.2.1 The NH Title I Coordinator will monitor participating State agencies and LEAs with neglected and delinquent facilities are monitored at least once every three years. Monitoring may include onsite visits, virtual/phone monitoring, desk reviews of required documentation and program components or any combination thereof.

2.2.2 Participating State agencies and LEAs with neglected and delinquent facilities submit the number of youth enrolled in school, alternative high school completion (i.e.GED), enrolled in postsecondary courses or programs, and preparing to enter the workforce (exiting program) to the NH Title I Part D Coordinator at each year.

2.2.3 Yearly program applications are submitted to the NH Title I Part D Coordinator within an appropriate timeline to ensure timely review and program implementation to meet student needs

2.2.4 Participating State agencies and LEAs with neglected and delinquent facilities submit a program evaluation to the NH Title I Part D Coordinator at least once every three years. Program evaluations are used to guide technical assistance, target resources, and as part of program monitoring and evaluation

C. Title II, Part A: Supporting Effective Instruction

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

NH is committed to improving student performance by building a system of integrated support across the continuum of an educator's career.

Goal 1: The State and local education agencies encourage continuous high-quality and evidence-based¹³ professional learning to ensure that educators are effective and learner-responsive, based on NH's definition of Educator Effectiveness¹⁴. Areas of focus include:

- a. Mentoring, induction and on-going coaching
- b. Content and pedagogy
- c. Meeting the needs of diverse learners

Goal 2: The State and local education agencies encourage continuous high-quality and evidence-based¹⁵ professional learning to ensure that leaders are effective¹⁶ and school-ready. Areas of focus include:

- a. Mentoring, induction and on-going coaching
- b. Leadership competencies
- c. Leadership pathways

Goal 3: The State, in collaboration with teacher and leader preparation programs and local education agencies, will continuously improve preparation programs to graduate certified, learner-responsive educators whose skills meet the diverse needs of schools and the communities they serve. These relationships provide a solid framework upon which to advance needed policy changes for educator certification and preparation requirements. Areas of focus include:

- a. Developing strong, evidence-based clinical experiences
- b. Strong partnerships with schools, districts, and institutes of higher education
- c. Relevant content and pedagogy
- d. Data-based decision-making
- e. Assessment literacy

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

NH receives the minimum amount allowed in Federal law with respect to Title II, Part A allocation, and therefore does not have enough funds to retain at the State level for this purpose without impacting LEA allocations. Therefore, the State will not be reserving funds for the purposes of direct initiatives to improve equitable access to effective

¹³ "Evidence-based" is defined in *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*, September 16, 2016

¹⁴ New Hampshire's definition of "effective educator" is found in the *Phase I Taskforce on Educator Effectiveness*, October 2011

¹⁵ "Evidence-based" is defined in *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments*, September 16, 2016

¹⁶ New Hampshire's definition of "effective principal" is found in the *Principals' Taskforce Report*, April 2012.

teachers. However, the NHED is deeply dedicated in policy and practice to ensuring school and district leadership have access to technical assistance and resources on ways to ensure low-income and minority students are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers (per ESSA 1111(g)(1)(B)).

3. System of Certification and Licensing (*ESEA section 2101(d)(2)(B)*): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

NHED administers State rules that have been established to evaluate the qualifications of candidates applying an educator licenses. Recommended by the NH Professional Standards Board and approved by the NH State Board of Education, these rules govern educator certification. All professionals employed in NH public schools must possess the appropriate certificate or license for their assignment; except in Chartered Public Schools where NH Statute, RSA 194-B:14 (IV) requires that a minimum of 50 percent of teachers have either a NH certification or at least three years of teaching experience. The Bureau of Credentialing is responsible for the initial certification and recertification of all educators including teachers, specialists, and administrators.

NH offers multiple pathways to licensure. These pathways include (1) completion of an educator preparation program approved in NH; (2) completion of an educator preparation program approved in another State; (3) transcript review, competency-based assessment or national certificate or examination as approved for particular endorsement areas; (4) on-the-job training in critical shortage areas; and (5) a site-based certification option for those candidates possessing content knowledge but needing to learn the skills of an educator.

NH uses the Praxis series for both basic skills assessments and for subject area specific testing requirements. An additional assessment, *The NH Foundations of Reading* is used for several endorsement areas in addition to the basic skills and subject area testing from the Praxis series.

NH uses a two-tiered licensure system plus an intern license for educators pursuing certain alternative pathways. Beginning Educator Certificates are issued for three years. Educators become eligible for an Experienced Educator Certificate after three years of teaching with two consecutive years of a summative evaluation indicating effective or highly effective teaching performance. All certificates are issued for three years. They are renewed when educators meet the professional learning requirements as outlined in NH Rule Ed 512, Professional Development Master Plan and Recertification.

4. Improving Skills of Educators (*ESEA section 2101(d)(2)(J)*): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

NHED is committed to helping students, parents, educators (including teachers, principals, and superintendents), and school communities meet the educational needs of each student. To that end, NHED offers a wide variety of programs and services in support of these stakeholders. These programs include, but are not limited to: online

training through NH E-learning and the NH Networks (which offer courses in specialized reading instruction and assisting English learners, resource sharing through the website and via newsletters and mailing, online or face-to-face trainings by various bureaus or divisions within NHED, including the Bureau of Special Education (which offers intensive trainings in Universal Design for Learning, and building trauma-sensitive schools), and the Bureau of Assessment and Instructional Support (with offerings and assistance in building STEM and Arts programs), the Office of Title III (English Learners), and partnership trainings with NEA-NH and professional development organizations like Learning Forward New Hampshire and ASCD, for example. These trainings and partnerships are communicated to all educators via a monthly professional learning newsletter and serve to assist teachers in identifying and supporting students with specific learning needs.

Additionally, NHED will work within its financial capacity and with its partners to provide personalized learning options, resources, and information on training opportunities for educators (teachers, principals and other school leaders) for not only academically supporting students with disabilities and English learners, but also students who are gifted and talented and students with low-literacy and math levels.

In addition to the many opportunities referenced there are policies and rules supported by NHED that serve to improve the skills of teachers, principals, and other school leaders. Several Ed Rules under the Certification Standards for Educational Personnel focus on student learning and educator support. For example: Ed 512.02, the Criteria for State Approval of Local Professional Development Master Plans requires districts to provide evidence of activities that foster collective responsibility for improved student performance. (Ed 512.02(c)(7)(c)). This policy, and others, provides a standard upon which local education agencies can build systems that meet the needs of their communities.

Opportunities in ESSA will assist NH in building on the strengths of work that continues to grow and develop in the State: Network for Transforming Educator Preparation (NTEP), Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR), which is a joint project with the Bureau of Special Education, Program Approval and Certification, the State's Institutions of Higher Education (IHE) Network, the NH Student Wellness State Management Team, the Universal Design for Learning Leadership Council, the Family and Youth Engagement Collaborative Team, and current local initiatives including a regional partnership with Keene State College (through the State Education Agency for Higher Education grant), the National Institute of School Leaders (NISL) in the North country, as well as the strong partnerships with NH-NEA, NH-AFT and State professional organizations. These relationships provide a solid framework upon which to advance the needed policy changes and practice opportunities for creating a leadership pipeline and ensuring that all educators are learner-ready.

Current leadership opportunities in NH begin with the NH IHE Network, whose members bring significant knowledge, experiences, and resources and have convened a Leadership Preparation Programs Committee to assure that programs in the State prepare educational leaders with the knowledge, skills, and dispositions to lead school communities. This group's purpose is to: understand the emerging demands on school leaders in greater depth; identify the signature approaches of leadership preparation programs in the State related to becoming a principal; specifically as a means of identifying and studying

effective practices; identify and study effective change leadership principals in NH in order to describe their skills, practices, and challenges; as well as to organize the IHE Network with partner organizations in ways that will enable shared learning and improvement. The IHE Network believes that this will lay the groundwork for new collective and institutional approaches preparing the leaders that have the knowledge base including a level of understanding and proficiency that supports competency-based and personalized learning that allows them to strongly support the developing talents of teachers as they engage in this model of learning and assessment practices.

Local initiatives also serve as examples for innovative and promising work. Collaborations between colleges and/or leadership organizations and school districts to grow leadership talent from within the district have been working to meet the pressing need for quality leadership. Models like this help develop local capacity and provide training that translates into certification for emerging leaders, while accommodating differences in local needs.

These examples of leadership initiatives lay the foundation for the development of a leadership pipeline that will develop the skills and talents of our educational leaders. The Every Student Succeeds Act will support this work with increased possibilities at a State and local level for innovative leadership initiatives.

NHED will continue to support all learners and educators, and the Every Student Succeeds Act will serve to assist in its efforts.

5. **Data and Consultation** (*ESEA section 2101(d)(2)(K)*): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

NHED relies on its stakeholders for feedback and input. Regional superintendent, curriculum director, and principal meetings; superintendent association meetings; regular communication with the State's teachers' unions (which also represent paraprofessionals); engagement from our Parent Information Center and NHPTA; attendance for feedback at monthly meetings with charter schools, private school leaders; and association representatives for specialized instructional support personnel, will help guide activities and determine updates and improvements. We will also gather feedback from community partners to ensure we are effectively collaborating on important projects that will update and improve the activities supported under Title II, Part A.

Projects funded with Title IIA dollars will be required to submit written evaluations based on performance measures and outcomes and will be subject to monitoring. These evaluations will prompt adjustments in programming and training in a cycle of continuous improvement.

6. **Teacher Preparation** (*ESEA section 2101(d)(2)(M)*): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

In NH, a highly collaborative relationship exists across NHED and institutions of higher education. This well-nurtured relationship has deeply rooted mutual respect and honesty informing policy, procedure, and practice in the stewardship of PreK-12 learning.

NHED is committed to supporting the States institutions of higher education that offer educator preparation programs. Together, all stakeholders work to develop well-designed programming that meets the current and future needs of the State’s educational ecosystem. The department and the State’s institutions have agreed to support candidates during their pre-service years and follow them into employment ensuring that they have the necessary resources to be “learner responsive” educators. NH’s “learner responsive” definition is the State’s aspiration for all beginning educators.

NH’s Learner-Responsive Definition for Beginning Educators (developed in concert with CCSSO’s Network for Transforming Educator Preparation – NTEP)

A learner-responsive educator is one who is ready on day one of his or her career to model and develop in students the knowledge, work-study practices and skills they need to be life-long learners. This includes the ability to think critically and creatively, to apply content to solving real world problems, to foster an interdisciplinary perspective, to collaborate and work in teams, and to take ownership of their own learning.

More specifically, learner-responsive educators care deeply about the whole child and share responsibility in the development and growth of all learners. They have deep knowledge of their content and how to teach it, meeting the differing needs of their students. They hold students to high expectations and personalize learning to ensure each learner is supported. They motivate and actively engage students in learning; they design, interpret, and use multiple forms of student assessment and data to monitor progress and inform instruction. Learner-responsive educators reflect, continuously improve, collaboratively and individually problem solve, and they demonstrate a capacity for leadership.

Adapted from, Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession (2012).

NH will accomplish this aspiration through a series of goals and strategies:

Goal 1 – Educator Continuum

Foster the vision of building a system of integrated support across the continuum of a teacher’s career. Truly impacting P-20 and economic outcomes for the State requires a deep and ongoing commitment to supporting all educators, regardless of where they are within their careers. While the work of NTEP focuses on pre-service educator candidates and beginning educators, NH is developing a model that supports all educators. To design and execute ongoing systems of support, relationships among higher education, NHED, and K–12 schools must be strong. Strong efforts are already underway to build new P-20 relationships and enhance those that already exist. This goal area sets NH apart from all other NTEP States.

Goal 2 – Assessment System

Design and develop a broader assessment system for teacher learning and program improvement based on multiple measures that are valid and reliable. NH is pursuing a comprehensive assessment process for examining the quality and growth of teacher candidates during both their pre-service and in-service years. This goal requires the development and integration of multiple endeavors so that higher education can follow their graduates into their first few years of teaching (in-service).

Goal 3 – Program Approval

Define and develop collaborative systems for continuous improvement enhancing supports to institutions in designing such systems. In collaboration with higher education and the Professional Standards Board (PSB), NH revised their rules for program approval in 2013. This goal is designed to accelerate that work by creating supports for higher education in addressing the State’s enhanced standards.

Goal 4 – Program Approval

Ensure all educators meet the same standards regardless of the pathway toward certification. NH offers alternative pathways to certification outside the traditional model of programming offered by higher education. At present, there is system of oversight and support within the alternative pathways. NH is seeking to ensure the system of support and oversight has outcomes that are comparable to traditional pathways.

Goal 5 – Career Lattice

Consistent with national developments, NH has identified the need to create leadership opportunities for educators in addition to the typical trajectory of school and/or district administration. Furthermore, there is a commitment to creating opportunities to develop areas of expertise, particularly in high need content and skill areas, such as elementary mathematics, STEM, teacher leadership, mentoring, cooperating teaching, coaching, and facilitation.

Goal 6 – Clinical Practice

Develop robust models of clinical practice. National and international research strongly points to the impact of long-term clinical models on the outcomes and growth of teacher candidates. NHED will work closely with higher education to design and test models of clinical experience that expand the time and quality of clinical partnerships enhancing outcomes for future teachers and K–12 students.

Goal 7 – Data

Develop a system for the collection and analysis of data that is used for continuous improvement by IHE’s and NHED. At this time, NH has limited data and collection capability on data relating to educator preparation programs in the State’s fourteen institutions of higher education. Both higher education and NHED recognize the need to deeply commit time and resources to this endeavor. The collection of data and subsequent analysis and reporting provide a foundation supporting all other goal areas.

NH educators understand the second most important factor positively impacting student learning in the State’s educational system is the quality of building-level leadership (with the teacher being the most important factor). Strong leaders hire high-quality teachers, support them along the career trajectory, and retain them advancing student learning. NH seeks to deepen their support and development of highly effective building-level leadership through multiple strategies:

- Enhance the effectiveness of preparation programs/pathways (traditional and alternative) to school-level leadership.
- Reflect upon and revise the current State standards for school leader certification more closely reflecting the realities of contemporary expectations, including the integration of transformative skills that impact all aspects of a school ecosystem. Within standards development, NH will closely explore the continuum for school

leader development, starting with the accomplished beginner and moving along the scale to exemplar. Clear, coherent, and rigorous standards for school leaders underpin the full body of the State’s work in this area.

- Deeply explore State level data (quantitative and qualitative elements) unearthing the strengths and weakness of the school leader pipeline in NH (certified, employed, attractiveness, distribution, etc.). This effort grounds the work underway providing evidence supporting the State’s claims concerned with the school leader pipeline across all geographic areas of the State.

D. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement

1. Entrance and Exit Procedures (*ESEA section 3113(b)(2)*): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

NHED will continue to publish its *State EL Guidance* on its website to inform LEAs of the official process for identifying whether a student is an English learner. In its process of review and revision of the Guidance, NHED will bring together its English Learner (EL) Advisory Team (made up of geographically diverse EL Directors and educators in the State, parents, community leaders and higher education representatives).

The current process for identifying whether a student is an English learner includes the following:

- LEAs must ensure all families complete the current NH Home Language Survey (HLS) and follow the State’s guidance on incorporating the HLS into an electronic registration format.
- The LEA must provide an interpreter if a parent requests one, or if the need is obvious.
- If the HLS indicates that a language other than English exists in the student’s home environment, an ESOL certified teacher must conduct an initial assessment (or “screening”) of the student using a State-approved assessment (currently WIDA Kindergarten Screener and WIDA Screener Online. The WIDA Screener Paper is available for: (1) Students with Limited or Interrupted Formal Education (SLIFE); and/or (2) Students whose IEPs or 504 plans require paper administration of statewide assessments.
- If scores from the screener indicate the student has not met the minimum proficiency benchmark, the student must be added to the LEA’s EL Roster, and the EL’s parents/guardians must be notified that their child is eligible for EL services.
- LEAs must notify parents/guardians of the screener results and eligibility status within 30 days of the beginning of the school year, or within 14 days if the student enrolls later in the year.

NHED will continue to publish its State EL Guidance on its website to inform LEAs of the official process for exiting English Learners.

- NHED requires all LEAs to administer statewide common English language

proficiency (ELP) assessment, currently ACCESS 2.0 for ELs, to all English learners who are eligible for services in their district.

- After the English Learner attains the State determined English language proficiency benchmark on the statewide ELP assessment, then the learner will be considered a “former English learner” and be placed in Monitor status for 4 years.
- During Monitor status, LEAs will not offer direct services to the former English learners, but will conduct quarterly progress checks.
- If a former English learner student experiences academic difficulties due to linguistic barriers, the LEA may request a return to ESOL services through the NHED Title III and EL Office.
- The LEA must consult the former English learner student’s parents/guardians before submitting the request.

2. SEA Support for English Learner Progress (*ESEA section 3113(b)(6)*): Describe how the SEA will assist eligible entities in meeting:

- i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State’s English language proficiency assessments under ESEA section 1111(b)(2)(G); and
- ii. The challenging State academic standards.

NHED will continue to work closely with LEAs in analyzing English learner performance data on the ELP and academic assessments. Also, NHED will collaborate with LEAs and utilize data in designing evidence-based professional development opportunities for educators, administrators, and support staff.

3. Monitoring and Technical Assistance (*ESEA section 3113(b)(8)*): Describe:

- i. How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
- ii. The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

NHED will continue to maintain its EL Database, which stores English learner performance data down to the school level. NHED will hold Title III project manager meetings at the beginning of the school year and at the mid-year to discuss issues regarding program policies and fiscal responsibilities, as well as to offer targeted professional development.

In the fall of 2017, NHED will ask Title III districts to complete an EL Program Needs Assessment, including program improvements, where the district gathers its teaching faculty and administrators together to analyze the previous EL performance data. Each district will be asked to write a summative analysis describing how the district has met the State’s benchmark for EL making progress toward proficiency. The districts are asked to write a one-paragraph analysis of their EL program’s perceived strengths and how they can leverage these to continue success or enhance capabilities.

After they are asked to write a one-paragraph analysis of their EL program's perceived weaknesses and how they may overcome these challenges. These needs assessments will be due in February, and NHED will follow-up with each district with one-to-one consultations in late May to early June 2017. These individual consultations provide a district-focused context for NHED and LEA to collaborate, specifically to cover areas of program improvement and to discuss areas of coordination for sustaining successful activities and improving ineffective ones. After these consultations, NHED will use a rubric to determine risk for each district (criteria to include: EL performance, EL, teacher turnover, fiscal responsibility, and more). Finally, NHED will use a formal onsite monitoring process, where it visits each district at least once every three years. Monitoring may include onsite visits, virtual monitoring, desk reviews of required documentation and program components or any combination thereof. The Title III Monitoring Rubric and State Monitoring Self-Assessment tools are being revised to meet all reporting requirements and regulations in the ESSA.

E. Title IV, Part A: Student Support and Academic Enrichment Grants

1. Use of Funds (*ESEA section 4103(c)(2)(A)*): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

NHED allocates 95% of the funds for this program to LEA through formula grants. One percent of the funds is used by NHED to support the administration and monitoring of the grant. Four percent of the funds are used by the NHED to support LEAs in their efforts to provide more personalized and well-rounded learning opportunities, support healthier and safer learning environments, and promote teaching and learning experiences that are augmented with educational technologies and pedagogy rich in digital literacy.

Specifically, the NHED will use the State-level funds to provide additional opportunities for LEAs to engage in activities and initiatives that fall under one or more of the three Title IV-A categories for student support. Additionally, the NHED will use these funds to provide technical support and prepare resources and materials that schools can use to develop and evaluate their own LEA level funded Title IV-A programs and activities. Technical assistance will include, but not be limited to evidenced-based practices and personalized educational experiences in the following areas:

- After-school programs
- Arts-based learning strategies
- Blended learning programs
- Career pathways
- Civics education
- Digital learning programs
- Digital literacy programs
- Drop-out prevention programs
- Dual-enrollment programs
- Mentoring and school counseling programs
- Multi-tiered system of support for behavior and wellness
- Nutritional health programs
- Personalized educational experiences

- Robotics and STEM initiatives
- School resource officers
- Social and emotional learning programs

2. Awarding Subgrants (*ESEA section 4103(c)(2)(B)*): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

The NHED will implement a grant review and approval process for its LEA activity applications that will monitor use of funds in the three general program areas of Title IV-A. Through this approval process, the State will ensure that LEAs receiving formula allocations greater than or equal to \$30,000, will develop and implement activities that devote at least 20 percent of their total LEA allocation to support well-rounded educational opportunities (per ESEA section 4107), at least 20 percent for safe and healthy students (per ESEA section 4108), and a portion for innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the effective use of technology, including digital learning technologies and assistive technology (per ESEA section 4109). Additionally, no grant provided will be less than \$10,000 per the Appropriations Act. Through a variety of processes and opportunities, including, but not limited to, activity development and approval, monitoring, training sessions, the NHED will provide non-regulatory guidance to LEAs regarding their use of funds and allowable expenditures.

The NHED will review its plans annually for continuous improvements to its processes and technical assistance opportunities for using Title IV, Part A funds.

F. Title IV, Part B: 21st Century Community Learning Centers

The SEA uses funds to support the creation of the Nita M. Lowey Community Learning Centers (21st CCLC) offering a safe learning environment to students during non-school hours (before and after school, summer breaks and other periods when school is not in session) to reinforce and complement the regular academic program of participating students. The purpose of the 21st CCLC program is to award grants to Local Education Agencies (LEAs), community-based organizations (CBOs), faith-based organizations (FBOs), public-private organizations or a consortium of these, to provide opportunities for communities to establish or expand activities in community learning centers that:

- (a) Provide opportunities during non-school hours (before and after school, summer breaks and other periods when school is not in session) for academic enrichment, particularly to students who attend high poverty and low-performing (K-12) schools to meet the state and local academic subjects, as well as to meet the challenging State academic standards.
- (b) Offer students a broad array of additional services, programs, and activities, such as youth development activities, community/service learning, nutrition and health education, mentoring, drug and violence prevention programs, technology education programs, financial literacy programs, environmental literacy programs, mathematics, science, career and technical programs, entrepreneurship, counseling, youth leadership, college, and career readiness. Enrichment activities should be designed to broaden

students' experiences by including the arts & music, recreation, health, and cultural opportunities to reinforce and complement the regular academic program of participating students. In addition, high school students should have ties to an in-demand industry sector or occupation including opportunities for internships or apprentice programs.

- (c) Offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development and other educational related services for the families.

Data Collection/Reporting of Evidence

All funded subgrantees are required to submit evidence of completion of activities that directly relate to the goals, objectives, and performance measures of the grant. The evidence includes an array of; reports, evaluation data, daily attendance, activity reporting, and other documentation as appropriate for the 21st CCLC program. Evidence timeliness, quality and accuracy is reviewed and monitored to determine compliance with the program requirements, as well as in determining yearly subgrantees risk and performance.

The NHED requires all subgrantees use the below data collection systems and procedures to report the operations of their 21st CCLC programs:

- (a) Student database collects and organizes information regarding program enrollment and attendance, program offerings, academic performance, teacher surveys, as well as the goals and performance information required for 21st CCLC Annual Performance Reporting System (21APR). Each 21st CCLC subgrantee completes federal certification reports for the 21APR system. Data for the 21APR reports is uploaded to the federal system by the student database for the summer, fall and springtime periods. The report contains a summary of participant data and demographics as well as information regarding program goals, community partners, and staffing.
- (b) Surveys are administered by the 21st CCLC state office as a part of the statewide evaluation of the programs. The surveys are designed to capture information about the 21st CCLC programs design, initiative, and program quality.
 - i. Teacher surveys are annual surveys distributed near the end of the school year to school day teachers. They are designed to measure the impact the afterschool program had on the students level of engagement and learning who regularly attend the program. The data from this survey is entered into the student database collection system and included in the federal report via 21APR.
 - ii. Youth Surveys are completed during the spring by youth currently participating in the programs. Youth engage in a survey process aimed at gathering information about their perceptions of the program, academic engagement, social skills, and ambitions.
 - iii. Program Director, Site Coordinator, and Principal Surveys are conducted to collect information regarding the programming, operation, and partnerships of each program.
- (c) NH 21st CCLC State-Wide Evaluation is an annual collection of surveys from youth participants, site coordinators, program directors, and principals and is conducted online through state systems. Efforts have also been made to streamline data collection, reduce data burden, and increase accessibility of both program level and statewide data. Programs review their current data collection efforts to ensure alignment with program goals and maximize the quality and meaningfulness of data being collected. In addition, data collected for statewide evaluation has been made available on the NHED website. These reports and data are used by programs to support progress towards local goals and impacts, as well as gains on established statewide quality benchmarks for annual

performance reporting, grant applications and presentations to key stakeholders and potential funders.

- (d) Annual Performance Report (APR) - Each year subgrantees are required to submit performance reports in the student database collection system, that describe project activities, accomplishments, and outcomes, that is easily understood and tells a clear story of a program's progress and impact. Two types of data are collected in the APR; descriptive data and achievement data. The subgrantees report on their (1) progress meeting state goals and performance goals (GPRA measures) (2) steps for sustainability, (3) upcoming advisory boards, (4) partnerships, and (5) professional development planning. All programs are measured against all these common state indicators.

State Goals and Performance Indicators Reporting

According to 4204(b)(B) programs must provide a description of how such activities are expected to improve student academic achievement as well as overall student success. Congress established a set of measures via the Government Performance Results Act (GPRA) in 1993 to improve government performance management. GPRA measures are required outcomes that are reported to Congress once a year. The USED analyzes this data to report on the GPRAs to Congress in the 21APR. 21st CCLC GPRAs are measured by improvements in; State Assessments, Grade Point Average, School Day Attendance, Teacher-Reported Behaviors and Student Engagement in Learning. Data will be collected during the school year and reported in the following Fall each year.

Subgrantees will be funded at 100 percent for the first three (3) years of funding. Subgrantees may have the opportunity to receive continued funding for an additional two (2) years based on funding availability and the NHED's evaluation of successful progress towards meeting the GPRA measures.

Professional Development and Technical Assistance

Each 21st CCLC program is required to have a professional development plan that is responsive to the needs of its staff. The plan should address the training needs of both the staff charged with the administration of the program and the staff delivering the program activities and may include attendance to other conferences and trainings. All trainings need to clearly link to the 21st CCLC priorities and the goals, objectives and activities described in the grant. The trainings require prior approval by the NHED 21st CCLC Office.

A professional development plan is required to include at a minimum:

- (a) Professional development that will be provided to staff implementing the strategies/activities which are likely to result in high-quality program implementation.
- (b) How new staff will be trained during the program year; and how professional development needs of staff will be assessed on an ongoing basis to assure continuous improvement within the project.
- (c) Consider these topics: orientation, fostering positive behavior, positive interactions with families, regularly scheduled staff meetings for program development, linking to the school day, and how to help with academic success (curriculum/content), service learning, character education, training enrichment leaders, linking to Common Core State Standards, project-based learning, and participation in the afterschool credentialing system.

(d) Plan for staff to attend meetings, technical assistance and trainings provided by the NHED.

(e) Attendance at other conferences and trainings clearly linked to the 21st CCLC program.

New Program Directors

When there is program director turnover and/or a director within the first year of their grant cycle, the director is required to complete the Youth for Youth course 'Managing Your 21st CCLC Program'. This is an 8–10-hour course that will need to be completed within the first 60 days of onboarding and/or startup of the grant. Evidence of completion of the course needs to be provided to the NHED.

NHED Required Trainings

The NHED provides technical assistance/professional development and networking and/or other meeting opportunities designed to establish a strong community of support during the year. The 21st CCLC program must include in their budget a commitment to send one administrative staff, typically the program director, assistant director and/or one programmatic staff, typically a site coordinator or a lead teacher to all NHED trainings.

National Conferences

Attending national conferences is a valuable experience. It is required that every 21st CCLC program attend a national conference once in its five (5) year grant cycle.

Program Monitoring

Federal regulations require State monitoring of LEAs, CBOs and FBOs accepting Federal funds. The NHED monitors progress in partnership with LEAs, CBOs and FBOs to provide technical assistance that ensures compliance with program requirements and helps LEAs, CBOs and FBOs reach their performance goals. As a pass-through entity, it is the NHED's, responsibility in Title 2 of the Code of Federal Regulations, Part 200.331, which requires the NHED to *evaluate each subgrantee's risk of noncompliance with federal statutes, regulations, and the terms and conditions of the subaward for purposes of determining the appropriate subgrantee monitoring.*

Risk Assessment

To comply with this requirement, the NHED's 21st CCLC Office conducts an annual risk assessment of all subgrantees to determine their potential risk of noncompliance. The risk assessment criteria include indicators and weights derived from multiple sources. Each subgrantee is allotted points based upon these criteria, and assigned a risk level of high, medium, or low based on the total number of points allotted.

(a) Monitoring Based on the Results of Risk Assessment - The extent of 21st CCLC program monitoring is dependent on the level of risk assigned to the subgrantee. The risk assessment index, and any identified areas in need of improvement, will assist the NHED in determining the depth, scope, and priority for each individual 21st CCLC program's individual monitoring plan.

(b) Final Results and Corrective Action - The NHED will send a written final report to the LEA, CBO or FBO within 45 business days after completing the review. The formal report will include strengths, areas in need of improvement, any corrective action necessary, and offers of technical assistance, if needed.

If the final report includes any findings of non-compliance, the LEA, CBO or FBO must implement timely corrective action to achieve compliance with requirements. LEA, CBO or FBO will have up to six (6) months to demonstrate, through evidence provided to the NHED that their programs have complied with any and all required corrective actions.

5 - Year Grant Cycle Monitoring Schedule

Year 1 - NHED Technical Assistant/Support Site Visit: As a first-year subgrantee, this visit helps to identify any needed mentoring, technical assistance, or professional development the subgrantee may need.

Year 2 - NHED Official Site Visit: A member from the NHED 21st CCLC Office visits 21st CCLC sites during year two (2). During the visit, the member will observe afterschool enrichment programs, academic enrichment (homework); the member may interview both staff and students, may attend an advisory board meeting, and may examine financial documents. The member provides program and technical assistance and guidance based upon their observations as well as noting any other concerns. Following the visit, the member will complete the Site Observation form and submit the completed document to the program director two (2) weeks after the visit date. The program director must address any areas of concern and submit an action plan for improvement 30 calendar days after receiving the completed Site Observation form.

Year 3 - Continuous Improvement Process for Afterschool (CIPAS): New Hampshire supports the CIPAS for funded afterschool programs in year three (3). CIPAS provides an in-depth quality improvement process consisting of the following steps:

- (a) A self-assessment process conducted by afterschool staff and stakeholders using a standard CIPAS rubric.
- (b) A site visit by a team of two/three external reviewers who spend 1.5 days at the program conducting interviews and observations.
- (c) An in-person debrief with the program director and other staff and a written report of results with recommendations.

The CIPAS tool incorporates a set of strategies that allows programs to continually assess, plan, improve, and sustain a program. New Hampshire uses a CIPAS rubric originally designed by the National Community Education Association (NCEA) and informed by similar quality improvement efforts of other states. Their full and robust approach combines the latest knowledge and work in the field for community education. In 2019, New Hampshire slightly modified the original tool to clarify some assessment components and to facilitate its utilization by programs. The rubric calls for a self-assessment process based on key indicators and supported by documented evidence including program planning and implementation documents, reports, handbooks, policy and guidelines documents, and program data, among others.

After the team reviews the final CIPAS report recommendations for improvement, the program selects three to five (3-5) top priority areas for their program to address in the next two (2) years with specific action steps. This action plan is submitted to the NHED 60 days after the CIPAS visit.

The following criteria are used when selecting the priority areas:

- (a) Level of impact on the overall program.
- (b) Resources needed to accomplish the action steps.

- (c) Level of importance to the overall success of the program.
- (d) Urgent or imperative nature of the recommendation for the optimal functioning of the program.

Year 4 - NHED Official Site Visit and Implementation of CIPAS Action Plan: A member from the NHED 21st CCLC Office visits 21st CCLC sites during year four (4). During the visit, the member will observe afterschool enrichment programs, academic enrichment (homework); the member may interview both staff and students, may attend an advisory board meeting, and may examine financial documents. The member provides program and technical assistance and guidance based upon their observations as well as noting any other concerns. Following the visit, the member will complete the Site Observation form and submit the completed document to the program director two (2) weeks after the visit date. The program director must address any areas of concern and submit an action plan for improvement 30 calendar days after receiving the completed Site Observation form.

CIPAS: The action plan will be monitored by the evaluator and the results will be reported to the NHED and must be followed up with updated progress and evidence.

Year 5 - NHED Official Visit for Closeout of the 21st CCLC Grant: the state will work with programs to appropriately close out the grant assuring all reports are in, all inventory is transferred, and program income is spent or returned to the state appropriately.

1. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21st Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

The 21st Century Community Learning Center Program's Request for Applications (RFA) is aligned with program statutes, and the application process is created to show alignment with State and local goals.

The RFA is published in January. Information regarding the application process is posted with a timeline and power point presentation and is accompanied by frequently asked questions and a blog. Applications are due in March, and applicants for 21st CCLC funds must have a collaborative between a local education agency (LEA) and one or more community-based organizations (CBOs), faith-based organizations (FBOs), or other public or private entities, and must primarily serve students who attend schools with economically disadvantaged students with a minimum of 40 percent of the student population identified as recipients of the free/reduced lunch program.

After an applicant submits an application to NHED, the 21st CCLC staff review applications to assure all necessary requirements have been met.

The SEA uses a rigorous peer-review process to ensure that funded projects are high quality programming for students. Reviewers are selected based on the ability to conceptualize the importance of a 21st CCLC in creating a balance between academic and socio- emotional learning and have experience in educational programming. The readers

are a group of individuals from educational and non- educational organizations, non-profit organizations, principals, higher education, 21st CCLC state and program directors, individuals from the private-sector who are involved in education, and individuals in the private sector who are involved in education. The reviewers participate in an online training provided by the 21st CCLC staff. During their training they receive an overview of the RFA and the scoring rubric.

The reader's roles and responsibilities consist of the following:

- Participate in trainings to understand roles, expectations, program requirements and applicable federal and state laws.
- Reading, scoring, and providing comments on individual applications.
- Participate in a group meeting for final application decisions.
- Deciding on whether to fund, not to fund, or fund with conditions.
- Providing feedback and recommendations to the 21st CCLC staff.

Scores are documented, reviewed and filed, and all applicants are notified of the results of the competition, based on scores and available funding. Scoring sheets with feedback are sent to all applicants. Grant Awards are for five (5) years for no less than \$50,000 per year.

Priority is given to programs that:

- Include students that qualify for Title I services
- Programs that have activities that link to the school day including homework
- Schedules that include the minimum number of days and hours of operation, academic support and enrichment programming
- Include youth voice to inform and develop the program
- Includes a family engagement component that encompasses family literacy programs and supports for multilingual families
- Have a plan to attract participation and maintain enrollment

If awarded, the 21st Century office provides the awardee with technical assistance as to the next required steps. The office reviews and monitors the budget and activities through the NH Grants Management System to ensure the activities are allowable, allocable, and reasonable under statutes and guidance. Assessment of the application process is done on a consistent basis.

G. Title V, Part B, Subpart 2: Rural and Low-Income School Program

1. **Outcomes and Objectives** (*ESEA section 5223(b)(1)*): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

NHED's priority for the Rural and Low-Income School program is to help all students meet the challenging State academic standards and to assist LEAs in achieving this goal by providing high quality technical assistance. LEAs who qualify for the Rural and Low-Income School Program (RLIS) will receive an allocation according to a formula, and will use their funds to increase student achievement, decrease drop-out rates, increase family and community engagement, provide support for educators to ensure equitable

access, and provide increased access to technology to enhance learning opportunities, according to their needs. The SEA will use funds to support efficient administration of the grant and to ensure that LEAs implementing programs and activities with RLIS are helping all students meet challenging State academic standards. LEAs will identify project outcomes and measurable objectives and report these to the SEA.

2. **Technical Assistance** (*ESEA section 5223(b)(3)*): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

LEAs receiving formula grants for RLIS will receive communications about allocations, allowable activities, assurances, and other relevant program information via email and via NHED'S website. The guidance and communication documents outline the priorities for the RLIS program (all of which serve to help students meet challenging academic standards): parental involvement activities, improving basic academic programs, supporting effective instruction, language instruction for English learners and immigrant students, and student support and academic enrichment. Each grantee's application will be reviewed for program components and financial components through the online grants management system and all activities must include performance measurements and outcomes. Technical assistance will be provided on the New Hampshire Department of Education's website in the form of allocation lists, guidance documents for the online grants management system and for the RLIS program, and links to other resources for evidence-based programming. The SEA will also provide technical assistance via direct communication, site visits, monitoring, or additional support tailored to the LEAs' needs.

H. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B

1. **Student Identification** (*722(g)(1)(B) of the McKinney-Vento Act*): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

The New Hampshire Department of Education (NHED) uses several procedures to identify and assess needs of homeless children and youths. These procedures include working with the local education agencies (LEA'S) for identification. The LEA's identify students experiencing homelessness within their districts and then submit cumulative end of year data to the State. This data includes the number of homeless children and youths enrolled and attending school (including the subcategory of homeless unaccompanied youth), the temporary living situation for each student, the results of statewide educational assessments of homeless children and youths and the graduation rates of homeless students. All data that is submitted is reviewed and analyzed by the State Coordinator to identify needs of students experiencing homelessness throughout the state and to focus assistance. Additionally, review of Title I applications on the use of funds reserved for students experiencing homelessness and analysis of the determination of those funds is conducted yearly.

Title I Part A includes a brief McKinney-Vento interview protocol as part of Title I Part A compliance monitoring. Annual reports and project progress benchmarks and summaries submitted by McKinney-Vento sub-grant awardees will provide additional data to assist in the identification of and assessment of needs of homeless children and youths in NH. The State Coordinator collaborates with State agencies and other organizations such as The Youth Success Project, Waypoint, the Governor's Interagency Council to End Homelessness, and State the Coordinating Committee (Special

Education) to assist in the identification and needs assessment of homeless children and youths.

The Youth Risk Behavior Survey is given to high schools across the state every two year and includes the two optional (CDC) questions on homelessness. Results from the health risk survey will be utilized to target supports and resources to better identify and meet needs of NH's homeless youth. Results of the YRBS will be analyzed to compare numbers of self-identified homeless youth with numbers of homeless youth reported to the State by LEAs. Discrepancies will guide the State Coordinator and LEAs in targeting outreach and technical assistance to more accurately identify eligible (homeless) youth. Results of self-reported risk behaviors connected with self-reported homeless status will also be analyzed to assist in targeting State and LEA activities and resources to provide appropriate interventions and services.

2. **Dispute Resolution** (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

To ensure disputes regarding the educational placement of homeless children and youths are promptly resolved, NHED requires all LEAs to have a local dispute process available to homeless families and homeless unaccompanied youths and that pending the outcome of the dispute process homeless children and youths attend the desired school with transportation provided upon request and with all appropriate educational services. **Local homeless dispute processes are required to meet McKinney-Vento dispute requirements and are part of monitoring process for LEA compliance.** The parent/guardian of a homeless child or a homeless unaccompanied youth may initiate the LEA homeless resolution dispute process at the time of notification from the LEA regarding eligibility, school selection, or enrollment. Further, a parent/guardian of a homeless child or youth, or homeless unaccompanied youth, and/or an LEA may access the NHED Homeless Education Dispute Process (available on the NHED website under Homeless Education) at the conclusion of the local dispute process if either party is not satisfied with the local process outcome. Per the State homeless education dispute resolution process, The Commissioner of the NHED will make a temporary order within 14 days of receipt of the dispute request pending the decision by the NH State Board of Education. As with the local homeless dispute process, pending the final outcome of the State dispute process, homeless children and youths attend the desired school with transportation provided upon request, and with provisions of all appropriate educational services.

3. **Support for School Personnel** (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

NHED State Coordinator, provides technical assistance and outreach to school personal with professional development provided through a new homeless liaison training meeting held each fall, regional meetings of homeless education liaisons (held two to three times

during the school year), webinars, dissemination of resources and information such as fact briefs, and online learning opportunities provided by education technical assistance center, the National Center for Homeless Education (NCHE), the USED's education technical assistance center. Additionally, the State Coordinator will send out periodic email transmittals of resources, updates, and promising practices. Resources and information are posted on the NHED website, provided through liaison list serve transmissions, and webinars. A statewide meeting including liaisons, school leaders/administrators, specialized instructional support personnel, school nurses, school social workers, and guidance counselors is held once a year. The NHED State Coordinator provides additional opportunities to heighten awareness of the specific needs of homeless children and youths, including children and youths who are runaway and homeless youths through presentations/training sessions at State and local meetings and conferences.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
- i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
 - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
 - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

The NHED, through the State Coordinator, ensures that technical assistance and professional development provided to LEA liaisons and school leaders includes information on the requirement to ensure homeless children have access to public preschool programs. At this writing, the NHED does not administer public preschools and at this time LEAs are not required to provide public pre-school. LEAs that do provide public preschool will ensure that homeless children and youth have access to preschool programs and that information on the educational right to access public preschools in LEAs that offer them is provided to parents/guardians or youth and disseminated broadly in the community

The NHED State Coordinator provides technical assistance and professional development to school personnel to ensure homeless children and youth to fully participate in all academic and extra-curricular activities for which they are eligible, including programs and services offered by charter schools, online learning (when offered by the LEA and/or charter school), career and technical education, advanced placement (when offered by LEAs), and summer school programming (when offered by the LEAs/charter schools. NH does not currently have Magnet Schools. Homeless children and youth have access to programs offered by Title I Part A, IDEA, other programs offered by the LEA and/or charter school, and 21st Century after School Programs.

The State Coordinator will work with LEA liaisons and school nurses to ensure homeless

children and youth do not face barriers related to missing health related documentation. LEA liaisons in collaboration with school nurses ensure immediate school enrollment of homeless children and youth even if the child or youth is unable to produce records usually required for school enrollment such as immunization records and/or other health records. As Specialized Instructional Support Personnel (SISP) school nurses are an integral part of student support and uniquely qualified and trained to assist the parent/guardian or youth in obtaining the immunization, screenings, or other required health records. LEA liaison and school nurse partnerships will ensure homeless students are provided access to health care services and the social, emotional, and behavioral supports necessary to achieve academic and personal success.

The NHED State Coordinator provides technical assistance and professional development and works with LEAs and Charter Schools to promote opportunities for homeless children and youths to fully participate in all academic and extra-curricular activities for which they are eligible. The State Coordinator will facilitate collaboration with State agencies, LEAs, and community providers to identify and remove barriers homeless children and youth may face in accessing academic and extra-curricular activities for which they are eligible and develop processes and timeline to remove identified barriers. Technical assistance is provided to LEA liaisons and school leadership to ensure extracurricular activities such as, but not limited to, the arts (music, drama, etc.), sports, and other activities are accessible to homeless children and youths and that fees are waived or supported through local and/or community funds. NHED Homeless Education State Coordinator works with local homeless education liaisons, public school officials, State and local agencies and providers serving homeless youth, including but not limited to the Runaway Homeless Youth Program provider to ensure homeless youth, including youth separated from schools are identified and connected to all educational and support services they are entitled to receive. Professional development opportunities and technical assistance are also provided to identify homeless youth and share promising strategies to identify/remove barriers to accessing public education. The NH State Coordinator will facilitate the collaboration between LEAs to identify strategies to ensure homeless youth are provided appropriate credit for full or partial coursework while attending a previous school. NH secondary schools operate on differing coursework schedules (i.e. semesters, or trimesters) that present challenges in determining appropriate credit for partial course completion.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
 - i. requirements of immunization and other required health records;
 - ii. residency requirements;
 - iii. lack of birth certificates, school records, or other documentation;
 - iv. guardianship issues; or
 - v. uniform or dress code requirements.

Children and youth in homeless situations that lack documentation usually required for school enrollment such as immunization records, and/or other health records, proof of guardianship or residency documentation are immediately enrolled in the desired public/charter school while the liaison works with the parent/guardian or youth to obtain any necessary documentation. The NHED is committed to provide a high-quality education to all children and youth. Part of this innovation is to provide personalized learning opportunities for all students. The unique educational and emotional needs of homeless children and youth, including homeless youth not in the physical custody of a parent or guardian (unaccompanied

homeless youth) present challenges to LEAs and service providers. The State Coordinator's work is to continually safeguard the provisions of the McKinney-Vento Act, Education for Homeless Children and Youths Program. This includes regular professional development opportunities, dissemination of resources and providing technical assistance, maintaining the regional homeless education liaison networks, and monitoring of State and local policies and practices that may be barriers to the enrollment of homeless children and youth to education and related services such as extracurricular activities. Technical assistance provided to LEAs, local providers, and families and youth living in homeless situations help to identify any State and local policies or practices that present education barriers. The State Coordinator works to introduce remedial measures or provide policy recommendations to remove barriers or limitations that impede immediate enrollment in school of homeless children and youths; including any barriers associated with missing academic or health records, immunizations, residency, or guardianship issues. Dress code or uniform requirements have not been identified as barriers to school enrollment and attendance of homeless students in NH. If, in the future, uniform or dress code requirements arise that present barriers to school enrollment or attendance, the State Coordinator will work with LEA liaisons, school administrators, and other student support personnel to mitigate the barriers.

6. **Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act):** Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

NHED Office of Homeless Education initiated the development of regional homeless education liaison networks. The Networks represent the State of NH in five regions. The intent of Networks is to facilitate on-going professional development and technical assistance that targets the specific needs of each region while at the same time working region by region to assist LEAs in identifying barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in NH. The Regional Networks provide a forum for the NH DOE to identify State level policies or practices that impede identification and enrollment of homeless students at the local level and opportunities to work with local liaisons and school officials to clarify or mediate policies or practices that present barriers to homeless children and youth. Input from the local level including review of public and community inquiries is used to review and revise policies/practices at the State level. Currently there are two regional networking meetings available each year, with one lead regional liaison for each region. The Lead Regional Liaisons are also available for communication throughout the year and in constant contact with the State Coordinator. Regions (and all homeless liaisons) are brought together for an annual statewide meeting.

7. **Assistance from Counselors (722(g)(1)(K)):** A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths, and prepare and improve the readiness of such youths for college.

LEA homeless education liaisons have responsibility at the local level for the identification and enrollment of homeless children and youths. The NH State Coordinator provides technical assistance, professional development, and monitoring to LEAs to assure LEA compliance to all requirements of the McKinney-Vento Act Education for Homeless Children and Youth Program. The State Coordinator will work with local homeless education liaisons through the Networks to identify promising strategies and resources to

share to facilitate communication with school counselors to provide services to youths in order to improve readiness for college and post-secondary training opportunities. Local liaisons refer eligible youth (identified in section 725(2) to school counselors and include referral for services as part of record keeping of services provided to homeless students. School counselors are invited to attend liaison professional development and training opportunities with their LEA liaison as well as the regional Network and statewide meetings. The NHED Office of Homeless Education is working on developing a network of SPOCs (single points of contact) with higher education institutions and providers in the State. The intent of a State SPOC network is to partner with local homeless education liaisons and school counselors in order to become familiar with higher education requirements and expectations and provide a framework to connect incoming homeless college students to available supports and services on campus and in the local community. SPOCs will be invited to attend liaison Network meetings, and the statewide liaison meetings.

Appendix A: Measurements of interim progress

Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.

A. Academic Achievement

The measurements of interim progress toward meeting the long-term goals are provided along with the long-term goals in the tables under Sections 4.iii.a.1 and in 4.iii.a.3.

B. Graduation Rates

The measurements of interim progress toward meeting the long-term goals are provided along with the long-term goals in the tables under sections 4.iii.b.1 and in 4.iii.b.3.

C. Progress in Achieving English Language Proficiency

The measurements of interim progress toward meeting the long-term goals are provided along with the long-term goals in the table under section 4.iii.c.1.

Appendix B: General Education Provisions Act (GEPA) – Examples of NH Assurance Documents

OMB Control No. 1894-0005 (Exp. 03/31/2017)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those

barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students
- (5) We recognize that many applicants may already be

implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.