



New Hampshire

Department of Education **Technical Advisory**

*Serving New Hampshire's Education Community*

**Additional Targeted Support (ATS) Schools**

**Office of Accountability**

## **Part 1 – Overview of Identification: ATS Schools**

In accordance with the federal legislation outlined in the Every Student Succeeds Act (ESSA) and the New Hampshire Consolidated State Plan, the New Hampshire Department of Education (NH DOE) must identify, for *additional targeted support*, any school with a subgroup whose performance, on its own, would have caused the school to be identified as a Comprehensive Support and Improvement (CSI) school. These schools, defined as Additional Targeted Support (ATS) schools, will be identified by the NH DOE every three years on the same schedule as CSI identification. If an identified ATS school is a Title I school, *and* the school does not improve after the three year identification period, then the school will be identified as a CSI school. It should be noted that all schools, both Title I and Non-Title I, are included in ATS identification.

### **ATS Indicators**

Schools are identified for ATS using decision rules in the four areas outlined below:

#### *Elementary/Middle School*

Performance at an Elementary or Middle School is evaluated based on the following four categories:

- Academic Achievement
- English Language Proficiency (ELP)
- Growth
- Equity

#### *High School*

Performance at a High School is evaluated based on the following four categories:

- Academic Achievement
- English Language Proficiency (ELP)
- Graduation Rate
- College and Career-Readiness

Performance on each indicator ranges from Level 1 (lowest) to Level 4 (highest). Rubrics can be viewed at: <https://www.education.nh.gov/essa/documents/reporting-guidance.pdf> Additional information about the methodology and calculations can be found at the end of this document.

### **Reported Subgroups**

To meet federal accountability requirements, the NH DOE calculated indices for the following subgroups:

- Students with Disabilities (SWD) – Students with an Individualized Education Plan (IEP) anytime during the school year (July 1 – June 30) and all students assessed using the Dynamic Learning Maps (DLM) are included in this subgroup.
- English Language Learners (EL) - EL status is established through the district submission. Students with the following status are considered EL and included in the EL subgroup: Currently Eligible, Monitor Year 1, Monitor Year 2, Monitor Year 3, and Monitor Year 4.



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- Socio-Economic Status (SES) – Any student identified as eligible for free or reduced lunch is included in this subgroup (Elementary/Middle/High). Additionally, a student is included if he/she met the SES definition at any time during his/her enrollment in a NH public high school.
- Race/Ethnicity – Subgroup information is drawn from the district verified, superintendent certified, End of Year (EOY) file.
  - American Indian or Alaskan Native (Non-Hispanic)
  - Asian or Pacific Islander (Non-Hispanic)
  - Black or African American (Non-Hispanic)
  - White (Non-Hispanic)
  - Two or more races
  - Hispanic

**Please Note:** Per ESSA and the NH Consolidated State Plan, students must be reported in each subgroup to which they belong. For example: If student Z is a member of the SWD, EL, and SES subgroups, then he/she will be counted in each group separately. This is a change from No Child Left Behind, where states were allowed to combine subgroups for accountability. ESSA prohibits combined subgroup reporting.

### PreK-2 School Identification

The federal regulations outlined in ESSA require that state accountability plans include all schools. Because NH has schools without tested grades, example K-2 schools, the NH Accountability Task Force included feeder and receiver schools in the NH State Consolidated Plan. Feeder schools are included with the receiver school that 65% or more of the students attend in the next grade level (i.e. grade 3). When fewer than 65% of the students in a feeder school go to the same receiver school then the feeder school is examined using a small school review process.

### *Feeder and Receiver School Calculations*

- Grade 3 achievement scores from *feeder* schools are used in the academic achievement indicator calculation for the *feeder* schools *receiver* school.
- All ESSA indicator values for a *feeder* school are that of the *receiver* school. Indicator values are reported for both the *receiver* school *feeder* school with the values from the *receiver* school.
- All comparisons to ESSA interim targets would be that of the *receiver* school.
- If a *receiver* school is identified as CSI/TSI/ATS then all the '*feeder*' schools are also identified.
- The Title I status of the *receiver* school associated with *feeder* school would be used in determining CSI even if the feeder schools were not Title I.
- A *feeder* of a *feeder* will also be included in the *receiver* determination. For example a K school; a 1-2 grade school and a 3-5 *receiver* school.



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## How to Access your Data for ATS Subgroup Identification

All ATS data, with subgroup identification, is available for superintendents to view on the i4see workbench in the *ESSA Determination* report (Elementary & Middle or High School). Please refer to column 6, *ESSA\_FinalStatusFullText*, to determine the subgroup that caused ATS identification. You must have superintendent access to view the ATS data as the results have not yet been publically released.

For your convenience, the steps to access data are also outlined below:

- 1.) How to access the reports:
  - a. Login to [myNHDOE](#)
  - b. Click on “i4see”
  - c. Click on Analysis Tab – Drop down option; District Review
  - d. Select a Submission Type – General Reports (Five reports, including the ATS report, will be listed under this field)

**Please Note:** ONLY administrators identified as the Superintendent in the Educator Information System (EIS) will be able to access these results. If you are not able to access the i4see Workbench or if you are not able to view results on the Workbench, please first confirm with your District i4see Coordinator that the Superintendent Course Submission was completed this summer. Access cannot be granted without the completion of this submission. If you have any questions regarding access and login capabilities to the i4see system, please contact your district i4see coordinator first and if issues persist contact our i4see help desk at 271-2775 via phone and via email at [i4see.help@doe.nh.gov](mailto:i4see.help@doe.nh.gov)

## District Profiles

Per federal regulation outlined in ESSA and in compliance with the NH Consolidate State Plan, ESSA determinations (ATS, CSI) will be reported on the new NH District Profiles (School District Report Card) scheduled for release on December 3, 2018. Additional profile information will be forthcoming in the coming weeks.

The New Hampshire Consolidated Plan can be found on the ESSA page at the following link:

<https://www.education.nh.gov/essa/index.htm>

## Achievement Indicator and 95 Percent Rule

To provide a fair and accurate picture of school success, and help parents, teachers, school leaders, and the educational community at large understand where students are struggling and how best to support them, the federal law requires that all students take statewide assessments. States are required to factor into their federal accountability systems participation rates below 95 percent for all students or subgroups of students. New Hampshire meets the federal requirement by using a denominator of no less than 95 percent of all full-academic year students (all students or subgroups of students) required to test, and a numerator of the total score of the full-academic year students (all students or subgroups of students) required to test, to calculate school performance scores (all students or subgroups of students). Detailed calculation information is included at the end of this document.



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## Part 2 - Additional Information

### Methodology

New Hampshire does not explicitly weight 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. Indicators with rubrics for elementary and middle schools and high schools are separated and listed below:

### Indicator 1 - Achievement Index (Elementary, Middle and High School)

Compute the average of a school's ELA and math achievement indices. 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. Full Academic Year (FAY) students defined as > 90% Average Daily Membership

#### Achievement Indicator Calculation

- (Number of Students at achievement level 1 +
- 2 \* number of Students at achievement level 2 +
- 3 \* number of Students at achievement level 3+)
- 4 \* number of Students at achievement level 4)/
- Divided by 95% Denominator

### Indicator 2 - Growth Index (Elementary/Middle School)

Compute the average of the mean student growth percentiles (MGP) for ELA and math. 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.

Level	Range
Level 1	MGP < 35
Level 2	35–49
Level 3	50–60
Level 4	MGP > 60



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## Indicator 2 - Graduation Rate Index (High School)

The adjusted cohort graduation rate (ACGR) is used as the second indicator for annual school differentiation. NH calculates and reports the 4-year ACGR and the extended 5-year ACGR for all schools and for each subgroup within schools. The State uses the un-weighted 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. Rubric below:

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

## Indicator 3 English Language Learner Growth (Elementary/Middle and High School)

This 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 are generated using the national WIDA database for all English learners within each grade level. The mean Student Growth Percentile (MGP) for the EL students in each school on ACCESS 2.0 will be the school-level indicator. Rubric below:

Level	Range
Level 1	MGP <
Level 2	35–49
Level 3	50–60
Level 4	MGP >

## Indicator 4 - Equity Indicator (Elementary/Middle School)

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 is the weighted average of the two rubric scores with a 4:1 weighting favoring the lowest quartile to make the policy intentions very clear.

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



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#### **Indicator 4 - Equity Indicator (High School)**

For high schools, the additional indicator of student success is a career and college readiness (CCR) indicator. To demonstrate CCR, continuously enrolled grade 12 must meet two of the indicators below:

- Completion of a NH Scholars program of study (Standard, STEM, or Arts)
- A grade of C or better in a dual-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 industry-recognized credential
- Completion of NH career pathway program of study
- Scoring at least Level III on components of the
- ASVAB that comprise the Armed Forces Qualifying
- Test (AFQT)
- Completion of the ACT National Career Readiness Certificate

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. Rubric below:

Level	Range
Level 1	< 53% <sup>11</sup>
Level 2	53–64%
Level 3	65–79%
Level 4	> 80%



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## Achievement Indicator and 95 Percent Rule

### Example 100 full academic year students required to test (95% denominator = 95 students)

- 90 Students (90%) Tested in Math
  - 10 students scored a Level 1 (Level 1 scores earn 1 index points)
  - 20 students scored a Level 2 (Level 2 scores earn 2 index points)
  - 30 students scored a Level 3 (Level 2 scores earn 3 index points)
  - 30 students scored a Level 4 (Level 4 scores earn 4 index points)
- The percent of students tested, 90%, did not meet the minimum 95%. However 95% is used as the denominator in the index calculation.
- The calculations for the math index score is as follows:
  - $(10 \text{ at level } 1 * 1) + (20 \text{ at level } 2 * 2) + (30 \text{ at level } 3 * 3) + (30 \text{ at level } 4 * 4) = 260 / 95 = \mathbf{2.74}$
- 98 Students (98%) Tested in ELA
  - 10 students scored a Level 1 (Level 1 scores earn 1 index points)
  - 20 students scored a Level 2 (Level 2 scores earn 2 index points)
  - 38 students scored a Level 3 (Level 2 scores earn 3 index points)
  - 30 students scored a Level 4 (Level 4 scores earn 4 index points)
- The percent of students tested, 98%, exceeded the minimum 95%, therefore 98% is used as the denominator in the index calculation.
- The calculations for the ELA index score is as follows:
  - $(10 \text{ at level } 1 * 1) + (20 \text{ at level } 2 * 2) + (38 \text{ at level } 3 * 3) + (30 \text{ at level } 4 * 4) = 284 / 98 = \mathbf{2.90}$

### Combined Composite Index Score used in ATS Calculation

- To determine the combined index scored, the math indicator values and the ELA indicator values are combined.
  - Combined Indicator Calculation:  $((2.74 * 90) + (2.90 * 98)) / (90 + 98) = \mathbf{2.82}$
  - This is the value used in CSI/TSI/ATS calculations
  - Calculations are required for each group and subgroup of students with minimum *n* size of 11.
  - Determine indicator level using rubric.

Level	Range
Level 1	0.0 – 1.99
Level 2	2.0 – 2.49
Level 3	2.5 – 2.99
Level 4	3.0 – 4.0

**Note:** The academic indicator will include the following test types together for the school/subgroup: DLM, SAT, NHSAS, PACE