

New Hampshire State Board of Education
New Hampshire Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301

Thursday, December 13, 2018



AGENDA

- I. CALL TO ORDER - 9:00 AM**
- II. PLEDGE OF ALLEGIANCE**
- III. PUBLIC COMMENT (LIMITED TO 5 MINUTES, BOARD WILL ASK CLARIFYING QUESTIONS ONLY, OTHERWISE NO FEEDBACK PROVIDED)**
- IV. CONSENT AGENDA**
 - A. Meeting Minutes of November 8, 2018**
- V. SPECIAL PRESENTATIONS (TIMES ARE APPROXIMATE)**
 - A. 9:15 AM – Student/Gate City Charter School for the Arts ~ SB-FY-19-08-001**
 - B. 9:45 AM – Student/Hudson School District ~ SB-FY-19-11-005**
 - C. Three Month Charter School Updates:**
 - 1. 10:00 AM - Capital City ~ STEPHANIE ALICEA, Head of School**
 - 2. 10:15 AM - Kreiva Academy ~ TAL BAYER, Director of Operations and Services**
 - 3. 10:30 AM - Windham Academy ~ MELINDA LABO, School Director**
- VI. REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE (TIMES ARE APPROXIMATE)**
 - A. 10:45 AM - Virtual Learning Academy (VLACS) Charter Renewal ~ JANE WATERHOUSE, NHDOE, Charter School Administrator and STEVE KOSSAKOWSKI, CEO, VLACS**
 - B. 11:15 AM – Charter Renewal Extension Requests ~ JANE WATERHOUSE, NHDOE, Charter School Administrator**
 - C. 11:30 AM - New Hampshire School Building Authority’s (NHSBA) Recommendation of Prioritized School District Proposals in Descending Rank Order ~ GREGORY HILL, Chair, NHSBA and AMY C. CLARK, P.E., NHDOE, Administrator, School Safety and Facility Management Bureau**
 - D. 11:45 AM - Nonpublic School Approval for Thrive ~ JANE LEVESQUE, NHDOE, Nonpublic School Approval Office and Sue McLaughlin-Beltz, Thrive Education Program**
 - E. 12:00 PM - School Bullying Report for School Year 2017-2018 per RSA 193-F:6, II – DIANA FENTON & RICH FARRELL, NHDOE Governance Unit**
 - F. 12:15 PM - Council of Teacher Education Recommendations/Updates**

- Recommendation for a 2 year conditional approval of the Council for the Accreditation of Educator Preparation (CAEP) reviewed Plymouth State University (PSU) Professional Educator Preparation Programs (15)
- Recommendation for a 2 year conditional approval of the Council of Teacher Education (CTE) and Department of Education (DOE) reviewed PSU Professional Educator Preparation Programs (5)
- Recommendation for approval of Upper Valley Educators Institute's (UVEI) progress report on its Bachelor of Arts in Visual Art

G. **1:00 PM** – Rules Update – ANNE WALLACE, PSB, Chair and AMANDA PHELPS, NHDOE, Administrative Rules Coordinator

VII. LEGISLATIVE UPDATES

- A. **1:30 PM** - Initial Proposal – Learn Everywhere Program for Alternative Programs for High School Graduation Credit (Ed 1400)
- B. **1:45 PM** - Initial Proposal – School Year (Ed 306.18)

VIII. OPEN BOARD DISCUSSIONS

IX. OLD BUSINESS

- A. **2:00 PM** - Discuss program assurance letter language from St. Anslem College, University of New Hampshire and Granite State College to the State Board for last's month's approved requests for their professional educator preparation program approval extensions.

X. TABLED ITEMS

XI. NONPUBLIC SESSION

XII. ADJOURNMENT – **2:15 PM**

If accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.

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Minutes of the Thursday, November 8, 2018 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:55 a.m. at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Sally Griffin, Helen Honorow, Ann Lane and Phil Nazzaro. Frank Edelblut, Commissioner of Education was also present. Christine Brennan, Deputy Commissioner was not able to attend the meeting due to other commitments.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Sally Griffin led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Patrice Benard, Founders Academy Parent

Ms. Benard read the "Guidelines for Charter Renewal Process", RSA 194-B:16 to the State Board. Ms. Benard noted that she had sent a number of emails to the Department of Education as well as the Commissioner regarding situations at Founders Academy that violate the conditions and standards of the charter. Today, Ms. Benard will submit her written testimony to the State Board and will consider it her "written petition" for the State Board to revoke Founders Academy's charter and close the school if the violations are not resolved by the end of the school year. Ms. Benard closed by indicating that she hoped to receive a formal response to her petition to the State Board within 10 days.

Ms. Benard provided Ms. Adams a copy of her written testimony to distribute to the State Board.

Moira Ryan, Founders Academy Parent

Ms. Ryan supported Ms. Benard's testimony and noted that not all Founders Academy parents are allowed to participate in the charter meetings. She objected to this practice and felt parents were the heart and soul of the school and should not be barred from participation. Ms. Ryan noted that she is a military veteran and stated that even as a member of the American Legion she is barred from certain American Legion Posts because she is a woman, which she thought was shocking.

Ms. Ryan spoke about being a parent of a special needs child and how parents of special needs children have to fight for scraps because no money is guaranteed to any particular child for special education funding and felt the system favors those who are wealthy and have resources to go to court.

She implored the State Board to act by looking into the system and making an effort to correct it. She wants more support for parents and for parents to have a bigger part in the educational process.

Bonnie Dunham, Parent Information Center of NH

Ms. Dunham commented that neither she nor the Parent Information Center (PIC) has an opinion in regards to Compass Academy's nonpublic school application that is scheduled later on this agenda.

AGENDA ITEM IV. CONSENT AGENDA

A. Minutes of October 4, 2018

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, to approve the State Board of Education meeting minutes of October 4, 2018, as amended.

VOTE: The motion was approved by unanimous vote of the State Board with Phil Nazzaro and the Chairman abstaining.

AGENDA ITEM V. SPECIAL PRESENTATIONS

A. Arts Education in New Hampshire

Marcia McCaffrey, NHDOE, Education Consultant, Division of Learner Support started her presentation to the State Board by noting that she has spent 19 years at the Department of Education as the arts education consultant and provided the State Board with an overview of arts education in New Hampshire. She explained why an arts education is important to the students of New Hampshire as follows:

The arts offer indirect lessons about fashioning the mundane aspects of our life. The overall goal of an arts education is to develop artistic literacy in students, which is the ability to create, respond, connect, and present works of art.

According to CHAPTER 193-E, ADEQUATE PUBLIC EDUCATION, Section 193-E:2-a, 193-E:2-a Substantive Educational Content of an Adequate Education, an adequate education includes a "grounding" in the arts, enabling students to appreciate their cultural heritage and develop lifelong interest and

involvement. The arts are also included within the Minimum Standards for School Approval which describes what is required of schools for providing a minimum arts education in New Hampshire. All New Hampshire schools must offer music and visual arts, with a ½ credit in the arts required for high school graduation. The State Board approved arts competencies in 2015. In New Hampshire there are approximately 600 music teachers and approximately 600 visual arts teachers.

Visual art and music teachers produce great things in schools with a relatively low budget. A baseline of resources is required, but it's all about generating ideas and habits of mind within an arts content area. 93% of New Hampshire schools offer both visual art and music. Students in elementary schools get about 1.5 hours a week in art and music, and it goes up a little bit as levels increase.

The arts provide ways to express thoughts and ideas that go beyond words and numbers and allow for the human capacity of expression and thought. New Hampshire does a good job of providing those opportunities for students.

Ms. McCaffrey presented the following initiatives: the new Title IV Program, Part A, which included Merrimack High School receiving a grant for \$28,000 for experimental photography; New Hampshire Rocks, whose goal is to train 100 music teachers in modern band pedagogy in 2019 to expand culturally

relevant music opportunities for students; the Arts Performance Assessment Project, which helps build teachers' assessment literacy and creates a conversation among teachers on provoking high levels of engagement with students; the Integrated Arts Conference with Plymouth State University; a session at the upcoming Christa McAuliffe Technology Conference called Radically STEAM in partnership with the State Council on the Arts; and the New Hampshire Arts Learning Network, which is a collaborative network of arts educators and advocates supporting quality arts learning for all students in New Hampshire by sharing information, resources and services.

March is Youth Art month and there are many activities recognizing students and the arts in New Hampshire schools.

There was discussion about schools using career and technical or Perkins funding to bolster art programs, and it was noted that this happens particularly in the areas of photography and media arts as a result of Perkins having an arts and entertainment category.

It was noted that the State Board had received a letter from Arts4NH urging them to look at updating the New Hampshire's art education standards. Ms. McCaffrey commented that the art competencies from 2015 are more updated and are the current pedagogy being used in schools and agreed that the art standards are from 2001 are in need of updating.

Anecdotally, over the last 10 years or so, program budgets haven't necessarily been cut but time has been shaved away, and participation by students in high schools is decreasing. Art therapy is not something that could be added to the art/music programs; as for contributing to social-emotional learning, the arts provide a wonderful way to address it.

B. Heartwood Public Charter School Charter Application

Stacey Whipple introduced herself and introduced Heartwood's newest board member, Bridget Freudenberger. Ms. Freudenberger provided her professional background to the State Board and then presented Heartwood's new budget. She noted that this new budget will prepare Heartwood for operational sustainability. Challenges will include understanding enrollment opportunities, engaging families from varied locations, and providing opportunities for alternative schooling options. A critical component will be building the education staff, student enrollment, payroll expenses, careful spending, and a plan for building reserves. A change from the previous presentation is that the school is looking at rental opportunities as opposed to building a facility. An investor who is interested in the revitalization of downtown Lancaster, NH and who believes in the idea of holistic place-based education, has been working closely with Heartwood's board to examine the overall town structure and identify buildings that might be available to the house the school. It

was also noted that the community is very committed to their children and embraces the importance of choice.

Questions were raised regarding salaries and benefits for the school director and educational staff, the \$20,000 fundraising line item, grant opportunities in the North Country, the budget numbers for utilities, outreach to the community (particularly with regard to enrollment), board insurance, and the provision for pupil transportation. There was some discussion and concern, also, about staff qualifications, in particular for the curriculum person. Ms. Whipple indicated that her presentation would address some of these questions and proceeded with her presentation.

The presentation included what Heartwood looks like, feels like, and sounds like on a daily basis; choices in learning, which means pre-planned and well-articulated centers coupled with integrated curriculum and cross-curricular collaboration when at all possible; field work; assessment of what students know and are able to do; short and long-term goals for students with individualized learning plans and portfolios that document unit progress, skills progress, and overall yearly progress.

The presentation also included updates on pupil transportation, admission procedures regarding New Hampshire versus Vermont applicants, adding a board member with a financial background (i.e., Bridget Freudenberger),

updating the budget and updating the learning coordinator position description with a focus on special education. It was noted that racial diversity in the North Country is a barrier and outside the school's control; however, tolerance and racial diversity has been included as one of the schools curricular approaches. The application has been amended to include exposure to foreign language and culture, but not proficiency. Heartwood also acknowledges that technology has a very important place in learning, and right now educators coming into the teaching realm have to have a basic foundational knowledge in technology education. Heartwood's curriculum will have technology embedded in its curriculum and will be a part of daily instruction and assessment.

Questions were asked about Heartwood daily schedule. "Snack relates to curriculum" and "Focus on Fridays" was explained. Food can be used in many ways to communicate a number of different things, and field work happens every day. Focus on Fridays is an opportunity for students to explore a six-week module in an area of interest and focus that might be outside of the norm. "Blending the standards" refers to cross-curricular work and not changing the standards.

Ms. Whipple was asked if she could identify or see where a child applying for admission might not fit the Heartwood model. Ms. Whipple responded that the school will have transparent and open dialog about what a particular program

can offer to a particular student. It is a choice, and not every school is the right fit for a given student and she noted that communication and collaboration are key.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education authorizes the Heartwood Public Charter School application to move forward.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM VI. REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE

A. MicroSociety Academy Charter School (MACS) Status Change –

Amy Bottomley, School Director introduced herself as well as Trustee, Jamison Hoff and Chair, Thomas Malone. Ms. Bottomley noted that MicroSociety Academy Charter School (MACS) has been very successful and operating at full capacity for quite some time and is before the State Board today looking for permission to double in size over the next few years. Ms. Bottomley noted that they average 125 student applications each year. MACS New Hampshire state assessment scores have been trending as the highest for elementary charter schools in the state. Their model is real world application, and 21st century skills

are being taught. Every day students are running their own society. The current building is at full capacity, but there is a building next door with over 16,000 square feet that would allow for the formation of both a lower (K-4) and upper school (5-8) and that they are in preliminary lease discussions.

A question was raised as to why the request in status change wasn't being incorporated into MACS' upcoming charter renewal where a lot more information would be provided to the State Board. It was explained that waiting for the renewal process would pose a problem as they need this time frame to allow for building for the increase the fall of 2020 and that MACS is confident in being able to accommodate the increase in enrollment. It was noted that their waitlist is averaging 125 students a year.

Commissioner Edelblut mentioned that he has visited the school twice and most recently with Jane Waterhouse, NHDOE Charter School Administrator to tour the facility and look at the school's programs and he noted that there have been no issues with this school and that the school embraces the philosophy of this board in that it works very closely with the local school district.

Ms. Bottomley also pointed out that MACS is very fiscally sound and are on target to see \$1.7 million in revenue this year

There was quite a bit of discussion about community outreach and getting the word out to diverse populations about the expansion. Several board members noted that they liked what they were hearing and one encouraged the other board members to visit the school's website which is set up nicely and contains a lot of useful information. Dr. Hoff encouraged the State Board to look at the micro moments stories on the website that highlight, in a fun way, the day-to-day happenings of MACS' students and demonstrate the success of the micro-society concept.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady, that pursuant to RSA 194-B:3, XI, that the State Board of Education authorizes MicroSociety Academy Charter School to change the charter enrollment growth plan starting in the 2020-2021 academic year and continuing for a 5 year period.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Nonpublic School Approval for Compass Academy –

Nash Reddy introduced herself and Dan Dube, CEO of Compass Innovative Behavior Strategies to the State Board. Ms. Reddy offered to answer any questions regarding the materials given to the State Board as part of their nonpublic school application. Mr. Dube explained that Compass was started as a way to provide medically necessary behavioral therapy services for children on the autism spectrum and to support families in underserved communities. Over the last four years, Compass has grown to a staff of over 70 at 3 locations. Compass hopes to become approved as a nonpublic school so that instead of providing only insurance-based care, they will be able to offer a local alternative to New Hampshire families who currently send their children to Massachusetts special needs schools. It will save school districts an enormous amount of money in transportation, and it is better for the children. Compass Academy is unique in that it won't be providing services directly under the Individuals with Disabilities Education Act (IDEA) umbrella directly but as a best practice. The programming is a research-based curriculum, the Autism Encyclopedia Curriculum. The science behind the programming and methodology is Applied Behavior Analysis (ABA).

The application before the State Board is for nonpublic school approval that does not include special education approval. Without the special education approval, students with Individual Education Plans (IEPs) seeking admission into the school would require a superintendent to sign off on an individual program

approval (IPA). Compass is an established company with insurance and other things already in place relative to running a business.

There will be a private plan between the parent and Compass Academy that incorporates the IEP and in addition will include a Functional Behavior Assessment by a board-certified behavior analyst. A document has been drafted by Compass to help explain to school districts the number of different ways that a student may choose to attend.

Compass Academy is for children who may be behind or developmentally delayed or require a discreet level of instruction that is very direct for each of their behaviors. ABA works with a variety of students, not just autism students. Precision teaching is another side of ABA, which is teaching one subject area in 40 hours. The Compass Academy in Concord has met all of the requirements for nonpublic school approval.

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro, that the State Board accept and approve the Commissioner's nonpublic school approval designation report.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. School Restraint and Seclusion Report for School Year 2017-2018 per RSA 126U

Attorney Diana Fenton from the NHDOE Governance Unit stated her name for the record and introduced Rich Farrell, NHDOE Investigator to the State Board. Attorney Fenton explained that the report is mandated by RSA 126U and that data is gathered through the annual school survey report. The numbers are reviewed for any anomalies, and schools are contacted for clarification. A quick comparison was provided to the State Board so they could have a feel for the numbers. Restraint is defined as "bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts freedom of movement of the head, torso, arms, or legs." One school had one student with 40 incidences, and it was pointed out that restraint could be taking a child's shoulders to walk them to a particular area. The trend has increased; however, it was explained that each school district uses RSA 126U as a baseline and the school district decides on the reporting. It was explained that there was likely a trend of over reporting based on a misunderstanding of definitions.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady, to accept the School Restraint and Seclusion Report for School year 2017-2018 per RSA 126U.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Introduction of Ashlee Stetser, NHDOE Administrator, Bureau of Educator Preparation & Higher Education and Teacher Preparation Program Approval Schedule (per a request of the State Board at their October meeting)

Please see Agenda Item E.

E. Council of Teacher Education (CTE) Recommendations/Updates

Michael Seidel, NHDOE, Director, Division Educator Support & Higher Education introduced himself and made the State Board aware that Nicholas Marks, Dean of the School of Education, Granite State College (GSC), Laura Wasielewski, Director, Teacher Education Programs, St. Anslem's, Tom Schram, Associate Professor of Education, University of New Hampshire (UNH) were present should the State Board have questions regarding the program approval extension requests for their professional educator preparation programs.

Chairman Cline clarified that the decision to have the extension requests on the agenda was a result of the CTE unanimously approving them at its last

meeting. The next step in the process is to have them go before the State Board of Education for consideration.

Commissioner Edelblut introduced Ashlee Stetser the new Administrator for the Bureau of Educator and Higher Education replacing Nicole Heimarck to the State Board.

Mr. Seidel provided the State Board with a teacher preparation program approval schedule spreadsheet containing information on extension requests, program reviews, progress reports, and new program reviews. Mr. Seidel then used the spreadsheet to review the program approval extension requests to the State Board.

Ann Lane asked if any of the programs are reviewed by external organizations. Mr. Marks noted that GSC's programs are currently approved by the Council for the Accreditation of Educator Preparation (CAEP) and will be reviewed again in 2023. Mr. Schram noted that UNH is also approved by CAEP and is scheduled to be reviewed again in 2021. Dr. Wasielewski noted that St. Anslem currently does not have national accreditation; however, is pursuing initial CAEP accreditation in 2023. Commissioner Edelblut also noted that each of the institutions is accredited by the New England Commission of Higher Education (NECHE).

Dr. Wasielewski responded to questions raised about the backlog as a member of the CTE and explained that the delay is due to a capacity issue not just with the Department of Education (DOE) but also with the CTE. The CTE's capacity is 3 to 4 renewal visits a year with a few new program visits added to the year.

Helen Honorow asked Dr. Wasielewski how the CTE can assure the State Board and students that there are no problems or concerns with any of the programs should the extension requests be approved and moved forward. Dr. Wasielewski responded that it is really a capacity issue. She explained that she will be a co-chair for the UNH visit. UNH has a minimum of 30 programs that reviewers will need to be secured and trained for and she would feel better as a co-chair and conduct a more thorough review and the institution will have more confidence in the reviewers' preparation and training if given more time. Helen agreed that this makes good sense for when the State Board receives the review, what she is asking that in the meantime how students entering into the programs and the State Board are assured that "things are looking good" and asked if there was something the State Board could receive in addition to the institutions' annual reports that assures the State Board that the programs are turning out qualified and prepared teachers.

Commissioner Edleblut made the suggestion to have the institutions provide the State Board with a letter of assurance stating that while the review of

their professional education preparation programs by the DOE and CTE are being extended that the programs fully meet all the requirements and regulations of the Department of Education. Ms. Honorow liked that idea and asked if the institutions could provide such an assurance. Dr. Wasielewski responded positively as the three felt very confident in their programs and asked that they be provided with the language the State Board would like to have in the letters. Mr. Marks offered to share GSC recent CAEP review report with the State Board in addition to the letter of assurance.

Chairman Cline's asked if Dr. Wasielewski could explain again to the State Board why St. Anslem's is asking for an extension. She stated that the request was two-fold. The first, from a CTE prospective, she explained that once you start pushing program visits to another year, you need to push all of the others and adjust the schedule to meet CTE's capacity. The second is due to significant personnel changes at St. Anslem's and read the rule language upon which the request was based ~ "when an institute of higher education (IHE) experiences significant changes in the oversight and coordination of the teacher education programs at the IHE or in personnel involved in the programs...". Dr. Wasielewski explained that this year St. Anslem's has a new Department Chair, new Coordinator of Clinical Practice, a new Data Manager, and that the roles of the Director of Teacher Education and Chair have been split.

1. Update regarding Plymouth State University's professional educator preparation programs.

Mr. Seidel explained that three of the four critical folks involved in the discussion were unable to attend the October Council of Teacher Education (CTE) meeting, so this agenda item was moved to November's meeting. An update will be provide to the State Board at the December meeting.

2. Request from St. Anslem's for a one-year extension of program approval for all its professional educator preparation programs.

MOTION: Ann Lane made the motion, seconded by Cindy Chagnon, that the State Board of Education approves St. Anslem's request for a one-year extension of program approval for all its professional educator preparation programs and submit to the State Board a letter of assurance for these programs.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

3. Request from University of New Hampshire for a substantive change:
specific learning disabilities program discontinuation.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady, that the State Board of Education approve the request from the University of New Hampshire for a substantive change that their specific learning disabilities program be discontinued.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

4. Request from CTE and the Department for a one-year extension of program approval for the University of New Hampshire's and Granite State College's professional educator preparation programs.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane that the State Board of Education approve the request from CTE and the Department for a one-year extension of program approval for the University of New Hampshire's and Granite State College's professional educator preparation programs and submit to the State Board a letter of assurance for these programs.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Initial Proposal – Code of Conduct Requirement, Ed 505.08 and Ed 610.01

Amanda Phelps, NHDOE, Administrative Rules Coordinator explained that this rule will require all credential applicants to check off that they understand and will adhere to a Code of Conduct, and that every educator preparation program will require a graduate to demonstrate evidence of an understanding of ethical decision making as it relates to the Code of Conduct.

MOTION: Cindy Chagnon made the motion, seconded by Sally Griffin that the State Board of Education approve Ed. 505.08 and Ed 610.01 relative to the Code of Conduct requirements for licensure and hold a public hearing for these rules on January 10, 2019.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Initial Proposal – Adopt--Digital Learning Specialist, Ed 507.22 and Ed 612.19

The State Board had no questions for Ms. Phelps.

MOTION: Ann Lane made the motion, seconded by Sally Griffin that the State Board of Education approves Ed 507.22 and Ed 612.19, Digital Learning Specialist.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Adopt ~ Code of Ethics & Code of Professional Conduct for Educators (Ed 501.01, Ed 501.02, Ed 502.01, Ed 504.04, Ed 504.05, Ed 510, Ed511, and Ed512)

Ms. Phelps explained that there was a minor editorial change on Page 8 and it is now ready for adoption. Chairman Cline thanked everyone who worked on this rule and making sure the language was correct.

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro that the State Board of Education adopt Ed 501.01 and Ed

501.02, Purpose and Definitions, Ed 502.01, Confidentiality of Educator Certification Records, Ed 504.04 Emergency Authorization, Ed 504.05 In Process of Licensure Authorization, Ed 510 Principles of Professional Conduct, Ed 511, Investigations and Disciplinary Proceedings and Ed 512, Denial of Certification.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Commissioner Edelblut explained that a letter has been drafted and will be sent out to superintendents, school principals, teachers, school boards and pointed out that WMUR was attending today's meeting and that a press release will be going out today to other press outlets today. The commissioner further expressed that having this rule in place demonstrates that we are doing our best to elevate the profession of educators. We are providing protections for our students, educators and communities as well as providing protections to educators by clarifying the process for which they would go through should something happen. This is a great move forward.

Ms. Chagnon noted that this is a prime example of a collaborative effort with the legislature as well as all the stakeholders coming together to draft a well thought out and workable document. Good job.

D. Discuss Home Education rules

Richard Sala, NHDOE Attorney explained that while undertaking a rewrite of the technical advisory regarding the home education rules to clarify some areas where more was being asked of home educators than the statute requires, he reached out to the Chair of the Home Education Advisory Council (HEAC) to see if the Council could take a look at the statute and the rules to see if there is something about them that is creating a disconnect. The Chair agreed and the HEAC will begin taking a look this month. Attorney Sala clarified that this was before the State Board as a read-head and to make sure it was on their radar.

It was clarified by Attorney Sala that the HEAC is looking at the rules to see if there is a reason for any disconnect and is not being asked to rewrite the rules.

Chairman Cline noted that this is a “heads up” to the State Board and noted that depending on the outcome of the HEAC’s review could potentially be the start of a rule making process where the Department and the HEAC work collaboratively to make changes to the existing rule.

Chairman Cline thanked Attorney Sala and Ms. Phelps for bringing this to the attention of the State Board at the start of the process and having this advance a notice is very helpful.

Helen Honorow asked if Attorney Sala could provide the State Board with the antidotal information he mentioned. Attorney Sala explained that the forms the Department was receiving had more information on them than what is required by the statute. He noted that the statute is very clear what is required and the rule was ambiguous or an artful language that allow people to maneuver within the language of the rule. We want to make sure that the language in the rule is as clear as that in the statute.

E. Discuss Educational Interpreter/Transliterators for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)

Ms. Phelps explained that deadline for final approval of the rule was on November 5; therefore, the deadline was missed. As a result a waiver was requested for the final deadline to be extended to allow the State Board time to make a final vote. The Director of the Office of Legislative Services (OLS) and the Chair and Vice-Chair of the Joint Legislative Committee on Administrative Rules (JLCAR) denied the waiver request determining that there was no urgency as the rule was not expiring and expressed concern about the proposed increased requirements for certification. Ms. Phelps noted that this delay is an

opportunity to engage more stakeholders, gather more data as well as have more Professional Standards Board (PSB) engagement,

Chairman Cline explained that he and Ms. Phelps worked on the waiver and he was surprised that it was denied.

Ms. Phelps explained that rulemaking process usually opens when a rule is expiring. In the case of this rule, the process was opened in an alternative way with someone from outside the Department requesting that the Bureau of Special Education open the rule.

Chairman Cline expressed his frustration with this rule not coming through to the State Board via normal channels and as a result it did not receive the broad input that it would have received otherwise.

Helen Honorow expressed concern that a waiver extension request was sent to JLCAR without the State Board's asking for it. The State Board did not ask for a waiver extension and was embarrassed by JLCAR's response letter. She expressed her extreme frustration with how this rule was handled by not following the usual rulemaking process. Ms. Honorow said if felt like we were looking for a particular response and were not going to be able to vote on it until we got the response some people were looking for and state that this isn't the way the State Board should operate. There is a rulemaking process and the

statute provides for who can present a rule to us and nobody bypassed the State Board or the PSB and there are other methods prescribed in the statute for how rules can go forward. The JLCAR response on this was because we did not handle this correctly.

Chairman Cline disagreed with Helen's interpretation of JLCAR's response letter. He expressed his concern that the rulemaking process requires the State Board to vote on initial proposals that they have no prior knowledge of or information about and that the next step in the process is public comment, which often goes unnoticed by the field. The State Board is often rushed through the process and explained that the 150-day process is often not enough time for the State Board to have the information needed to make a decision on a rule. Chairman Cline explained that he did reach out to the field for input on this particular rule; however, he did not filter any of the responses his outreach generated to the State Board.

Cindy Chagnon asked for clarification on next steps and Chairman Cline explained that this rule expires in 2022 and the State Board has the option of opening the rulemaking process again or waiting. Ms. Chagnon noted that waiting makes the most sense especially if we are looking for more input from the field. Ann Lane agreed with waiting and thinks that a prevailing concept in rulemaking should be that rules do no harm and this rule doesn't limit a school district from hiring someone with an advanced degree, but for those school

districts it could potentially hurt, it does do harm and is grateful this rule has taken this track.

Helen Honorow asked that moving forward the State Board follow the processes that exist for all rules. Chairman Cline agreed.

There was discussion about how to improve getting rulemaking information to the State Board and communication out to the stakeholders. The current posting process is passive.

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS

There was no open board discussion.

AGENDA ITEM IX. OLD BUSINESS

There was no old business at this meeting.

AGENDA ITEM X. TABLED ITEMS

A. Heartwood Public Charter School Charter Application

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro, to remove Heartwood Public Charter School charter application from the table.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM XI. NONPUBLIC SESSION

MOTION: Cindy Chagnon made the motion, seconded by Phil Nazzaro to move into nonpublic session in accordance with RSA 91-A:3, II(c).

VOTE: The motion was approved by roll call vote at 2:15 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow with Ann Lane and Drew Cline recusing themselves from the nonpublic session.

MOTION: Phil Nazzaro made the motion, seconded by Helen Honorow to return to public session.

VOTE: The motion was approved by roll call vote at 3:45 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro that the State Board of Education seal the minutes of the non-public session.

VOTE: The motion was approved by roll call vote by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow.

AGENDA ITEM XII. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, to adjourn the meeting at 3:45 p.m.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

Secretary



Charter Renewal Application

ONSITE VISITATION DATE:
October 29, 2018

FROM:
Steve Kossakoski, Ph.D.
Chief Executive Officer
Virtual Learning Academy Charter School
30 Linden Street
Exeter, NH. 03833
603-778-2500

TO:
New Hampshire Department of Education
Attention: Commissioner Frank Edelblut
101 Pleasant Street
Concord, NH 03301-3494

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Signatures

Please complete the following sections, sign in the areas provided, and submit.	
Required Policies	
X	Records Retention pursuant to RSA 189:29-a
X	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
X	Sexual Harassment, as detailed in ED 303.02 (j) and (k).
X	Pupil Safety and Violence Protection, pursuant to RSA 193-F
X	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
X	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
Required Forms	
Note: As a virtual school, students do not attend classes at our facility. The identified permits are maintained by SAU 16.	
X	Occupancy Permit
X	Fire Inspection Certificate
X	Building Safety Inspection
X	Health Inspection
On file with NHDOE	Insurance Certificate
On file with NHDOE	Financial Audit
Name of Head of School	Steve Kossakoski
Signature of Head of School	
Date	October 26, 2018
Name of Board Chair	Joe Lovejoy
Signature of Chairman of the Board	
Date	

Executive Summary/Cover Letter

As VLACS enters its second decade, its impact of transforming educational possibilities and choices for New Hampshire students continues to evolve. The *anytime, anyplace, and any pace* flexibilities that VLACS continues to provide for customizing a student's learning experience is no longer viewed as a 'disruptive innovation.' Rather, it has been assimilated into the traditional environments of schools, families, and individual students' experiences, creating authentic choices for how they can learn and demonstrate what they know and are able to do.

However, VLACS has moved beyond its original concept of offering middle, high school and dual credit courses to students to its most recent innovation, customized learning, that continues to stretch the possibilities for what an online teaching and learning environment can offer. Our learning pathways, consisting of Courses, Projects, Experiences, Teams and Early College, continues to both offer traditional avenues of flexibility and choices for students and generates new alternatives that positions students to meet college, career and citizenship readiness standards.

Families continue to cite the benefits that online flexibilities offer their children, who can now customize a program to fit the methods and times they learn best. Brick and mortar schools have increasingly offered blended learning options for greater numbers of students to pursue their passions and interests in conjunction with required coursework. More businesses, organizations, and adult communities are seeing the value of VLACS learning pathways and competencies as an option for meeting levels of career or college readiness needed for a career change or advancement.

Some notable continuing benchmarks of our growth and impact that will be further expanded on in this report include:

- Recognition for VLACS leadership regionally and nationally for its competency based and completion based educational opportunities. One source of commendation includes a study put out by the National Center for Innovation in Education and the University of Kentucky which highlights the advantages of completion-based systems like VLACS are more efficient and produce costs savings compared to attendance-based systems.¹

¹ Miller, L., Just, M., & Cho, J. (2016). *Low-stakes completion-based funding: What can we learn from the school that invented it?* Lexington, KY: University of Kentucky Center for Innovation in Education.

- Our Partnership Program has strengthened their relationship with New Hampshire schools to create proactive communication, to advocate meeting student needs at the point of demand. Through the several surveys we conduct, students feel support for being able to personalize their options for anyplace, anytime, any pace opportunities. This year's student survey overwhelmingly indicated that the any pace option for doing their work was most beneficial to their success.
- Along with aforementioned Partnership program and student survey results, parents also cite the customized learning options through our learning pathways in increasing numbers. Parents noted that in addition to helping their children with the typical issues like: resolving scheduling conflicts, access to courses not offered at their local schools, appropriate learning pace etc; they also appreciate experiential and project-based opportunities.
- Enrollments continue to grow across all sectors including: students at their local schools blending face-to-face and online academic work; full time VLACS students; home schooled students; those students accessing dual credit or AP courses, including higher numbers on track to earn an associate degree; enrollments in all Pathway options, and the community at large taking advantage of our Adult Education Program.
- Despite the increasing enrollments and learning pathways options, the technology used to connect with students and parents along with customer service continues to improve. Over 95% of students and 98% of parents indicate they had no technical issues; and those who did, indicated they were resolved within 24 hours for the most part.
- Our measurements for student success, including standardized results, continue to meet or exceed state and regional measures. Additionally, we have larger numbers of full-time graduating students transitioning into meaningful post graduate experiences ranging from highly competitive colleges to a range of experiences combining college, formal training programs and career opportunities.

Perhaps it is best to note that VLACS' success in providing competency-based customized options for students is being cited beyond traditional measures as one of the leaders in efforts to promote equity and opportunity in a 21st century educational environment. In a recently published book, *Who You Know*, by Julia Freeland Fisher (Jossey Bass, 2018), a primary claim is that personal connections provide the pathways

to new opportunities and “today’s schools are not designed to nurture the health of students’ networks or to connect students in effective ways beyond their immediate world of teachers, families and peers.”

The premise of networks and connections is one of today’s equity issues for schools as the digital divide potentially serves the more affluent for making the necessary connections and associations that lead to lifelong possibilities that students begin to consider in middle and high school. Concerning equity and access for all, the book notes VLACS has scaled its latest iteration (learning pathways) for flexibility for both pace *and path*. The author writes, “...in defiance of the singular, predefined path that most schools offer, VLACS students can mix and match content and experiences from five pathways, at their own pace, to customize a school experience that fits their needs and interests.” Hopefully this year’s annual report illuminates our school’s success as measured by traditional standards as well as what students need to succeed in school and beyond.

Mission Statement

The mission of the Virtual Learning Academy is to provide all students with the opportunity to personalize their education by combining rigorous academic study with the flexibility that is inherent in the any time, any place, any pace philosophy to be practiced by the school.

Enrollment and Projections

Over the last ten years our annual rate of growth has fluctuated between twelve and eighteen percent, however, we expect that our annual enrollment rate increases will slow to less than ten percent over the next few years. While the overall enrollment rate may decline, we do expect that our full-time program will continue to grow by as much as fifteen percent per year as more students and families become aware of our services and understand the many opportunities that our learning model offers to students. It is also possible that estimates for our part-time students could be low if the demand for our new career options and elementary level courses is higher than anticipated.

	Full-Time			Part-Time				All Students	Increase
	Middle	High	Total	Elem	Middle	High	Total		
2018-2019	92	368	460	126	239	1,006	1,258	1,718	
2019-2020	106	423	529	398	225	1,061	1,326	1,855	8.0%
2020-2021	122	487	608	566	269	1,117	1,414	2,022	9.0%
2021-2022	140	560	700	752	286	1,204	1,505	2,204	9.0%

Part 1: SCHOOL DETAILS

School Features: Curriculum & Instruction

Over the past 6 years, VLACS has developed a variety of pathways for student learning. These include middle and high school courses, eStart and SNHU college courses, a wide variety of AP offerings, Projects, Experiences, and Teams. All offerings consist of a series of competencies that we have developed based on the key concepts and skills in the offering. Typically, one credit consists of eight to ten competencies. We also develop an oral assessment that corresponds to each competency which is used as one of the indicators of student mastery of the competency. Along with the oral assessment, we identify key assessments as competency assessments which are also used to determine students' mastery of each competency. Students must earn an 85% or better on all competency assessments and if they do not, they must redo the assessment.

Three of the more unique pathways for student learning are Projects, Experiences, and Teams. VLACS develops all Projects (performance assessments) and we now have

approximately 30 sets of high school projects and several sets of middle school projects. Each set of projects addresses the competencies in a corresponding course and each project addresses one competency. The project is grounded in a profession that uses the concepts and skills of the competency. Students learn about the profession and the concepts and skills of the competency which are demonstrated in a final deliverable/project as well as an oral assessment. Experiences, also known as ELOs in many schools, allow students to master competencies through an experience outside the walls of a traditional school. Students are supported by a VLACS instructor and an outside expert as they design their experience to allow them to master the identified competencies. The team option allows students to work with a group of peers, outside experts, and a VLACS instructor as they master a set of competencies for credit. This allows students to learn in a collaborative environment with a group of peers.

Our Courses, Projects, and Experiences share the same competencies. This means students may earn credit by demonstrating competency through any of these pathways or through a combination of pathways. For example, if a student wants to earn Biology credit through VLACS, which consists of 8 competencies, the student could choose to complete 3 of the competencies through coursework, 3 through project work, and 2 through an experience.

Advisory has also been added as a graduation requirement for all full-time VLACS students. Full-time students are required to earn a half credit in advisory each year they are a full-time student with VLACS, grades 6-12. Sections of advisory are run by counselors and we offer a full advisory curriculum that addresses students social, emotional, academic and planning for future needs. As of January this year, we will be offering advisory to full-time and part-time students.

Instruction at VLACS is provided by 156 adjunct instructors and 26 full-time instructors. All full-time instructors are hired from the adjunct pool. A full-time instructor works with approximately 130-140 students. Adjuncts work with anywhere from 30 to 100 students. There is extensive training and ongoing support for all instructors. The instructional support team, which consists of seven members, conducts a three-month training with all new instructors that acclimates them to teaching in an online environment. After the initial three months, each instructor is supported and evaluated by one of the members of the instructional design team. The primary goals for VLACS instructors are that they have the skills to develop strong working relationships with students and parents and that they are certified or certifiable by the state of NH in the subject areas they teach. To ensure the conditions are present for developing a strong relationship we require a welcome call by the instructor with the student and parent, monthly meetings with the

instructor, student and parent, monthly progress reports, weekly communication, and 8-20 available meeting hours open to students each week (the number adjusts based on the number of students an instructor has). Feedback from students, parents, and instructors indicate these practices allow for strong support for student learning.

In addition to the support provided students by instructors, VLACS offers an academic helpdesk open to all students. This is staffed for 53.5 hours per week, Sunday evening through Friday afternoon. All VLACS students may use a chat feature or meet in a virtual classroom with any of the VLACS helpdesk staff for support across all curricular areas.

School Features: Technology

Technology tools are used within every department and are integrated into each learning pathway at VLACS. This has been true since the founding of our school and has continued to grow in scope over the last decade. Because of our delivery method and our use of the latest technology tools our students are actively developing relevant, 21st-century skills that will serve them well in future academic and career settings.

As students use web-based tools to interact, they are practicing and fine tuning their ability to communicate in a virtual environment. Instructors model and guide students on the use of netiquette. Students complete an anti-cyber bullying training annually and are taught how to use academic integrity tools proactively to protect their own work and properly reference sources. As they work through course content, students are asked to demonstrate their learning using a variety of web 2.0 tools. In addition to the embedded technology skills that all VLACS students practice, there are offerings that teach students more advanced skills. This includes a variety of content areas such as art courses that use digital mediums, rigorous computer science projects, and Teams activities that include the use of advanced technology skills.

Instructors use VLACS approved software to support their work with students. The most visible support is provided by the communication platforms instructors use to connect with students. This includes interactive web conferencing, instant messaging, and email. Using these tools, instructors are able to make themselves available at flexible times during the day. They use features like screen sharing and annotation tools to explain concepts and walkthrough live examples. The webcam functionality provides a face-to-face feel that nurtures the learning relationship; instructors use this during their office hours, student meetings and the monthly check-in appointment with students and their parents.

Behind the scenes, technology is used to support an efficient workflow for instructors and a user-friendly interface for students. A primary focus is to implement tools that let instructors spend more time with students and less time on administrative/paperwork-related tasks. Scheduling tasks, progress reports, grade reporting, and curriculum updates and distribution is all automated to a degree. The tools used by instructors and the welcome area of each course is have been standardized to make the online learning environment easier to navigate. Once a student is familiar navigating through one course, they will have the skills to easily start any other course. This allows them to quickly jump into learning the intended content and course specific skills.

Technical support is provided to students, parents, partner schools, and internal instructors and staff. Live tech support is available during regular school hours as well as five evenings a week. This ensures that students have access to a technician at times when they are most likely to be working on their courses. The tech department also supports the rapidly growing programs and pathways. The innovative approach to customized learning at VLACS means that much of the commercially available educational software is not able to provide the necessary flexibility. For example, most student information systems are tied to the structure of set timelines and courses. To accommodate these needs, the tech department curates or creates customizable solutions.

The importance of privacy and security is at the forefront of all tech related decisions. Balanced with this is the need to make tools and information easily accessible to students and their families. VLACS is available to students 24-7, except for a two-hour maintenance window in the middle of the night once a week. That window is used to rollout updates and patch potential security threats. The sites and services that touch student information are encrypted and secure. This information and all progress is backed up daily and hosted within a cloud service that can be recovered if necessary.

The technology department at VLACS manages a large database that stores student information, tracks student progress within each of their enrollments, and calculates earnings both for state earnings and instructor reconciliation. Automated queries are used to track student success, enrollment, and earning patterns. Queries to this database are often written to satisfy data requests such as required DOE reports, and data for administrative presentations and grant applications. This information is used by school leadership to validate areas of success, discover growth opportunities and set future goals.

School Features: Academic Attainment

VLACS students consistently have demonstrated that they are attaining the academic skills necessary to meet proficiency standards within content areas and to be college and career ready. The 85% grade requirement for competencies, dual credit offerings, standardized test results, student and parent feedback, graduation rates, and post-secondary plans each provide insight into our successes in the area of academic attainment.

The fact that VLACS students must earn an 85% on each competency within all learning pathways provides assurance that students are mastering content. The fact that, through VLACS, students can learn through a variety of pathways, at their own pace, and regardless of their local schools' offerings - while having 1:1 access to instructors and additional supports - expands the options for academic attainment throughout the state.

Open enrollment in dual credit courses (AP, SNHU and eStart) provide opportunities for acceleration and additional challenge which further enhances academic attainment. VLACS students' high level of success in college level courses is a direct indicator of college and career readiness. This success also increases academic confidence and makes future access to higher education more attainable as students spend significantly less to earn (transferable) college credits as high school vs. as college students.

As discussed in detail within this report, full-time VLACS students perform well on standardized tests, meeting or exceeding most state and regional measures. Our most recently NHDOE reported 2017-18 scaled SAS assessment scores showed our full-time students exceeding New Hampshire scaled scores for all middle school grades in English Language Arts, and in grades seven and eight in Math. Science scores for both grades eight and eleven also exceeded New Hampshire statewide scaled scores. Since 2015-16, when the SATs became the statewide assessment for all New Hampshire grade eleven students, VLACS students have consistently approximated or exceeded state averages in both the English reading writing category and average mean scores. Also, during the 2017-18 academic year, 156 students took an online AP course through VLACS, up from 105 the previous year. One hundred fifty-one students took the AP exam, and 78% of them qualified to receive college credit on the basis of the results. This is particularly impressive based on the fact that VLACS offers open enrollment (with course prerequisites) for AP courses.

Student and parent feedback highlight the fact that VLACS promotes academic attainment: a) for students who may otherwise struggle due to barriers and/or personal circumstances; b) for students who desire acceleration/challenge beyond what is

offered within their local district; c) for students who have sought an alternative for a wide variety of reasons. On a daily basis, the VLACS community is inspired by student stories because they underscore the importance of VLACS as an educational option for all types of students.

Graduation rates for VLACS full-time students are discussed in detail in the VLACS Annual Report. In summary, for early exiting students, VLACS is slightly below state averages, and even though we're slightly above state averages for dropout rates, we are amongst the lowest of all New Hampshire charter schools. It is important to note that, due to the flexibility that VLACS provides to at-risk populations (i.e. students who were unsuccessful in traditional settings, students who are working full-time, teen parents, those struggling with mental and physical health issues, etc.), academic attainment becomes a possibility/reality for students who have had to overcome significant barriers during their high school years. In many cases, these students achieve success, but sometimes they require extra time beyond the traditional four-year window.

Full-time students' post-secondary plans also reflect a high level of academic attainment. Often having had a head start on college during high school, VLACS graduates have been offered admission at a wide range of colleges, from community and technical colleges to Ivy Leagues. Forty-seven percent of our 2018 graduating class are enrolled in a 4 or 2-year college as full-time students while 29% went directly into employed positions or the military. A substantial number of the remaining graduates reported that they were attending college part time, gaining practical work experience, or taking a gap year. Additionally, as a result of our graduation requirement that all full-time students earn a minimum of a half credit in a Career Exploration Experience, many VLACS graduates have confirmed a college major and/or professional field of interest and have even been offered employment in their chosen field upon graduation.

School Features: Successes

Approximately six years ago, VLACS undertook a major redesign of our school. Our goal was to expand upon the competency-based model we had in place to offer students the ability to customize their education. Our customized model is designed to better meet the needs of all students in the state by providing different avenues for students to master the competencies required to earn a high school diploma and to reach their post-secondary aspirations. To do this we targeted the development of learning through Projects, Experiences, and Teams, as well as a comprehensive advisory program for our full-time students. Additionally, we wanted to increase our

college dual credit offerings to the point where students could earn an associate degree while in high school. We have achieved all of these goals.

Projects, Experiences, and Courses, which are described in more detail in the curriculum and instruction section, allow students to master the same set of competencies for credit through various learning models. Courses provide a more traditional environment for student learning, although students may fluctuate their pace in a course based on their desired completion date and select individual competencies within a course to complete. Projects allow students to learn through guided research, learning activities, and the completion of a project grounded in a task required in a designated career. Experiences provide the most open-ended option for student learning as students work with a VLACS instructor to design their own learning and methods of assessment. For Projects, Experiences and Teams we have developed competency-based rubrics and oral assessments, which provide for validity and reliability in learning expectations and outcomes across students, instructors, and pathways.

Through the support of the NH Community College system (eStart) and SNHU, VLACS now offers approximately 30 college courses to high school students. These are available to full and part-time students at a cost of \$100-150 per three credit course. Students may take individual courses of interest or may decide to earn up to a full associate degree while in high school. The numbers of students taking advantage of this opportunity has grown significantly over the past several years. VLACS started to offer eStart courses in 2008 with 26 enrollments and in 2018 had 283 enrollments. SNHU courses were started in 2010 with 17 enrollments and has grown to 711 in 2018.

Our advisory program for full-time students has proven highly successful. All full-time students, grade six through twelve, complete a half credit of advisory each year. Advisories are run by counselors and follow a comprehensive guidance curriculum. This includes supporting students social and emotional needs, course planning, planning for post-secondary options, acting as a liaison between family and school, and much more. During 2019, VLACS will offer advisory for full and part-time students by creating a series of projects for advisory competencies in which students may enroll.

VLACS full-time students traditionally score near or above average on standardized tests. These include state testing, SATs, and AP exams. Of particular note are standardized assessment scores in the area of English and Language Arts, where our students typically outperform state and national standards.

One of our primary goals is to forge strong relationships with all NH schools in order to provide students with expanded course offerings, alternative modes of learning, and flexibility in their scheduling. This goal is being realized as indicated by the fact that we work with students from every high school and the majority of middle schools in NH. These students use VLACS to provide flexibility in their schedule, take classes not offered at their school, learn through an alternative pathway, make-up credit, and to continue learning when faced with situations that interfere with attending school on a daily basis such as health issues, participation in sports, or family activities.

As a result of our strong academic and advisory program, VLACS has a student success rate of approximately 92% of enrolled students successfully completing a course and graduates successfully entering a wide variety of post-secondary options. Post-secondary options include a full range of colleges and universities, military service, technical schools, and careers of their choice. These are two of our best and consistent indicators of success.

School Features: Areas for Improvement

There are several areas that VLACS is focusing on to improve in the coming year. These include performance on standardized math assessments, partnerships with brick and mortar schools, technology to support our customized learning model, and building our instructor pool for teaching college courses.

VLACS full-time students have traditionally scored at or slightly above state averages on standardized math assessments, however, in the last year, we observed a slight decline in scores. At the high school level, we believe that the decline is due to the shift to adopting the SAT and that our curriculum needs to be adjusted to align with the requirements of the test. Therefore, we have changed our curriculum to more closely match the expectations of the standardized assessments at both the high school and middle school level, implemented additional instructor led sessions for all middle school math students in areas where scores indicate they are struggling, revised math oral assessments to focus on areas where our students have struggled on standardized assessments, and implemented a math offering that uses adaptive technology to identify and fill in gaps of student learning.

Although we currently work with all NH public high schools and most middle schools, there is potential for us to strengthen and expand this relationship. Many schools use VLACS for specific needs such as credit recovery, academic acceleration, or accessibility to courses not offered at their school. While these are all excellent ways to partner, few, if any, schools have fully realized the potential of VLACS to support

student learning. Our goal is to continue to build relationships with schools in order to help students to fully realize many of the benefits of online learning which include flexibility in schedule, flexibility in pace of learning, flexibility in learning modalities, and much more.

As VLACS has moved to a customized model of learning that allows students to select and vary pathways for learning, we have found limitation in technology to track and support this type of learning. For example, student information systems are based on a course model of scheduling and tracking student learning and not a competency-based model. We are actively working with Motivis Learning to develop and implement a student information system and other tools to support and integrate all pathways for student learning.

Enrollments in college courses has grown significantly over the past 5 years. With this growth, we have expanded our instructor pool both to keep up with enrollments and to support new courses. Colleges require instructors to have a master's degree in the discipline area in which they teach, and we require them to have NH certification. The combination of these requirements makes it difficult in certain discipline areas to meet demand. Finding strong instructors with appropriate credentials is a priority for us in the coming years.

School Features: Stakeholder Involvement

VLACS offers a variety of opportunities and involvement (both virtual and onsite) for all of our stakeholders. Current and interested parents/guardians and students may attend bi-monthly virtual open houses which highlight information about our learning pathways and enrollment opportunities. Stakeholders may also visit the VLACS' website for information or read our blog which includes posts that describe new courses, strategies for successful online learning and highlights articles regarding education.

The public may also receive information and support from the VLACS information line (email address monitored by VLACS staff), instant website chat, and technical help desk. These support services also gather feedback from parents, students, partner schools and instructors which include phone calls, web chats with satisfaction ratings.

Board of Trustees' meetings are open to the public and include the generation of new policies/protocols, review of VLACS' Administrative reports, discussions for maintaining a fiscally responsible school and decisions made for future student and school needs.

Each full-time student is assigned to an advisor who oversees their academic progress, assists with course selections, guides them through a college, career and citizenship readiness curriculum, and serves as a consistent support to students and families for the duration of their VLACS career. Through the advisory program, families have access to advisors during office hours, by scheduling meetings, and via phone and email. Our team of advisors also host monthly webinars for full-time students which cover a wide range of topics, including navigating the college process, developing successful study skills, resume building, networking, and community engagement/service. A monthly newsletter is sent to all families of full-time students to announce monthly meeting topics and to share resources and information about standardized testing, scholarships, events, and important dates and deadlines (this information is also posted on our School Counseling course page). To further enhance the connection students feel with the school staff and their peers, advisors organize social opportunities for students to meet and interact face-to-face. Since 2016, full-time students and advisors have enjoyed “field trips” to bowling alleys, laser tag/amusement centers, ice cream parlors, and parks. Advisors also organize two group college tours and information sessions each year.

The VLACS Adult Education program continues to expand its offerings and opportunities to students over the age of twenty-one. Future plans include offering professional development for educators and informational webinars and open houses to expand public awareness and involvement.

All VLACS students have access to technical and academic help desks, both of which include daily and weekend support via chat and online classroom. All course pages offer easy access to these help desks that are staffed by VLACS employees. Each student’s enrollment, regardless of full or part-time status, includes involvement with an initial VLACS Instructor welcome call, monthly check-ins (includes the parent/guardian), monthly-issued progress reports, weekly open office hours, ongoing virtual communication via chat and online classroom. Parents/guardians, students and Partner School members receive the progress reports via the VLACS student information system. These stakeholders also have 24/7 access to student gradebooks and current progress based on the most recent assessment submissions and activity.

When beginning an enrollment, students complete a survey providing information regarding their reason(s) for choosing a VLACS course. Near the completion of an enrollment, parents/guardians complete a survey providing instructors feedback regarding instruction, curriculum, technology and the overall experience for their children.

VLACS schedules onsite and virtual training sessions for Partner School members such as administrators, curriculum coordinators and school counselors. VLACS also provides trained members access to a website that offers supplemental resources for student success and direct access to the VLACS student information system. VLACS trainings include events designed for school counselors to share in best practices and offer strategies to best support their students working within traditional schools. Partner School members receive bi-monthly newsletters featuring in-depth information about utilizing VLACS learning pathways, new course offerings and upcoming training opportunities.

VLACS staff members will continue to establish connections with outside agencies across the state by attending chamber of commerce events and other public gatherings. There are ongoing efforts to foster relationships with New Hampshire based programs such as FIRST Robotics and Dartmouth-Hitchcock Hospital. We expect to expand the number of business partnerships as we move forward with our new career-based badging and industry certification programs.

School Features: Fundraising

VLACS has been fortunate in its ability to secure a number of large grants in order to develop and improve curriculum options for students. Grants during the last five years of \$950,000 were received from the Next Generation Learning Challenge and the Nellie Mae Education Foundation. Also, during the year ending June 30, 2018 VLACS was able to earn about \$94,000 from out of state students. VLACS expects to continue to receive funding from out of state students, our adult education program, additional grants and perhaps the NH business community as we expand our Experiences program

School Features: School Sustainability and Accountability

VLACS has no debt, a \$500,000 line of credit and a track record of ending each year with a positive fund balance. VLACS plans to continue to approve budgets and control costs in a manner that will result in a positive fund balance at the end of each year. Recent funding rate changes by the NH Legislature will ensure that funding will increase by a small percentage each year (based on CPI) which should help us to continue to meet our financial obligations. Furthermore, we expect that the new programs, described in this document, will continue to spur interest and growth in our services. VLACS has an established record of financial accountability as evidenced by numerous “clean” audit statements have been issued by an independent auditor.

School Features: Budget

VIRTUAL LEARNING ACADEMY CHARTER SCHOOL APPROVED AND ESTIMATED BUDGETS

Account		Approved 2018-2019	Estimated 2019-2020
1100	Instruction		
1100-50110	SALARIES OF TEACHERS	\$ 4,161,434	\$ 4,969,211
1100-50111	FULL-TIME INSTRUCTOR STIPENDS	\$ 39,119	\$ 39,119
1100-50115	STUDENT SUPPORT SPECIALISTS	\$ 111,922	\$ 115,238
1100-50300	CONTRACTED SERVICES	\$ 69,125	\$ 69,125
1100-50500	PURCHASED SERVICES -McGarr Award	\$ 6,000	\$ 6,000
1100-50610	SUPPLIES	\$ 16,000	\$ 16,000
1100-50641	BOOKS AND PRINTED MATERIALS	\$ -	\$ -
1100-50642	COURSES & RESOURCES	\$ 702,400	\$ 702,400
1100-50110	SALARIES OF TEACHERS-ADULT ED		
	TOTAL INSTRUCTION	\$ 5,106,000	\$ 5,917,093
2120	GUIDANCE SERVICES		
2120-50110	DIRECTOR OF GUIDANCE	\$ 53,481	\$ 55,085
2120-50111	COUNSELORS & ADVISORS	\$ 308,193	\$ 358,893
2120-50115	SUPPORT SERVICES PERSONNEL	\$ 326,927	\$ 340,007
2120-50116	REGISTRAR	\$ 44,200	\$ 45,448
2120-50649	ELECTRONIC ASSESSMENT SERVICES	\$ 3,000	\$ 3,000
	TOTAL GUIDANCE SERVICES	\$ 735,801	\$ 802,433
2210	IMPROVEMENT OF INSTRUCTION		
2210-50110	ACADEMIC SUPPORT	\$ 251,635	\$ 267,057
2210-50111	CURRICULUM DEVELOPMENT	\$ 244,350	\$ 254,330
2210-50115	ADMIN ASST - ACADEMIC SUPPORT	\$ 42,848	\$ 44,138
2210-50322	INSTRUCTIONAL IMPROVEMENT	\$ 28,500	\$ 28,500
2210-50324	SCHOOL ADMIN PROF. IMPROVEMENT	\$ 4,000	\$ 4,000
2210-50610	SUPPLIES	\$ 19,720	\$ 19,720
2210-50580	TRAVEL	\$ 13,000	\$ 13,000
2210-50810	DUES & MEMBERSHIP	\$ 7,525	\$ 7,525
	TOTAL IMPROVEMENT OF INSTRUCTION	\$ 611,578	\$ 638,270
2212	INSTRUCTIONAL DESIGN		
2210-50110	DIRECTOR OF INSTRUCTIONAL DESIGN	\$ 50,808	\$ -

2210-50115	INSTRUCTIONAL DESIGNERS	\$	205,462	\$	216,712
2210-50300	CONTRACTED SERVICES	\$	231,250	\$	37,500
2210-50650	SOFTWARE & SAS	\$	6,500	\$	6,500
	TOTAL IMPROVEMENT OF INSTRUCTION	\$	494,020	\$	260,712
	2225 TECHNOLOGY				
2225-50110	CHIEF INFORMATION OFFICER/DIRECTOR TECH	\$	78,653	\$	84,400
2225-50115	TECH SUPPORT	\$	237,505	\$	260,073
2225-50300	CONTRACTED SERVICES	\$	221,512	\$	190,250
2225-50430	REPAIR AND MAINTENANCE	\$	11,500	\$	11,500
2225-50531	TELECOMMUNICATIONS	\$	64,800	\$	76,800
2225-50610	SUPPLIES	\$	4,000	\$	4,270
2225-50650	SOFTWARE	\$	333,100	\$	333,100
2225-50739	EQUIPMENT	\$	31,210	\$	31,210
	TOTAL TECHNOLOGY	\$	982,279	\$	991,603
	2310 SUPPORT SERVICES - TRUSTEES				
2317-50321	AUDIT SERVICES	\$	10,000	\$	10,000
2318-50321	LEGAL SERVICES	\$	20,000	\$	20,000
2319-50810	CHARTER SCHOOL ASSOC. DUES	\$	5,000	\$	5,000
	TOTAL SUPPORT SERVICES - TRUSTEES	\$	35,000	\$	35,000
	2320 EXECUTIVE ADMINISTRATIVE SERVICES				
2320-50110	CHIEF EXECUTIVE OFFICER - BASE	\$	97,908	\$	97,908
2320-50110	CHIEF EXECUTIVE OFFICER - ADD'L DAYS	\$	31,389	\$	31,389
2320-50111	CHIEF HUMAN RESOURCES OFFICER	\$	97,685	\$	101,970
2320-50115	ADMIN ASS'T SALARIES	\$	42,848	\$	44,138
2320-50300	CONTRACTED SERVICES	\$	165,500	\$	133,800
	TOTAL EXECUTIVE ADMINISTRATIVE SERVICE	\$	435,330	\$	409,204
	2322 COMMUNICATIONS				
2322-50110	PROGRAM MANAGER - COMMUNICATIONS	\$	32,132	\$	33,125
2322-50115	COMMUNICATIONS SPECIALIST	\$	25,709	\$	26,483
2322-50115	CONTENT WRITER	\$	25,709	\$	26,483
2322-50580	EXHIBITOR FEES & TRAVEL	\$	11,000	\$	11,000
	TOTAL EXECUTIVE ADMINISTRATIVE SERVICE	\$	94,549	\$	97,090

2330	ADULT EDUCATION		
2335-50110	ADULT EDUCATION DIRECTOR	\$ 28,366	\$ 29,474
	TOTAL ADULT EDUCATION	\$ 28,366	\$ 29,474
2400	SCHOOL ADMINISTRATION		
2410-50110	DIRECTORS SALARIES	\$ 81,219	\$ 83,655
2410-50115	ADMIN ASS'T SALARIES	\$ 34,643	\$ 36,421
2410-50320	CONTRACTED SERVICES	\$ 12,000	\$ 12,000
2410-50534	POSTAGE & FEES	\$ 9,000	\$ 9,000
2410-50550	PRINTING	\$ 11,000	\$ 11,000
2410-50610	SUPPLIES	\$ 9,000	\$ 9,000
2410-50320	CONTRACTED SERVICES -- ADULT ED ADMIN		
	TOTAL SCHOOL ADMINISTRATION	\$ 156,862	\$ 161,076
2500	FISCAL SERVICES		
2500-50110	CHIEF FINANCIAL OFFICER	\$ 42,220	\$ 43,486
2500-50115	ADMIN ASS'T SALARIES	\$ 151,362	\$ 177,981
2500-50300	PAYROLL SERVICES	\$ 22,100	\$ 22,100
	TOTAL FISCAL SERVICES	\$ 215,682	\$ 243,567
2600	OPERATION OF PLANT		
2620-50300	CONTRACTED SERVICES	\$ 9,000	\$ 9,000
2620-50420	CLEANING SERVICES	\$ 17,600	\$ 20,200
2620-50521	PROPERTY & LIABILITY INSURANCE	\$ 17,000	\$ 17,000
2620-50430	REPAIRS & MAINTENANCE	\$ 7,175	\$ 7,175
2620-50440	FACILITY RENTAL	\$ 39,200	\$ 39,200
2620-50733	FURNITURE	\$ 3,000	\$ 3,000
	TOTAL OPERATION OF PLANT	\$ 92,975	\$ 95,575
2900	BENEFITS		
2900-50211	MEDICAL INSURANCE/STIPENDS	\$ 378,774	\$ 413,880
2900-50213	LONG TERM DISABILITY INSURANCE	\$ 8,000	\$ 9,000
2900-50214	SHORT TERM DISABILITY INSURANCE	\$ 20,000	\$ 22,000
2900-50220	FICA	\$ 522,328	\$ 593,651
2900-50232	CERTIFIED RETIREMENT	\$ 427,494	\$ 445,033
2900-50233	NON-CERTIFIED RETIREMENT	\$ 12,000	\$ 16,596
2900-50250	UNEMPLOYMENT INSURANCE	\$ 25,000	\$ 27,000
2900-50260	WORKERS COMPENSATION	\$ 12,000	\$ 15,000
2900-50220	FICA ADULT ED		

	TOTAL BENEFITS	\$ 1,405,596	\$ 1,542,160
	GRAND TOTAL	\$ 10,394,038	\$ 11,223,258
	EXPENDITURE & REVENUE SUMMARY		
	ESTIMATED STATE AID EARNED	\$ 10,394,038.00	\$ 11,223,258.00

School Features: Budget Narrative

Note: This narrative describes the 2019-2020 estimated budget

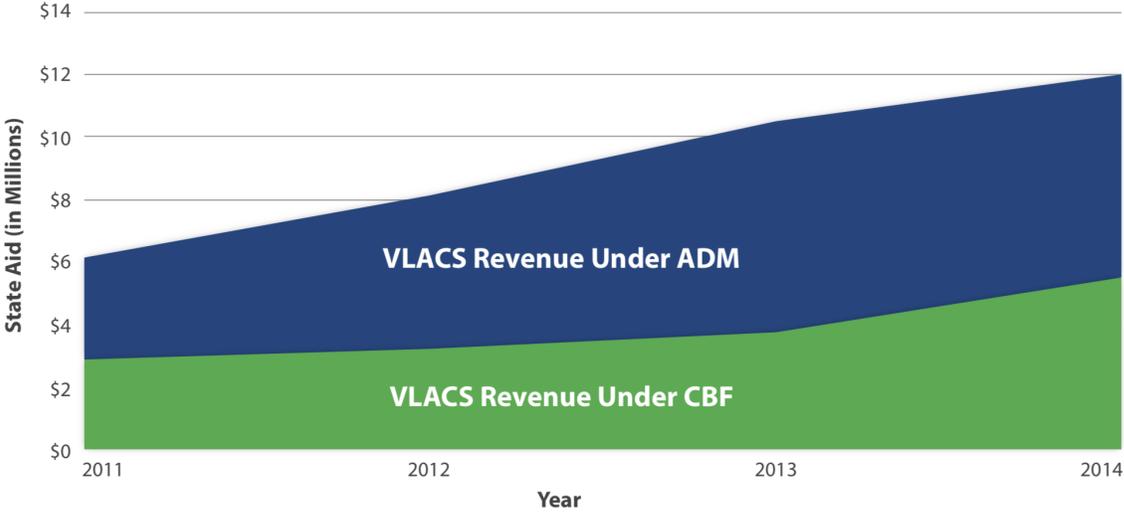
Eighty-two percent of the school’s budget is allocated to employee salaries and benefits while the remaining eighteen percent covers the cost of maintaining our office space in Exeter, paying for course licensing, supporting our technology infrastructure, purchasing supplies, promoting our services throughout the state, and covering the cost of liability insurance and legal expenses.

The wages for hourly workers (administrative assistants, technical helpdesk, academic helpdesk) is set at \$22 per hour. Full-time instructors and counselors earn a salary of between \$50,000 and \$55,000 per year while middle level administrators (similar to department chairs or assistant principals) earn between \$55,000 and \$63,000 per year. Directors (similar to principals) earn between \$80,000 and \$86,000 per year. C-level employees (similar to central office administrators) salaries are listed on the previous budget document. Certified full-time employees are may participate in a one-person health care plan, dental insurance, short-term disability insurance and long-term disability insurance. The school also contributes to the NH Retirement Systems on behalf of all full-time certified staff members. Non-certified employees receive the same benefit package, but they are not eligible to become members of the NH Retirement System as per state regulations. However, the school will match up to three percent of each employee’s salary if they chose to participate in the school’s 457 retirement plan.

VLACS is a competency-based philosophy extends to the way in which state funding is earned. New Hampshire charter schools earn funding based on student attendance rates while VLACS, as per its charter, earns funding based on competency completion percentages. The school’s funding model has received national attention and was the subject of a research study sponsored by the Center for Innovation in Education and conducted by Florida Southwestern State College (see figure 2, below). We hope that

our budget and funding model provide evidence that we understand that it is our responsibility to use taxpayers' funds in a prudent manner.

Figure 2: CBF Results in Drastic Reduction of State Aid
Impact on Student Completion Rates Unclear



In the school year for which we have the most recent data (2013-2014), VLACS earned \$5.5 million in total state aid, but would have been allocated \$12 million by ADM, a \$6.5 million-dollar difference. For the four-year period captured by this chart, NH allocated more than \$21 million dollars less to VLACS under CBF than it would have under ADM. VLACS received less than half the state aid under CBF than it would have received under ADM.²

School Features: Allocation of Funds by the Board of Trustee

The Board of Trustees reviews proposed spending plans on regular basis to ensure that funds are being spent in a responsible manner while providing high quality services to students, parents, and schools. Each board meeting begins with a review of the school’s financial ledgers followed by administrative reports which includes an opportunity to discuss financial matters with the CFO and CEO. The board has significant expertise regarding school and municipal budget creation and administration. One member of the board is a retired CPA and also serves as a selectman in a New

² Miller, L., Just, M., & Cho, J. (2016). Low-stakes completion-based funding: What can we learn from the school that invented it? Lexington, KY: University of Kentucky Center for Innovation in Education.

Hampshire community while a second trustee is a former legislator and school board chair; two additional trustees have served as principals and superintendents in New Hampshire and have developed numerous school and district budgets.

School Features: Best Practices Dissemination

VLACS works in coordination with local or other school districts to create and disseminate its best practices. For example, VLACS' administrators and instructors participate at the annual NH Charter School Conference. Our instructors share their best practices for instructional support within the virtual environment with their colleagues from charter schools across NH to strengthen the understanding of their shared students' needs.

VLACS staff members have been invited to speak at a number of regional and national conferences over the last five years. A sample of the conferences include:

- National Summit on Education Reform, Washington, D.C.
- Blended and Personalized Learning Conference, Providence, RI
- Best Practices Conference on Curriculum, Instruction, and Assessment, Concord, NH
- New Hampshire School Administrators Association, Annual Meeting and Conference, Bretton Woods, NH
- National Conference of State Legislatures, Student-Centered Learning Commission, Manchester, NH

VLACS professional development opportunities such as the *Essential Friends Groups (EFGs)* facilitated by VLACS staff members (trained as EFG coaches) offer VLACS instructors a venue for demonstrating/sharing their teaching strengths and challenges. By utilizing pre-determined protocols and group developed norms, EFGs ensure the development of equitable and collegial sharing while offering valuable peer feedback.

We regularly publish blog posts about our work and our students which we publicize through email newsletters and via social media outlets. Another outlet for disseminating VLACS best practices is through an eBook viewable at vlacs.org that offers an overview of commonly asked questions for parents considering an online education for their children.

National research interest in VLACS practices has been highlighted within two recent publications, one by author Chris Berdik³ and a research study by Larry Miller, Dean of the School of Education at Florida SouthWestern State College who examined three unique VLACS' characteristics: completion-funded, competency-based, and not-for-

³ Inside the Online School That Could Radically Change How Kids Learn Everywhere, Chris Berdik - <https://www.wired.com/2016/08/inside-online-school-radically-change-kids-learn-everywhere/>

profit.⁴ In Julia Freeland Fisher’s book, *Who You Know* (published in August 2018), the concept of relationship building as a major tenet of VLACS philosophy is highlighted.⁵

The VLACS Partnership program offers professional development opportunities to school personnel (administrators, curriculum coordinators, school counselors) who are new to online learning and wish to know more about VLACS learning pathways, course navigation and communication tools as well as how to utilize our student information system in order to monitor and support their students’ VLACS enrollments. VLACS also provides additional virtual training for Partner school staff members in order to provide seamless support for shared parents/guardians, students and colleagues in traditional school environments.

Part 2: AFFIRMATIVE EVIDENCE

Section I: Progress Toward Achievement of Mission

VLACS has both maintained and advanced its mission to *use the latest technology to provide students with anytime, unlimited access to a rigorous, personalized education that helps them learn today, graduate tomorrow and prepare for the future.*

Data gathered and monitored since inception continues to show that VLACS clearly meets its mission; and expanded surveys and ongoing data gathered demonstrates improvement across sectors both in the short and long term. Areas of continued measurement and monitoring include:

- *Student achievement and satisfaction with the learning experience and quality of instruction*
- *Parent satisfaction with their student’s experience while engaged in a VLACS course or pathway.*
- *Brick and mortar schools ability to partner with VLACS to create blended opportunities for students.*
- *Instructor satisfaction that expectations are met for training and ongoing professional development to support student success in an online environment*

⁴ Miller, L., Just, M., & Cho, J. (2016). *Low-stakes completion-based funding: What can we learn from the school that invented it?* Lexington, KY: University of Kentucky Center for Innovation in Education.

⁵ *Who you know: unlocking innovations that expand students' networks*

Julia Fisher-Daniel Fisher-Clayton Christensen - Jossey-Bass, a Wiley Brand - 2018

Specifically, to determine that student achievement is being met within the parameters of our mission; and ensure that students graduate prepared to meet college, career and citizenship readiness, we continue collect the following data:

- *Course/competency completion rates, including dual enrollment courses for high school and college credit along with the Experiences and Projects pathways students choose;*
- *State test and SAT results for our full-time students;*
- *Advanced Placement test results for all our students;*
- *Graduation rates;*
- *Post-graduation pathways our full-time students take to measure their college, career, and citizenship readiness.*

Beyond the measurable results for achievement and satisfaction by students and parents, individual stories continue to illuminate the possibilities for student success relative to the available, flexible student options for meeting competencies while at the same time demonstrating career, college, and citizenship readiness. Examples that stand out from this past year regarding the growth of students due to personalized, customized opportunities include:

- An out of state student was not connecting with his program of studies at a private prep school and enrolled as a full time VLACS student. His parents had searched for a school that would be able to provide some project-based learning options that would best fit his learning style. They were also concerned that he was in a school setting that would also motivate him to keep his grades up to pursue college options following high school. He had an interest in automobiles and one associated VLACS experience that he had through VLACS was as a car detailer with a Porsche dealership. His work there was leveraged into being accepted into the Porsche dealerships' auto mechanics training program with Porsche also paying for his post high school schooling.
- A New Hampshire student was both creative as a musician and had a savvy business sense, and while in high school combined courses, Projects and Experiences with his career exploration requirement to write music and start a music/marketing business. He plans on developing his business post high school so he can go to and graduate from college with zero debt. He has indicated that he would love to make a living as a musician, but also wants to use his platform to promote non-traditional routes students can take for their educational journey.

- A student wanted to investigate careers in the military and the pathway needed to get there. She pursued the Military Appreciation competency grouping to allow for a wide search of various options. In the end, she narrowed it down to the medical field and was looking into surgical services or supplying demands of medical staff. She found an Army vet as her outside expert in the medical field and was able to draw upon their experience and advice to inform her decisions. Additionally, Ella realized that this pathway suited her learning strengths and has gone on to pursue the completion of other competency groupings (journalism and nursing) via this Experience Pathway.
- Many parents continue to cite VLACS as an excellent career/ college readiness option for students on an IEP. A parent surveyed this year shared, “VLACS is a great alternative to the traditional classroom.... Every student learns differently and after years of searching I finally found an option that works for my son so he also will have the opportunity to apply to college. Without taking VLACS classes my son would not be able to apply to college. His grades would not be high enough. Thank you for the concept of VLACS!! It has truly changed our lives.”

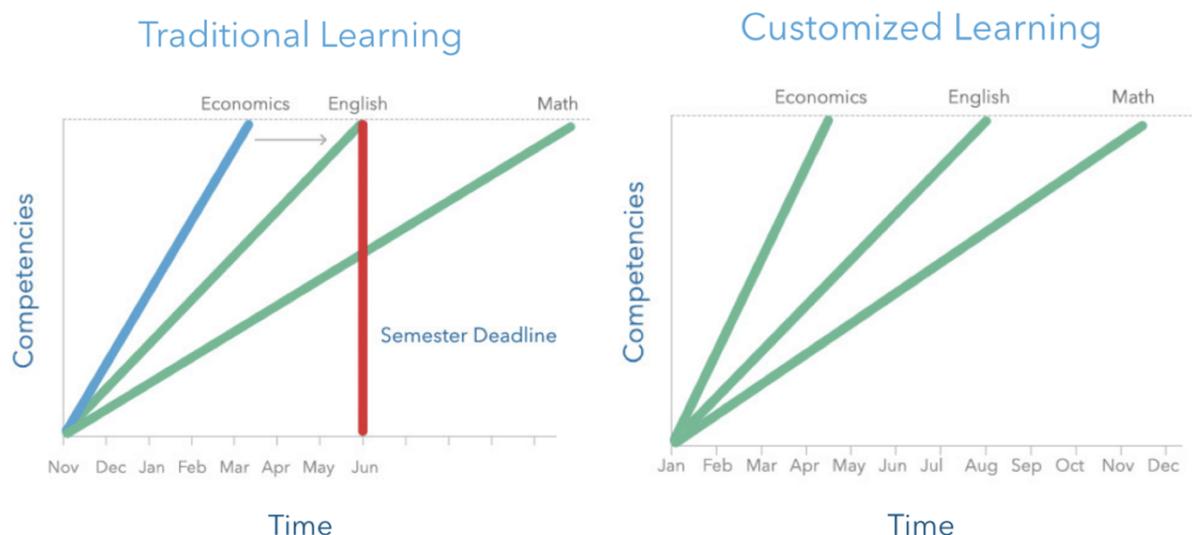
Consistent with our mission for personalization has been the continued development and implementation of customized learning pathways. VLACS will be beginning its third year of offering a Projects Pathway; its second year of an Experiences Pathway; and has fully launched its Teams Pathway option, which is in its first full year. These aforementioned pathways are choices students have to meet credit along with the long-established Courses and Early College Pathways. The continuing work and development by our administrative, instructional and support staff has resulted in well grounded, multiple student options for them to choose an avenue where they learn and best demonstrate their understanding using customized learning options:

For an expanded view and description of each Pathways listed below, please refer to our website:

- Courses (LTC)
- Projects (LTP)
- Experiences (LTE)
- Teams (LTT)*
- Early College

Customized learning and granting of credit are based on meeting and demonstrating competency. In line with the VLACS philosophy, students have the advantage of

customizing and combining pathways to earn credits beyond solely a course experience. Additionally, learning at VLACS doesn't need to be linear. A meaningful aspect of customizing learning is that students are able to engage in meeting a competency when he or she is most ready and/or when an experience presents itself that aligns with a competency needing to be met. This means that time for meeting a competency is personalized as well. The schematics below demonstrates how VLACS separates itself from the traditional 180-day school year or 90-day semester where all students are generally expected to meet competency or course requirements at the same time:



In the first schematic, a student is in a traditional school and taking three core courses over a 90-day semester. He/she may be able to demonstrate competency in one course (Economics) sooner than 90 days and may meet the required course competencies for another course (English) utilizing all 90 days. However, it would better serve the student if he/she had more time to demonstrate competency for the third course (math). In most brick and mortar schools, the student would need to advance without fully meeting competency, which leads to struggles in meeting future competencies, usually translated as a lower grades and limited ability to demonstrate or apply understanding. The second schematic takes away the time element and customizes the student learning experience both with pathway options and the time needed to fully master and demonstrate the application of required competencies.

In addition to flexible, personalized opportunities for students working toward a high school diploma, VLACS continues its expansion of adult education opportunities providing anytime, anyplace, any pace learning opportunities. The program continues to see growth in adults pursuing a high school diploma option, taking required courses to meet entrance requirements for a return to college, or taking advantage for enrichment choices. The program is self-funded through tuitions, and the possibilities for expansion remain high; especially with the potential need for job retraining and mid-

career adults returning to college or seeking new employment requiring 21st century skills. The program’s early success was also noted in the February 2018 edition of Parenting Magazine in an article highlighting continuing education and workforce development opportunities.

Progress Toward Academic Goals

Despite increased pathways and student options for meeting competencies, and increased demands on our technical infrastructure and academic services, our survey results continue to show that students are successfully accessing our courses both through high-speed connections and a variety of devices. The VLACS registration process continues to be a positive for students and parents who responded overwhelmingly favorably regarding course access; instructor orientation and welcome call to introduce themselves and subsequent contact with the student and family; and the technology and course materials that students needed for success. This continues to be encouraging since our enrollment growth continues accelerating with 9% growth rate for 2017-18.

A continuing critical factor for student success and accessing any course or pathway has been our ‘welcome call’ from the instructor to the student and his/her parent/guardian. During the student course/pathway experience he/she and the family receive follow up with monthly calls between teacher/student/parent, along with regular asynchronous and synchronous contact between instructors and students to personalize the experience. Ninety-nine percent of both parents and students indicated that each course had been initiated by a welcome call.

Accessing my VLACS course is...	Very Easy	Easy	Difficult	Very Difficult
	60%	34%	5%	<1%

Other notable access related benchmarks reported out by students include:

- Ninety-five percent of students indicated they had no, or minimal technical issues associated with VLACS applications, course materials, etc. This was a 3% improvement from 2016-17
- Ninety- two percent of students indicated that VLACS’ LMS and Moodle were easy or very easy to use.

- Eighty-six percent of students indicated that course questions were answered by an instructor within 24-48 hours and that time can be reduced through the availability of a help desk manned by certified teachers at those times when their assigned instructor is unavailable.
- Seventy-Four percent of students indicated they spent 4-10 hours per week on each of their courses, which is a 6% increase from 2016-17

This past year saw an increase in the amount of instructor contact initiated by students and the exceptionally high percentage of students conveying the confidence in and positive relationships they had with their instructors:

- Ninety-six percent of students indicated their instructors were helpful and encouraging during their communication with them.
- Ninety-eight percent of students indicated that their instructors conveyed confidence that they would be successful.

Frequency of contact initiated with instructor by student by video, voice, email, or text

At least...	Once per week	Once every 2 weeks	Once every 3 weeks	Once a month	Less than once every month	Never
Students Enrolled in NH Schools	18%	29%	19%	27%	7%	<1%

Frequency of contact initiated by instructor to student by video, voice, email, or text

At least...	Once per week	Once every 2 weeks	Once every 3 weeks	Once a month	Less than once every month	Never
Students Enrolled in NH Schools	24%	27%	14%	29%	5%	1%

Students and parents continued to share their preferences with VLACS online courses to that of their brick and mortar school experience. While student preference for VLACS courses have remained consistently over fifty percent these past few years related to their preferences being equal to that of a brick and mortar school or preferring VLACS more, parents answered the same survey question regarding their child's preference at

better than seventy-five percent. Comments from parents indicate that they are particularly pleased with the personalization options available to their children through the Pathways options and this is borne in the chart below that specifically notes significant improvements in parent satisfaction with each of the individual pathways. Findings include:

A majority of students taking a VLACS course indicate they preferred VLACS courses equally or better compared to courses taken elsewhere.

Student Survey	Preferred VLACS course	Somewhat Prefers a VLACS Course	Liked Both Equally	Somewhat Prefers a Physical School Course	Preferred School Courses	Not Sure
Students Enrolled in NH Schools	24%	14%	17%	13%	17%	15%

In a survey question that offers one less response item than for students, Seventy-seven percent of parents indicated their child they preferred VLACS courses equally or better compared to courses taken elsewhere. Where parent and student responses are fairly consistent throughout our surveys, it would seem that a conclusion could be drawn that the fifteen percent of students who were unsure of answering the preference question might lean toward preferring the online option equally or better based on the parent responses. We would also note that relative to increasing satisfaction with technology and pathways options that preference for VLACS courses continue to improve overall.

Parent Survey	Preferred VLACS course	Somewhat Prefers a VLACS Course	Likes Both Equally	Somewhat Prefers a Physical School Course	Preferred School Courses	Not Sure
My child has completed a middle or high school	21%	13%	43%	12%	11%	Question not posed to parents

course & he/she						
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The number of offerings that VLACS provides has increased significantly over the last five-years and parents continue to overwhelmingly express that all pathways available to students range from very good to excellent. Beyond the extensive course options/competency groupings, students can choose from an expansive choice Projects, Teams, and unlimited possibilities via Experiences to meet credit requirements. VLACS continues to scale new offerings and pathways in a way that meets student demand with customized options and survey results appear to confirm a high level of satisfaction.

Parent survey results indicating their satisfaction for the learning option their son/daughter selected:

	Excellent	Very Good	Good	Fair	Poor
Middle School Courses	53%	35%	8%	4%	<1%
Middle School Projects	45%	33%	17%	4%	1%
High School Courses	49%	35%	12%	3%	<1%
High School Projects	46%	34%	16%	3%	1%
High School Experiences	50%	31%	15%	3%	1%
High School AP Courses	53%	35%	9%	1%	2%
SNHU College Courses	60%	24%	13%	3%	0%
eStart Community College Courses	53%	25%	18%	4%	0%
High School Teams*	39%	36%	20%	3%	2%

*High school Teams launched during the 2017-18 academic year. Middle school Teams will begin in September 2018.

Regarding the difficulty of competency groupings/courses compared to courses at traditional schools, students and parents were consistent with previous years with 53% of students stating that their VLACS experience was equal to or harder than traditional schools; and parents responding to the same queries at 84%.

Student Survey	Much Harder	Harder	Equal	Easier	Much Easier	Don't Know
Compared to a traditional school, a VLACS course was...	7%	19%	27%	23%	9%	16%

Parent Survey	Much Harder	Harder	Equal	Easier	Easier
Compared to a traditional school, a VLACS course was...	5%	24%	55%	13%	3%

The addition of Projects, Experiences and Teams has meant that VLACS is developing more of its curriculum and content using in-house personnel. As previously noted in parent satisfaction with their child's pathway learning option (chart previously on page 9), VLACS development work in these areas has continued to meet the high standards and expectations it has strived to meet since inception. Those standards and expectations have also held up with student survey responses below:

Eighty percent of students agreed or strongly agreed that the VLACS course captured his/her attention

VLACS course captured my attention	Strongly agree	Agree	Disagree	Strongly Disagree
	27%	53%	15%	5%

Ninety percent of students agreed or strongly agreed that the course materials (books, software, websites, videos, etc.) provided helped them to be successful in this course.

	Strongly agree	Agree	Disagree	Strongly Disagree
Course Materials helped my success in this course	36%	54%	8%	2%

Communication with VLACS instructors remains consistently high with both students and parents, which is remarkable considering the enrollment growth over the past decade as well as the introduction of new pathways that include multiple student options for reaching competency. Student/parent responses to the following survey categories continue to be key benchmarks for determining the quality of relationships between instructors, students, and parents and remain consistently high.

As noted in other parts of this report, VLACS has an outstanding student success or completion rate that now exceeds 90%, which is consistent with the percentage of students that indicate they have a good to excellent level of communication with their instructors. Parents check in with even a higher percentage, rating the good to excellent quality of communication with instructors at 95%.

Student survey	Excellent	Good	Fair	Poor
Communication with instructor	57%	33%	8%	2%

Parent survey	Excellent	Very Good	Good	Fair	Poor
Communication with instructor	56%	28%	11%	4%	1%

The quality of VLACS instructors’ communication and support with students, as well as the quantity, remains consistently strong in student and parent survey results. Both continue to highly rank the quality of instructor helpfulness, encouragement and knowledge well over 90%.

Despite the consistently high responses and ratings from students and parents regarding the communication and quality of our instructors, VLACS continues to stress and provide support for building strong student/parent relationships with our instructors and office support staff through professional development opportunities throughout the year because it correlates as success indicators for the high student success rate/course completions that VLACS experiences.

Students and parents agreed or strongly agreed that the instructor was helpful and encouraging at a 96% and 93% rate respectively.

Student survey	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructor was Helpful & Encouraging	68%	28%	3%	1%

Parent survey	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Instructor was Helpful & Encouraging	64%	29%	5%	1%	1%

Students and parents agreed or strongly agreed that the instructor was knowledgeable about the course and subject area and encouraging at a 98% and 95% rate respectively.

Student survey	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructor was Knowledgeable about Course & Subject	75%	23%	1%	<1%

Parent Survey	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Instructor was Knowledgeable about Course & Subject	64%	31%	5%	0%	<1%

Parents continue to exceed our survey benchmarks when asked about their son /daughter taking additional VLACS courses or recommending VLACS to other parents. The survey indicated that:

1. Ninety percent of responding parents would encourage their child(ren) to take another VLACS course.
2. Ninety- five percent of responding parents would recommend VLACS to other parents.

Individual parent comments left as part of the survey process appear at the conclusion of this report following the question regarding ‘parent satisfaction.’ Also included are student comments. Additionally, parent and student comments from our survey follow below highlighting some thoughts on the flexibility VLACS offers for individual student needs as well as pace, place and time advantages.

Progress Toward Programmatic Goals

VLACS continues to lead the way for New Hampshire students to customize their learning experience whether it be as a full time VLACS student working online with project, experience or team work that may include face to face field experience; or a student attending a brick and mortar school who is able to create blended online/face to face opportunities at both his/her local high school and the wide array of options and pathways through VLACS.

As we enter our second decade of service in New Hampshire, students have the options to choose from our long-established selection of courses; or additional pathways that are becoming more mainstreamed as students become aware and experience success in them. Additional Pathways include: Projects, which is beginning its third full year; Experiences beginning its second full year; and Teams beginning its first full year. Additional program offerings that continue to grow are our Early College and Adult Education programs.

Examples of the scope and growth of our program offerings include:

- Continued development of our middle and high school competency groupings. All courses are organized by competency groupings with students having options to meet most competencies through Projects or experiences as well as or along with course competencies to earn credit.
- Continued growth of students choosing multiple Pathways for earning credit. More students are taking advantage of the choices they have to mix and match competencies to correspond to the way they learn best. Over the course of 2017-18, enrollments in Projects and Experiences have doubled; and the launching of our Teams pilot this past year has resulted in offering four high school and three middle school Teams for the 2018-19 year.
- Our Early College and Advanced Placement programs continue to flourish with increasing numbers of students in all areas earning individual, full year and two years worth of college credit. Additionally, students continue to take advantage of graduating both with a high school diploma and an associate degree. Twelve students earned dual degrees this past year and 35 students are currently taking dual credit courses in hopes of earning both a diploma and associate degree in liberal arts.
- The college and career readiness emphasis of our programs have produced significantly positive results as demonstrated through our Early College growth and success. Additionally, on the career readiness front, we are seeing

increasing numbers of our full-time students moving into some dynamic career growth opportunities as a product of customized pathway choices they have experienced. Some examples were cited earlier in this report and are additions to earlier career transitional successes experienced by some of our graduates.

The specifics of our academic and organizational successes follow later in this section as well as in section three.

Finally, VLACS continues to meet the diverse statewide needs of students and families through its anytime, anyplace, any pace options for both personalizing their learning options and complementing what may not be locally available at their brick and mortar school. Parents and students note examples of the flexibility benefits when completing their surveys.

Parent Comments:

- My son took 2 classes to solve a scheduling problem and took another class to accelerate a needed prerequisite course.
- Allowed him to attend high school and play travel sports. He does this with 80 other students.
- Our son has autism and his IEP was not being followed at the brick and mortar school causing him severe anxiety. The teachers at VLACS we're able to come along side him in a way he no longer felt bullied.
- We have three students signed up for classes not available in their school, for acceleration, college credits, and home school.
- My daughter was struggling with extreme anxiety in a classroom atmosphere and VLACS has been an excellent alternative for her
- My daughter has an IEP as she is dyslexic and also struggles with anxiety around academics, so she needed to be able to pace herself more slowly than the public school course was moving.
- Enrichment. He likes art, so we took an art course. His school (grade 5) also had little homework and we wanted to give him an opportunity to grow time management skills.

- Needed a science class for STEM emphasis on her high school diploma; the course she wanted wasn't offered at her school.
- Extra course for year so student could get ahead in high school and take extra classes in math
- She wanted to take AP classes so she had to do 2 required classes online to be able to take the AP classes
- My son was one of five students at his school who took sixth grade math as fifth graders, so by the time the boys reached sixth grade, they had no class to take. So, there are three reasons for taking the VLACS course. They were: (1) acceleration; (2) the course is not offered at my son's school; and (3) to solve a scheduling problem in the school district.

Student Comments:

- You get to work at your own pace and make sure you understand everything before you move on to the next thing. I did this course over the course of a whole year not one semester.
- VLACS is flexible and generally very high quality in terms of its staff, design, and course selection. I love how supportive my advisor is as well, I feel about as prepared for after high school as it gets.
- The fact that I can do it at my own pace and can move my school hours around if I need to. I could take time my time to review and to understand and not feel that I had to get it done in a hurry when I didn't understand.
- The personalization. Working with teachers one-to-one, setting up a meeting or chatting any questions I had whenever I needed it was so nice. You can also move at your own pace and do work on your own time. I felt like I was able to learn and work in a way that fit me.
- It gave me greater flexibility in my schedule, allowing me to take other classes that I wanted to take
- It's (VLACS) availability, resourcefulness and adaptability. It can be used by anyone and molded to suit that individual's needs.

- I can work at my own pace. I struggle in Algebra and it takes me more time. In English I excel and it goes by faster. When I am in a classroom I have to stay in that class and do the work only for that class. At VLACS, I get to work on whatever English assignment I have to then use the extra time to work on Algebra.
- The customized learning, positive learning environment; and while it seems small, being able to look at my progress in the course every time I go on the course page is highly motivating, and I find that work broken down into modules gives me a feasible goal to work towards.
- The personalized pace was very helpful due to the fact with chapters I needed more time in I was able and the chapters that were easy for me I could move faster on getting it done at my pace.
- Being able to work on my courses any time and anywhere I want to, while still having the support of an instructor when I need help.
- There are many amazing things about VLACS. For me this year the best thing about VLACS was that I could work a lot on one course, finish it, and start another one -- that way I could spend quality time on a class, and learn everything there was to learn, without having to juggle the number of classes a student at a public school would have to.

Remaining central to our programmatic goals is that all our pathways must be flexible (pace, place & time) for individual students to demonstrate understanding and competency. Students continue to identify 'any pace' as being the biggest flexibility advantage for their online success at a rate of better than two to one over the anytime/anyplace options. Instructors also weigh in on the importance of flexibility as critical to students' online success. From an instructional standpoint flexibility provides increased advantages for maintaining a relationship with students and parents. That relational triad that includes optimal parental/guardian remains a part of the VLACS student experience and success rate.

Progress Toward Organizational Goals

VLACS' organizational goals continue to be centered on delivering outstanding customer service that is scalable to the demands of our expansion and growth, which has realized sizeable increases each year since our start in 2007-08. Whether it's enrollment growth, course/competency offerings, pathways expansion, or our outreach

efforts to partner schools that serve the majority of our students; our organizing system for ensuring outstanding communication between all stakeholders has remained effective and responsive.

As we continue to survey for levels of satisfaction regarding the quality of our communication efforts with students and parents by our guidance, admissions and technical staff, the level of satisfaction has grown or remained consistently high. This year's survey results had 98% of both students and parents rating the quality of their communication with VLACS staff *good to excellent*. These results also continue to align with levels of satisfaction expressed by students and parents regarding communication with instructors, along with our partner schools who we are now surveying as well. This high level of satisfaction with all constituencies positively reflects on VLACS' ability to meet the organizational demands required to meet the diverse needs of students and the adults who support them.

As an organization, VLACS hires staff as needed to support increases in enrollment, or the addition of new learning opportunities. Additionally, a critical aspect to our school's success is the ongoing professional development and support at the point of need that has been developed for instructors by our Human Resources Department. This is more specifically addressed in Section 4 of this report.

As demonstrated throughout this report, we continue to track the effectiveness of our communication with students and parents connected to current and new programming and target survey questions to monitor the quality of our customer service and professional development for all staff. The survey results, along with staff evaluation efforts, continue to inform the focus of our professional development efforts at monthly meetings for office and full-time staff; quarterly meetings for instructional staff; and our annual two-day Aspire Conference for all staff.

Results for the four years of surveying the effectiveness of our communication and customer service follow:

	Excellent	Very Good	Good	Fair	Poor
Student Communication with Guidance, Admissions, Technical Assistance, etc.	2014- 15 47%	2014- 15 35%	2014- 15 13%	2014- 15 6%	2014- 15 1%
	2015-16 51%	2015-16 31%	2015-16 13%	2015-16 3%	2015-16 2%
	2016-17 62%	2016-17 26%	2016-17 10%	2016-17 1%	2016-17 1%
	2017-18 58%	2017-18 30%	2017-18 10%	2017-18 1%	2017-18 1%

	Excellent	Very Good	Good	Fair	Poor
Parent Communication with Guidance, Admissions, Technical Assistance, etc.	2014- 15 49%	2014- 15 35%	2014- 15 11%	2014- 15 3%	2014- 15 2%
	2015-16 56%	2015-16 32%	2015-16 9%	2015- 16 2%	2015-16 1%
	2016-17 62%	2016-17 26%	2016-17 8%	2016- 17 1%	2016-17 1%
	2017-18 65%	2017-18 26%	2017-18 7%	2017- 18 3%	2017-18 <1%
				2017- 18 2%	

In addition to the extensive feedback we receive from students and parents to inform us of organizational or professional development needs and improvements, we also rely on feedback from staff and administrators at schools throughout New Hampshire from which make up the majority of our student enrollments. The aforementioned partner

school survey is one vehicle for feedback, but we also would note the following offerings and programs occurring regularly throughout the year to ensure the best levels of communication and services to students, New Hampshire schools and parents/guardians:

- Continued, consistent communication with key personnel at each individual partner school to reach out for training, clarification and training or assistance. From year to year this is especially important with the addition of new programming and offerings that previously trained personnel will need to share with students looking to enroll in courses. Additionally, VLACS seeks out and contacts all schools who haven't attended a Partnership training over a two-year period to both ensure new hires receive orientation to the VLACS site and available offerings, and that previously trained partner school staff are aware of new opportunities.
- Specific literature, including a dedicated Partnership website, that provides the most current up to date information for clarifying roles schools and parents play with VLACS along with necessary information to assist students with making the best choices and ensure the best experience.
- Partnership Program opportunities for out of state schools to better connect their students to online opportunities to customized, blended learning.
- Specific training and support for schools looking to establish customized, flexible learning programs (blended learning options) that allow students to build in increasing anytime, any pace, any place alternatives.
- Bi-monthly Virtual Open Houses for current and prospective students and parents.
- Regular informational digital newsletters to update information, changes and reminders to targeted audiences, including parents and partner schools.
- In lieu of the bi-annual letter that was sent to superintendents, principals, guidance directors and special education directors previously each year, VLACS has created a communications team which is able to be timelier and more targeted to meet the specific needs of individual schools, parent groups and business and nonprofit organizations.

Section II: Responsible Use of Public Funds

Based on annual independent auditor's reports, Board of Trustees' policies, and meeting minutes there is sufficient evidence to prove that the Virtual Learning Academy Charter School is using public funds responsibly; a measure that has been met since the school's inception.

Quarterly Financial Reports

VLACS continues to employ a Chief Financial Officer and produces quarterly reports. The reports are reviewed by both the CEO and the Board of Trustees; and submitted to the NHDOE as required.

Purchasing and Billing Practices Meet Acceptable Standards for Public School Accounting

Purchasing and billing practices are governed by Board of Trustees policies and have been reviewed annually by an independent auditor.

Trustee's Minutes Indicate Clear Communication of Accurate Information About the School's Accounting and Financial Condition

Each meeting of the Board of Trustees includes the following:

1. Trustees review all financial statements from the months prior to the meeting. Additional information regarding any financial transaction is provided to Trustees upon request. VLACS administrators answer all questions regarding the financial statements.
2. A majority of Board of Trustees members sign a copy of each month's Detail General Ledger, which is a record of all financial transactions.
3. The Board of Trustees approves an annual budget in May/June of each fiscal year.
4. The Trustees meet five times a year and the all agendas include budget reviews. All Trustee meeting minutes can be found on our website.

The 2017-18 audit will be available in late October and forwarded to the NHDOE to be added as part of the 2017-18 Annual Report. Previous reports submitted to the NHDOE have met all fiduciary requirements.

Section III: Promoting Student Attainment of Expected Knowledge and Skills

VLACS continues to measure student attainment across a broad spectrum of standardized, formal and informal assessments; ranging from the traditional standardized tests like NH SAS, SATs, and Advanced Placement exams to individual course competencies requiring all students to demonstrate a level of understanding at 85% or better. All assessment results, formative, summative, and alternative, aligns

with our goals and mission that students are college, career, and citizenship ready post-graduation.

VLACS students consistently meet levels of competency that exceeds traditional, standard methods through its student-centered learning pathways allowing them to fulfill and demonstrate understanding of essential knowledge and skills in a customized manner best suited to their learning style. Those standardized and variable results follow below.

Are students meeting proficiency standards as measured by state assessments?

VLACS has the flexibility and capacity to admit full-time students on a rolling admissions basis; and full-time enrollment growth can present challenges given the fixed timing and conditions standardized testing can present. The required testing periods has resulted in VLACS providing satellite testing locations throughout the state necessitating that students travel and take tests in unfamiliar settings on unfamiliar equipment. Despite these challenges, our students continue to be consistently at or exceeding state averages. Our most recently NHDOE reported 2017-18 scaled SAS assessment scores showed our full-time students exceeding New Hampshire scaled scores for all middle school grades in English Language Arts, and in grades 7 and 8 in math. Science scores for both grades 8 and 11 also exceeded New Hampshire statewide scaled scores.

State testing results for middle and high school students follow:

2017-18 NH SAS Results for VLACS Middle School Students:

Grade	Number of Students Tested	% at Proficient or Above	% of NH Students at Proficient or Above	Scaled Scores
6 ELA	16	50	55	VLACS 646 NH 645
7 ELA	17	82	60	VLACS 656 NH 652
8 ELA	25	85	58	VLACS 685 NH 666

Grade	Number of Students Tested	% at Proficient or Above	% of NH Students at Proficient or Above	Scaled Scores
6 Math	16	40	46	VLACS 512 NH 512
7 Math	17	41	48	VLACS 549 NH 546

8 Math	25	52	47	VLACS 591 NH 579
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Grade	Number of Students Tested	% at Proficient or Above	% of NH Students at Proficient or Above	Scaled Scores
8 Science	25	64	42	VLACS 855 NH 851

2017-18 NH SAS Results for VLACS High School Students

Grade	Number of Students Tested	% at Proficient or Above	% of NH Students at Proficient or Above	Scaled Scores
11 Science	48	56	41	VLACS 1153 NH 1150

Since 2015-16, when the SATs became the statewide assessments for all New Hampshire grade 11 students, VLACS students have consistently approximated or exceeded state averages in both the English reading writing category and average mean scores. That trend continued for the 2017-18 academic testing year although a slight dip in math scores has been noted. To reverse this trend, we are aligning our math curriculum with the expectations of the assessment. Additionally, we have implemented additional instructor led sessions for all middle school math students in areas where scores indicate they are struggling, revised math oral assessments to focus on areas where our students have struggled on standardized assessments, and implemented a math offering that uses adaptive technology to identify and fill in gaps of student learning.

SAT Results for VLACS High School Students

SAT Results: 2016-17

	VLACS Average Score	State Average
Math	501	514
ERW	557	522
SAT Average Mean	1058	1036

SAT Results: 2017-18

	VLACS Average Score	State Average
Math	498	513

ERW	529	521
SAT Combined Average	1027	1034

Are students meeting reasonably defined measures of proficiency?

Considering that students must meet an 85% threshold in order to receive credit for any course/competency grouping or individual competencies that are being met through the different Pathways they may select; and that 90% of our students are successful meeting that benchmark, it is fair to conclude that our students are meeting “reasonably defined measure of proficiency.” Furthermore, when considering that our increasing enrollments of students taking dual credit courses are succeeding at an even higher rate (93%), it appears we are meeting our own student benchmark that students are college, career and citizenship ready. Our Early College enrollment rate continues to grow, and together with our enrollment growth in Projects and Experiences, VLACS is providing pathways for academic, college and career readiness proficiencies. Other measures of proficiencies such as graduation rates, college acceptances, etc. are highlighted later in this section.

The charts following below breakdown the dual credit enrollments for the two colleges, Community College System of New Hampshire and Southern New Hampshire University, for the past two years as well as the rate of growth for the 10 years of offering dual credit courses online to students. Students can take one dual credit course or enough to earn an associate degree. Over the past 2 years, we’ve had our first students able to meet both standards for a high school diploma and associate degree. For students who want the flexibility for a wider choice of a college major, they can leverage the dual credit opportunity to take one or two full years of potentially transferable credit without earning an associate degree. This past year, 12 students earned an associate degree from SNHU along with their VLACS diploma. Currently there are 44 students enrolled in a one- or two-year program.

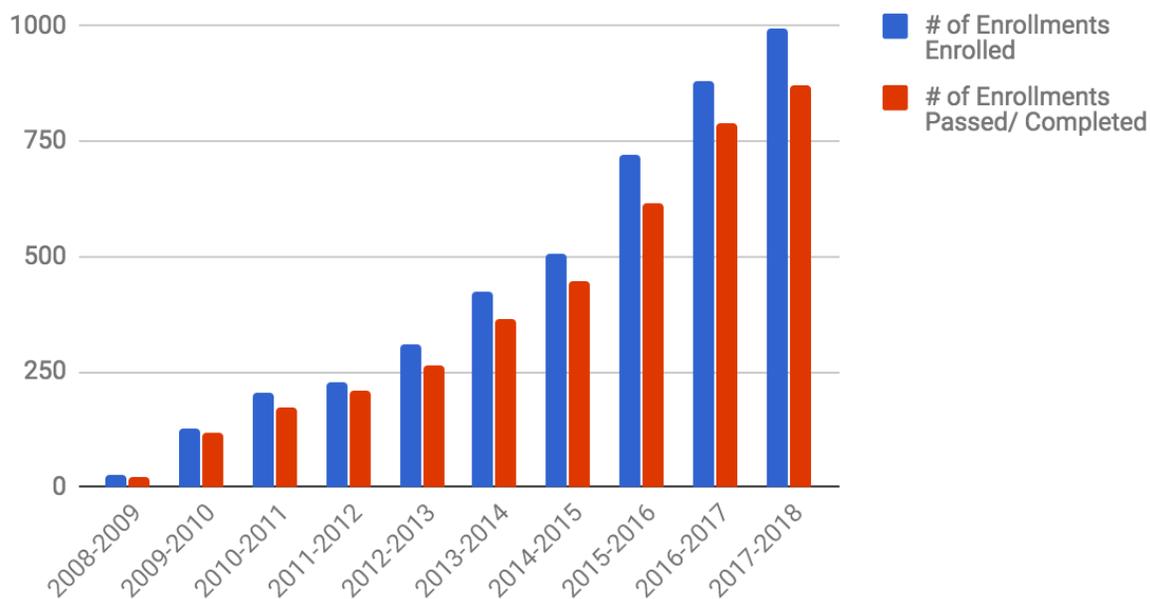
Early College Enrollments

	2016-17	2017-18
CCSNH/eStart	273	283
SNHU	609	711
Total Dual Credit Enrollments	882	994
Total Passed & Completed	791	885/46*
Percentage Passed & Completed	90%	93%

*Percentage passed and completed does not include the 46 students who were still enrolled and actively working in their SNHU courses as of 9/14/18. The percentages vary up and down by a few percentage points over the course of the year. Last year's report had 138 students still enrolled and working on their SNHU courses at the time we were submitting our report. Our data is indicating that as students adjust to the college level expectations that they are completing their coursework sooner and more consistent with the time frame of a college freshman or sophomore. This is an additional barometer for students meeting a college readiness criterion.

The chart below shows the 10-year growth in enrollments since Early College offerings began in 2008-09:

eStart & SNHU Enrollments



While lower than the numbers of students taking dual credit offerings, our Advanced Placement Course options also continue to rise in popularity. During the 2017-18 academic year, we had 156 students take an online AP course, up from 105 the previous year. One hundred fifty-one students took the AP exam, and 78% of them qualified to receive college credit on the basis of the results. It should be noted that VLACS policy continues to be one that requires no GPA benchmark for students wanting to enroll in our Advanced Placement courses as long as prerequisite requirements are met.

Are students making progress toward meeting state proficiency standards?

High School graduation rates continue to be a prime measure and VLACS compares quite favorably with the latest data posted on the NHDOE website as of March 30, 2018. For early exiting students, VLACS is slightly below state averages, and even though we're slightly above state averages for dropout rates, we are amongst the lowest of all New Hampshire charter schools. Based on our survey data, a case could be made that VLACS helps all New Hampshire schools' early exit/dropout data, offering options for at-risk students in traditional schools

Latest Dropout /Early Exit Rates as posted on NHDOE Website as of 3/30/2018

	Annual Early Exit Percentages	4-Year Cumulative Rate	Annual Dropout Percentage	4-Year Cumulative Rate
NH State Averages	1.72%	6.72%	1.12%	4.42%
VLACS Averages	1.65%	6.43%	1.65%	6.43%

We also have to continue to note that a significant factor that negatively impacts our annual dropout rates as calculated by the NHDOE is *time*. The NHDOE system is based on a 180-day school year. VLACS flexible, anytime process customizes an academic timeframe that connects with an individual student's pace for meeting competency(ies). This means we always have a cohort of students working outside the 180-day reporting system that can negatively impact annual dropout rates as currently calculated.

As noted in previous reports, there are challenges for determining dropout rate data because our competency based, time flexible basis makes all student experience and time completion frames individualized. There are no 4-year graduation cohort groups for a full time VLACS student, who can enroll at any stage of readiness; and depending

on his/her rate of demonstrating understanding and completing competencies/courses, a student may graduate in less than 4 years or more than 4 years.

Relevant to dropout data, it should be noted that no matter how long a student takes to finish graduation credit requirements, the state reimbursement to VLACS would equate to four years or only for credits earned. In a traditional school, if a student takes 5 years to graduate, for example, the district will receive 5 years of state reimbursement; essentially receiving reimbursement for seat time along with earned and unearned credits. If dropout rates were to be calculated by factoring in graduation and state reimbursement for earned and unearned credits, VLACS would match up positively with most any school in New Hampshire regarding annual dropout rates, graduation rates and proficiency.

VLACS only receives funding when a student reaches competency and receives credit. It's success for both providing customized options and pathways for students as well as existing under a funding for a performance based rather than enrollment-based system is being recognized nationally. A recent study by the National Center for Innovation in Education at the University of Kentucky cited VLACS for "being the only school in New Hampshire, district or charter operated, to be completion funded. The report went on to say:

New Hampshire's funding system [for VLACS] is thought to result in lower revenues per student compared to attendance-based funding systems used to fund online charter schools...VLACS may be the only school in the nation to possess all three of these characteristics: completion funded, competency-based, and not-for profit.

By all measurable standards as well as our own expectations for meeting competencies, VLACS students exceed state proficiency standards when viewing standardized test scores and other academic standards of measurement including college and career readiness.

2017-18 Graduation Data

VLACS had 466 enrolled full time middle and high school students over the course of the 2017-18 academic year with 103 graduating seniors; increases of 134 full-time students and 31 graduates respectively from the previous year. Like our part time enrollments, our full-time enrollments continue to grow, and our students continue to be accepted to a wide range of academically highly regarded and geographically diverse colleges and universities. In the past we have had graduates accepted at Ivy League schools and each year we have graduates going on to all of the main campuses of each New England state. This year students were accepted to 63 different colleges. Forty-

seven percent of our 2018 graduating class are enrolled in a 4 or 2-year college as full-time students, while 29% of students went directly into employed positions or the military. This year we had a larger number of students indicating that they were going to take a gap year, or work and take some college classes on a part-time basis

VLACS Graduate Plans

	Total Student Count	Post Grad: Seek Employment	Post Grad: 2-year tech or community college	Post Grad: 4-year college or university	Post Grad: Military	Post Grad: Other
Graduates	103	28	8	40	2	25

VLACS College Acceptances

- University of New Hampshire
- University of Maine
- University of Maine- Fort Kent
- University of Vermont
- UMass- Amherst
- UMass-Dartmouth
- University of Connecticut
- University of Hartford
- University of New Haven
- Quinnipiac University
- University of Rhode Island
- Plymouth State University
- Keene State College
- Fitchburg State University
- Southern New Hampshire Univ.
- Rivier University
- St. Anselm College
- Colby Sawyer College.
- Simmons College
- Gordon College
- University of New England
- Rhode Island College
- Johnson & Wales
- Roger Williams University
- Salve Regina University
- Bryant University
- Sacred Heart University
- Merrimack College
- Springfield College
- Endicott College
- Great Bay Community College
- White Mountain Community College
- New Hampshire Institute of Art
- Green Mountain College
- Champlain College
- Mass. College of Pharmacy (MCHPS)
- Mass. College of Art & Design
- Dean College
- Penn State University
- Drexel University
- University of the Arts
- DeSales University
- University of Waterloo
- University of Delaware
- Syracuse University
- Ithaca College
- Marymount Manhattan College
- Pace University
- Fordham University
- Metropolitan State Univ. of Denver
- Columbia College-Chicago (Performing Arts)
- Virginia Military Institute
- Loyola Marymount University
- Pacific University
- Sierra Nevada College
- Western Governors University
- Appalachian State University
- High Point University
- Liberty University
- Susquehanna University
- Lynn University
- Full Sail University
- University of Ottawa
- Concordia University (Montreal)

Are students making progress toward any non-academic goals established within its Charter?

The student advisory continues to be the organizing system for meeting non-academic goals. This is especially true for an online school where many of our full-time students have flourished in non-school activities that are community, recreational, and

performance based. The Advisory's focus is to create opportunity beyond academic measures and ensure students meet the school's mission for college, career and citizenship readiness. This is accomplished by requiring the following as a condition of graduation:

- Development of a College, Career and Citizenship Ready Plan (C3 Plan) with specific goals to be met each year. Included in the goals must be a community service activity and competency to be met each year. Additionally, to ensure C3 readiness, a full-time student is required to take an AP or dual credit course; or earn a half credit in the Experience Pathway that will better inform him/her with some career expectations.
- Meeting Advisory competencies that include reflective components that are processed with the student, advisor and parent. Like all courses/competencies met outside of advisory, the C3 Plan commits to the same triad of support, which better enables the student to have meaningful, diverse opportunities.
- Involvement in community service and job shadow/internship experiences that integrate, in many cases, with academic work. This is especially true with the development of Teams, which in some cases have replaced clubs for activities such as photography.
- An exit process/experience is held for graduating seniors, which includes a Discussion Based Assessment and opportunity to reflect on their VLACS experience and potential possibilities for application post-graduation.

Students in traditional brick and mortar school settings typically do not have the built-in flexibilities that an online school can offer to provide time to discover and pursue passions they may have that opportunities outside of school can provide. Some examples of non-academic advisory and student activity outcomes as seen through this year's student cohort include:

- A homeschooled student competed on a robotics team from the Lakes Region of New Hampshire, which culminated in a trip to Detroit for the 2018 First Robotics World Championships.
- A full-time middle school student competed in the Scripps National Spelling Bee, "Bee Week", in Washington DC.
- A full-time student, who is also a dancer, used his career exploration advisory activities to look at careers in choreography. To meet his advisory career exploration competencies, he created videos of dances he choreographed. This activity and awareness was leveraged into a summer program opportunity at the

American Ballet Theater in New York City and ultimately an invite/acceptance to the American Ballet School in NYC.

- To meet a community service citizenship requirement a student, who loved horses, volunteered with a program that provides riding therapy, which subsequently led to her pursuing the creation of a non-profit to help more kids have increased access to riding therapy. She followed that with pursuing pathways that allow her to take competencies that will inform her of marketing, financing, customer service, and other needs that will guide her in developing her non-profit goals.

In addition to advisory, VLACS continues to offer online activities, forums, and Student Center enhancements to provide and encourage opportunities for both full time and part time students to participate in online interactions with each other. Going forward, VLACS is creating opportunities for part time students to access and participate in advisory competencies as well.

Section IV: School Sustainability

Does the school's governing board function effectively and in accordance with public meeting laws?

The school's Board of Trustees meets on a regular basis and follows all public meeting laws and regulations. School policies and meeting minutes are available on the school's website.

Has the school established systems to manage operations efficiently?

The school continues to employ certified administrators and sufficient support staff to manage all school activities. Furthermore, the Board of Trustees adopted policies that guide the administration in the management of all school operations including finance, personnel, and instruction; including the hiring of additional administrative and instructional staff as enrollments increase. These policies were reviewed and affirmed as part of our last charter renewal process in 2012 and subsequent visitation team report and are ready for review as part of our next renewal process. With consistent rising enrollment, systems are also built to scale for administrative and instructional support to staff appropriately for either increasing or decreasing enrollments.

Are systems in place to assure instructional quality?

Two documents, *Instructor Phases of Development* and *Instructional Standards and Expectations* serve as guides for maintaining instructional quality. Instructors proceed through four phases of development during their VLACS career beginning with the hiring process; and then as an inductee, completing the process as a New Hampshire certified VLACS approved online instructor. Throughout the development process, instructors are provided with support through mentors, peer coaches, and professional development activities. The *Instructional Standards and Expectations* document is used to guide inductees and mentors through the initial training process.

Beyond the two documents in place that outline standards and expectations, VLACS has a tool complementing the documents for both monitoring instructional quality and to address the ongoing enrollment increases and subsequent hiring of additional instructors. The software program, Small Improvements, is designed to assist with the following:

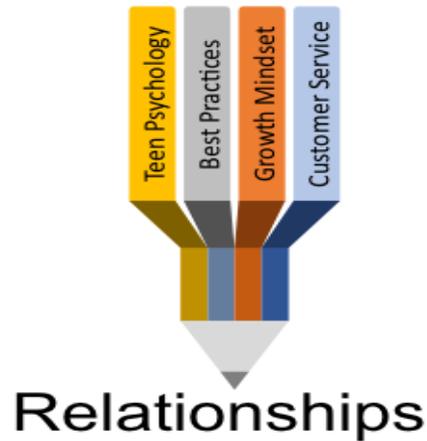
- Document the extent to which instructional standards are being met;
- Document both formal and informal teaching and professional development assessments;
- Identify individual and collective instructor learning needs;

The use of Small Improvements allows administrators and instructional support personnel to work closely with instructors ensuring that the primary instructor expectation of student/teacher relationship is met and aligns well with the regular online classroom walkthroughs and instructional evaluations.

Regular walkthroughs conducted by VLACS administrators and coordinators document that instructional standards and expectations are being met. A key part of the process is a walkthrough survey form filled out by instructors that speak to their yearly goals and the school's goals that generally are the focus of a sustained, targeted professional development effort designed to help instructors individually and collectively better meet both student needs and expanding growth each year.

Professional development opportunities are ongoing, ranging from regular online scheduled offerings; to hybrid activities offering a combination of both face-to-face and online activities; to our annual conference (Aspire), which provides a face-to-face opportunity for all VLACS personnel over a two-day period in Exeter, NH. Frequent communication between instructors and the VLACS administrative office is regularly encouraged along with required quarterly staff meetings held online in the evening. These opportunities support and orient instructors to technology updates and new software programs to support teaching and learning, but they also focus on big picture

topics that are integrated into all phases of the work all staff engages in with students, parents, and partner schools.



Relationships have always been at the center of all that we attempt to accomplish, whether it's acclimating newly hired instructors or staff; working with students and parents; or creating constructive connections with New Hampshire schools and agencies. Our ongoing priority is to identify professional development needs each year related to our definition of relationships which may include adolescent psychology, best practices, growth mindset, and customer service. Once a topic is identified it is integrated into employee goals and performance reviews in addition to being the focus of professional development offerings.

VLACS works with individual instructors beyond the overarching professional development goals and focus to address specific individual, cohort, and/or subject area needs at the point they are needed. Included with the support systems in place, VLACS has an ongoing system for determining instructor professional development needs that align with two goals that have been in place since our inception and are part of our original charter application. The Aspire Conference is just one of many professional development efforts. Other offerings that include: Essential Friends Groups; technology training, VLACS Talks live events; new instructor training; mentoring support for new instructors and experienced instructors as needed; Summer Squad; Inside Discussions; and quarterly staff meetings.

VLACS continues to operate through a lens of several staff goals and provides support beyond the traditional professional development to address specific individual, cohort, and/or subject area needs at the point they are needed. Because of our online environment capabilities and the relational professional trust we have nurtured since our inception, instructors generally can have concerns addressed by office staff or other instructors at the point of need. Beyond the support systems in place, VLACS has

established an ongoing system for determining instructor professional development needs. That system continues to use two staff goals (below) that each individual instructor responds to as part of an overall self-assessment. The administration uses the self-assessments that are aligned to the goals to define agendas and programs throughout the year for continual professional improvement. The two primary instructional professional development goals are:

1. VLACS staff members will indicate on an annual self-assessment that they are provided with the necessary professional development opportunities to advance their skills and understanding of the methods for delivering and supporting learning using distance learning technologies.
2. VLACS staff members will indicate on an annual self-assessment that they have the necessary resources to support their work with students

The VLACS mission includes the personalization of learning for students, but that personalization also extends to our instructional and support staffs as well. Staff members continue to indicate they are provided the necessary professional development opportunities to advance their skills and understanding for delivering and supporting online learning. Despite continuing increases both in enrollments and hiring cycles for new instructors, our staff surveys continue to cite the necessary support needed to do the work and membership in a proactive teaching and learning environment.

Has the school established an appropriate relationship with the local school districts?

Our Partnership Program has been a mainstay to establishing and sustaining relationships with local school districts throughout New Hampshire. VLACS consistently reaches out to all New Hampshire schools with opportunities to participate in regularly scheduled face-to-face and online training sessions where local school officials and school Teams learn how they can support all students; create flexible scheduling possibilities; and consider options for creating blended environments locally at their schools. Face-to-face training is offered onsite in Exeter, NH and online opportunities are regularly offered to support point of need training. Currently, all New Hampshire public high schools, most middle schools, and some elementary schools are VLACS partners. Private schools at all levels are also increasingly partnering with VLACS.

At the start of each new academic year, VLACS personnel checks in with each school in the event that new staff has been hired in guidance, tech, etc. to determine if any specific help may be needed and remind them of available support that can include:

- Regularly scheduled online training sessions
- Video, phone, and email support is available at most times of day for schools who contact VLACS for assistance. Our School Counseling Department, Help Desks, and administrative support staffs are constantly interacting with and supporting New Hampshire schools.
- Administrators are available to meet with special education personnel or to attend IEP meetings, as needed.

The largest portion of VLACS part-time enrollees attend their local schools and supplement their program of studies with VLACS offerings. As New Hampshire schools introduce more flexible options to students, VLACS has provided new training and information access to schools and parents; examples were highlighted under Organizational Goals earlier in this report. The ease of enrolling for VLACS Pathways, of navigating our site, and the ease with which parents, schools and organizations can support student success is a critical factor that VLACS emphasizes as part of its relationship building with schools. The following student supports continue to be improved and designed to meet increasing enrollments and student and partner school needs:

- Academic help desk personnel are available throughout the week
- Tutorial options where instructors can recommend a student receive specific help and needed support from Skills Coaches;
- Technical help desks;
- Online Student Center that offers helpful videos, resources and homework suggestions.

Are physical facilities safe, clean and suitable for the purposes of the school?

The school's offices remain located in a building owned by SAU 16, in Exeter, NH. The school district maintains the facilities that meet all local, state, and federal regulations. During the 2017-18 school year, VLACS updated, renovated and added additional work space to both address additional staff needs and create flexibilities for staff work areas to include additional conference/collaborative rooms and a variety of individual work spaces. The renovations also included new areas for our servers and a new kitchen and break room for staff.

Due to the unique nature of the school, VLACS does not require traditional building-based classrooms. However, our office, conference and individual workspaces provide adequate and flexible space to conduct face-to-face professional development and training areas for instructional staff and Partnership Program participants. In addition, VLACS has a mobile laptop lab which is setup and monitored by VLACS staff during the

administration of annual standardized assessments. In past years, testing sites have been setup in Keene, Concord, Plymouth and Exeter.

Is the school emotionally safe for children and adults, free from bullying?

As an online school, many of the issues that typically plague traditional schools are not an issue. However, to address the possibility that students could be affected by cyberbullying or other negative behaviors, VLACS abides by the Pupil Safety and Violence Protection Act (RSA 193-F:2) to ensure that students are able to learn in a safe online environment. VLACS has certified guidance counselors on staff who can assist students, instructors, and parents with any concerns.

Additionally, all VLACS personnel and students are required to annually complete a course on preventing bullying or cyberbullying. This means that 100% of VLACS instructors have taken an online sensitivity training on bullying, which is required training before any instructor begins teaching.

Does the school have a viable financial plan to support its program?

According to the latest independent auditor's report available at the submission of this report, the school continues to maintain a positive balance at the end of each fiscal year. The current funding rate, if adjusted for CPI on a regular basis, will be sufficient to support the school as it continues to grow, and the newly passed biennium budget that runs from July 1, 2017- June 30, 2019, should support ongoing enrollment requests.

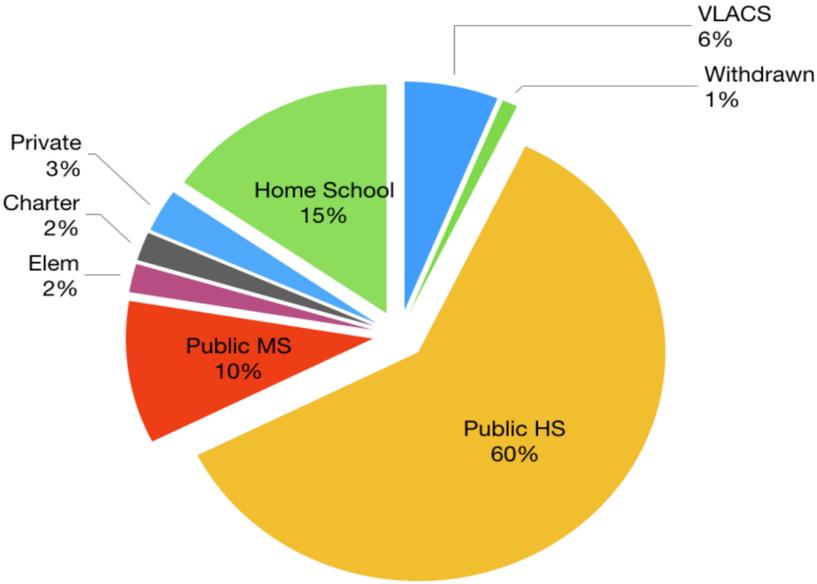
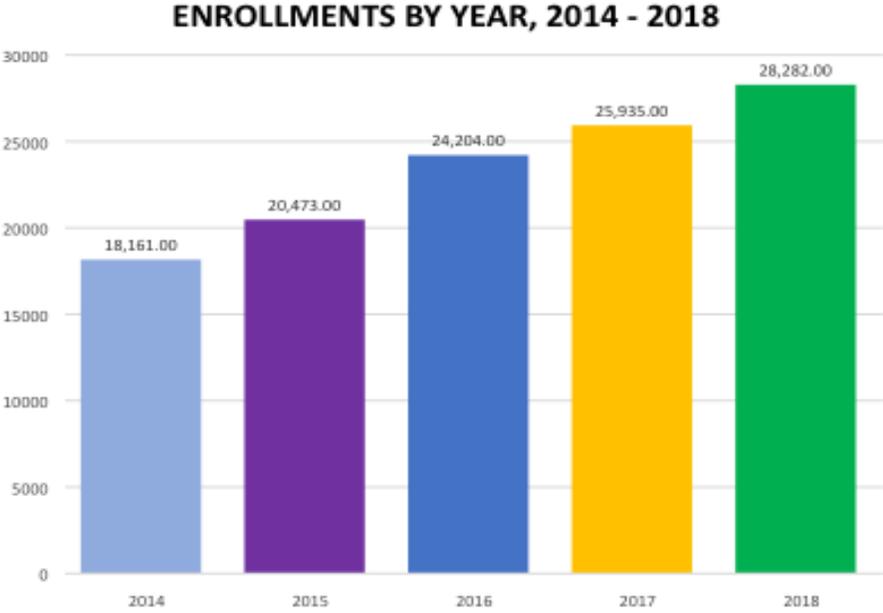
Additionally, new enrollments by out-of-state students holds promise for as a source of revenue for VLACS. Although out-of-state options haven't been marketed to the same degree as in New Hampshire, the possibilities for expanding out-of-state enrollments, especially within the New England region, is quite strong.

Are there sufficient indications of continuing enrollment to sustain the school's program?

As previously noted, VLACS has now partnered with all New Hampshire public high schools, a large number of middle schools and an expanding number of home-schooled and full-time students.

The charts below show our enrollment for the past five years along with the primary reasons students enrolled in a VLACS Pathway. Our overall growth for 2017-18 was 9% with a total of 28,282 enrollments. The percentage of our full-time student growth however, exceeds our overall enrollment growth with full-time middle and high school student enrollments growing by just over 20% this past year. Given the relationship we

have with New Hampshire schools and families; and the support the school has received from the NHDOE and state legislature, our ongoing future looks promising.



Does the school demonstrate an ability to retain skilled and qualified staff?

VLACS continues to maintain its high standard of all its instructional and administrative staff being New Hampshire certified and highly qualified. Ninety-seven percent of our staff have been certified by the NHDOE and the remaining three percent are on a ‘certification in progress’ plan, either through Alternative Certification or through the interstate reciprocity agreement. It has been our policy to only hire instructors with classroom experience in a face-to-face setting to better ensure that they have a background in building the types of relationships needed with students and for facilitating online learning success. We feel these high standards, which exceed expectations for New Hampshire charters contribute to our high student success rate, ability to retain staff, and develop a professional culture based on relationships and trust.

As is the case with our student success, flexibility for our instructors has also proven to be a primary factor for their success and retention. While they are all New Hampshire certified, we have instructors who live in multiple states and are able to meet all of our professional development expectations, including the initial training and attending the annual VLACS Aspire Conference held in Exeter each summer. Many of our instructors working in traditional schools have indicated that they use our online protocols with parents and students in their face-to-face settings.

The hiring, training, and retention model we use allows us to hire and modify based on enrollment trends. The degree breakdown for the total of VLACS instructors and administrators follows along with the certification/subject areas for our instructors:

VLACS Instructors Degrees and Certifications

Degree Beyond Masters	Master’s Degree	Bachelor’s Degree	NH Certified	Certification in Progress
6%	76%	18%	97%	3%

Number of Instructors by Subject Area

Subject	Instructors
Science	23
Social Studies	28
Mathematics	33
World Language	20
Computers / Business / Technology	16
English	32
Physical & Health Education	24
The Arts (Music/Art)	7
Guidance	7
Total	191

Additionally, the following personnel support instructors, students, and parents:

Description	Staff
Administrative staff	8
Office support and instructional supervision	18
Technology	6
Instructional design	3
Skills coaches	5

Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?

The notion of relationships and its application to many measures for our success has been highlighted throughout this year's annual report. While the relationship between teacher and student is most critical to our overall success; we feel the relationship between teacher, student, and parent/guardian (triad) is just as important. This is why we place an emphasis on our parent surveys as well as with our student surveys. The alignment and satisfaction of both is an important indicator for how we are doing with our customer service to those key stakeholders. As shown earlier in this report, VLACS continues to have high survey results for its communication with parents; whether it's from instructors, guidance, or office personnel.

Additionally, we prioritize customer service and timely communication with all stakeholders such as partner schools, and organizations that assist our online students in a face-to-face setting. This has an indirect impact on parent satisfaction and it has also been noted that we have many supports in place to communicate with those constituents and systems that directly impact student experience and success. Those supports are worth mentioning again as we close out this section of this year's report. They include: Face-to-face and online trainings for staff and Partnership schools; online open houses for all stakeholders; regular, periodic newsletters specifically tailored to each stakeholder group; technical and academic help desks that all stakeholders can access; and a well-trained customer service-oriented office staff.

We close out the 2017-18 Annual Report with some comments from our most recent parent and student surveys.

Parent survey comments

Responses for when parents were asked to comment on their overall experience with VLACS:

As a parent it has been a very informative experience. I love that I can check on grades and assignments and communicate easily with instructors. All instructors have been awesome. Even calling the office or speaking to advisors has been a great experience.

I've already referred VLACS to a family and her daughter is now enrolled. I wouldn't recommend VLACS if I didn't believe in what you all were doing. Where public school failed my son, you helped him succeed and graduate.

I was tremendously pleased with his supportive and understanding teachers. Their demeanor helped to reduce his anxiety, which helped to encourage learning and increase his self-esteem.

We are so grateful that VLACS was an option for us. Our other children are taking a course at another online school, and I much prefer the VLACS experience.

My daughter had severe anxiety issues while attending high school. VLACS allowed her to get the work done and flourish. She received a President's scholarship to her college as a result of her being able to take VLACS courses.

I think VLACS is a wonderful option for scheduling problems in public school and I wish I had known about it sooner.

VLACS has been a great alternative for my daughter since the traditional school atmosphere was not working out for her. She has done great in all her courses; feels very comfortable with the program and teachers have been great to work with. She plans on continuing with VLACS.

I am happy that my 2 children can move at a pace that works best for them and take classes above their grade level. I am thrilled that you acknowledge a child challenging themselves and issue credit that carried with them into their official high school transcript.

VLACS has been great. It gave my son the opportunity to do this half time and public school half time. It allowed him to work at his pace in math, which he struggles with and yet he could zoom through other courses, that he is good in because he liked the material and was able to work faster

VLACS was a blessing for my child. It allowed him to learn how he learned best, instead of a straightforward path that catered to no individual student. He could work at his pace, and he had more time to study for his tests and quizzes. He was able to pursue things outside of VLACS without it interrupting his class schedule.

Very positive. I thought the course itself was well presented, and my daughter learned a great deal. Her instructor was very supportive and a pleasure to work with.

The administration has been fantastic and always reachable. Responding to emails within hours and rectifying any problems or miscommunication. Great job admin!

I was very happy with the course and the instructor! If my son's advanced high school classes or personal issues at home were interfering with time, he was able to delay the VLACS work but always made it up when he could.

Very positive, we are signing our 6th grade daughter up this year with our 8th grade son both take 2D art and our son will continue in his Spanish. I like that we can take our home school electives with VLACS.

My children have taken a total of 3 VLACS classes, and they were all excellent learning experiences. They were able to satisfy course requirements for school on a different timeline than their regular school, and that was helpful with their busy schedules.

Due to a vocational program my daughter was enrolled in, we found it necessary to complete two required courses through VLACS. I am grateful we had this option, so that she could graduate on time with her class. The instructors were really the key to success. Overall, everything happened in the best possible manner for us.

We are very pleased with our son's first year as a full time VLAC student. In traditional schooling he had gone from an Honor student in 6th grade to Cs by 8th grade. Now at VLACS he is close to straight As again. The flexible learning environment and student centered approach really suits him academically and allows him to manage the rest of his life in a way that has left him healthier and happier. We are very pleased.

My son was a full time student who graduated this June. During an IEP meeting his freshman year at ... we were told he would most likely graduate when he was 21. I was aghast, 7 years in high school! They said he would need a lot of enrichment classes that carried no credits. He was placed in many study halls where he was supposed to get extra help but usually didn't. So we pulled him after his freshman year and started him at VLACS. He excelled working in a quieter environment. I was able to give him one on one help when he needed it, but as he got accustomed to the way the system worked he needed less and less supervision. By his senior year I was only checking in biweekly. My son had to work hard, taking classes thru the summers, skipping traditional school breaks and taking 5-6 classes per semester to make up for the credit deficit from his freshman year, but he did it and graduated on time! Thanks to VLACS and his hard work!!

Definitely a great addition to the public school. It gave my son the ability to take courses that weren't offered at his school.

Superior! VLACS provided my daughter the opportunity to finishing high school on time after several withdrawals from school due to health issues.

Responses for when parents were asked, “The best thing about VLACS is...”:

Flexibility (generally!); project classes; instructors; course selection; how VLACS is constantly striving to provide a unique learning experience rather than a one-size-fits-all approach.

The ability to take courses when the courses can't be fit into the schedule at public school.

My son could do the courses at his own pace and work around his job and activities. He worked at an accelerated pace which helped him stay interested.

My son really liked that he could go at his own pace and he only had to work on the material that he didn't already know. He said he wished all his classes at school could be like that!

It allows far superior time management and pre-college planning and the possibility to get lots of GenEds for college done prior to HS graduation - at a fraction of the cost.

The instructors' passion for teaching students.

The supportive teachers that allowed him to work at his own pace. Their understanding of his learning disability supported his academic growth.

It allows students to learn in a way that matches their learning style, and does not force them into the structure of the traditional classroom. Every student learns differently and finally there is an option for the students who do not perform well in the traditional classroom!

The teachers' professionalism and kindness

My daughter goes to a small high school where there are often scheduling conflicts. VLACS gives her the possibility to take all of the classes she wants/needs to take in a timely manner.

Opportunity for the kids to move ahead with flexible timeframe without compromising the quality of education. Thanks VLACS.

Offering students flexibility to complete their courses on their own time. In our case, it permitted our child to pursue career exploration and extracurriculars that took place during regular school hours.

It is allowing my child to attend high school, while also pursuing a sport. This education has offered him skills and experiences that have promoted responsibility and life long readiness skills that I do not believe he would have gained.

My son can work at his own pace. If struggling one week with one course that may need more attention or just personal setbacks it has been easy to communicate with instructors to be sure he has the time and help he needs.

Learned teachers, monthly/ weekly progress reports, online meetings, and flexible hours. VLACS team is brilliant!! My family loves VLACS. Thank you

It has made my daughter love school again.

The one to one experience with teachers. My son struggled in traditional schools and was failing and failed multiple classes. Teachers had so many students they did not have time to help a single struggling student succeed. So rather than trying to figure out why he was struggling, they simply let him slip through the cracks. VLACS was totally different. The teacher's ability to sit down and talk to him, face to face and help him through the coursework and help him get past anything he was struggling with really made the difference for my son. I am worried that if we didn't have VLACS my son would not have made it through high school.

Students can work on it at any time of the day. Not all kids are early risers. There is a wonderful choice of options for many subjects.

The close, personal contact with teachers and staff, who all have the interests of our students at heart! It's the best of your neighborhood public school without all the bad stuff.

Offers flexibility, good for athletes that have 20+ hours/weekly training schedule and travel a lot for competitions Also good for academically advanced students as they can pick a course based on knowledge, not age.

It provides a platform for each student to personalize his or her education based upon interests, needs, and school requirements.

Student Survey Comments

Regarding Quality of Experience with Instructor:

I really enjoyed my experience with this instructor. She made me feel listened to and worked with me when I was getting stuck. Towards the end she made time out of her already packed schedule to meet with me and help me through the work. I don't think I would have passed without her help.

I enjoyed having her as a teacher. She answered any questions I had and had lots of patience. I also would have never been able to take a class like this at my high school and she made it able for me to learn more about my interest.

I very much enjoyed working with Ms... in my SNHU Creative Writing course. She was very thorough, informative, supportive, and kind for every meeting and critique. I learned a lot about writing with her, and I would work with her again if I could.

My instructor is very experienced and knows the course and all the information like the back of her hand, she was top notch. If I could switch my instructors I wouldn't she was fantastic! She seemed to sincerely care about the students and wanted them to succeed. She was very kind and always made sure she was available to talk to if we (the students) had any questions or needed help with the course.

Mrs... made understanding how VLACS works very easy. She was interesting to talk to and we would talk about things that weren't just school. She also talked a lot with my mom and dad.

I really enjoyed having Mrs... as a teacher. She was very encouraging and helpful when I had questions. She is very knowledgeable on the subjects of first aid and safety, teaches very well, and I learned a lot from her course. I also really appreciated her grading all my work as quickly as she did.

Mrs... was very encouraging, and helped me to understand a subject that had previously given me trouble.

In the time I have worked with Ms..., I can tell that she is an amazing teacher. She always helped me when I had a question and she always responded to my emails within 24 hours. She was an amazing teacher and helped me understand everything that I learned in the lessons.

My instructor was very understanding of my busy schedule and helped to ensure I completed everything I needed. He was very knowledgeable about this class and I really enjoyed learning from him. I wish I wasn't so busy so I could've talked about more.

The instructor was not only helpful and encouraging on a professional level (relating to the course), but took an interest in my life outside of the course which was very nice as it built a stronger connection between me and the instructor. Overall my instructor was very knowledgeable, encouraging, kind, and easy to talk to.

My instructor was always encouraging and nice and supportive and offered help within the day that I asked for it. Our monthly appointments and DBAs were amazing and she always had a connection to the course and was passionate about the subject. I was sad to say goodbye.

Commenting on their overall experience with VLACS

Honestly, the teachers. I was uneasy about online schooling because I know VLACS is quite a large school and I thought the teachers wouldn't really have much time or effort I guess to be able to put towards individual students. But, minus a few bumps along the way, pretty much all of my teachers have been very dedicated and kind as well as take an actual interest in how I'm doing and if I need help. Even most of my teachers that work at other schools part time devote a lot of time and effort towards my learning path and helping me succeed. It's a really refreshing experience, especially coming from a small town public school where the classes are anywhere from 7-20+ kids and yet no matter the class size the teachers don't really have time for individual students to get help or get ahead in class.

I like that I can access the courses wherever I want, on my own time and at my own pace. It was nice to be able to set my own goals of when I wanted to finish the course (I

finished three months ahead of when I was originally supposed to). And when I needed to focus more on other subjects, I didn't have to worry about falling behind in this class.

VLACS is awesome. Doing VLACS has taught me to be independent, flexible, and self-motivated. I frequently recommend switching to VLACS to my friends.

My experience with VLACS has helped me so much through a tough time. I had so many incredible and helpful teachers, I learned a lot about time and workload management, and I learned so much from the course material.

The overall experience was great! I have no complaints or problems with the course! The knowledge of the teachers and in general the knowledge that course covers was fantastic and I don't think you'll find that quality almost anywhere else.

VLACS is a super awesome way for me to do my schoolwork, with a bunch of different courses to take that I couldn't do in traditional homeschooling. VLACS is actually what got me started on Forensics, which is my all-time favorite thing now. The few problems I do have are almost always resolved quickly.

My experience with VLACS has been very good. The teachers are very supportive, the material is usually very easy to understand, and overall, I have discovered skills that I can apply to my everyday life.

Overall, the 3 courses I took on VLACS went very well. I think the fact that you are able to set your own schedule is very helpful, especially for those of us who have medical or personal issues which may make regular schooling more difficult.

I love the freedom!! Having a part time job and volunteering alongside my courses is now possible for me, compared to being nearly impossible in traditional school. The teachers are also MUCH more professional, knowledgeable, and very kind.

I love VLACS and I have always had good and helpful teachers and a guidance counselor who has my best interest in everything I do! Couldn't imagine doing high school any other way.

Current Status of the Board of Trustees

A list of the members of the Board of Trustees can be found in Appendix II. We are fortunate to have a supportive and knowledgeable board, most of whom have supported our efforts for over ten years. Trustees Lovejoy, Joyce, Chamberlin, Casey, and Treamer are all founding members of our school. Over the last five years, two board

members have resigned in good standing due to a change in employment and to move into full-time retirement. To date, no board member has found it necessary to recuse themselves from discussing or voting on any topics. The bylaws of the board have remained the same since the school opened in 2008.

What changes have been made or does VLACS plan to make regarding the Charter? Does VLACS wish to refine its charter?

VLACS' original charter indicated intentions to apply to be a 'Follow the Child' designated school and its efforts and actions have all been in the spirit of meeting that goal. Consistent with the philosophy of Follow the Child and best practices identified by the NHDOE, VLACS has developed and implemented a customized learning model that serves the individual needs of students, maintains rigorous academic standards, and provides opportunities unlike any other school.

VLACS will continue to pursue the primary operating goal of preparing all students to be college, career, and citizenship ready. We believe that as our services evolve, we will be able to meet the needs of New Hampshire students from grades 4 through adulthood. Borrowing from the New Hampshire Business and Industry Association 2018 policy priority, we believe that we can achieve the following over the next five years:

- Increase awareness about careers in advanced manufacturing, technology, health care, and other key industries.
- Continue our role as a school that implements high standards through competency-based experiential and virtual education with opportunities for real-world learning to better prepare our students with the core 21st-century skills and professional behaviors necessary to be ready for post-secondary education and/or the workforce upon graduation from high school.
- Help reduce the cost of public higher education for students through innovative programs such as Early College and beginning or completing industry recognized certifications.
- Develop and implement adult education options where post 20-year-old students can build the skills and knowledge required to attend college or enter an advanced training program.
- Assist in building the talent pipeline for NH's workforce by increasing awareness about careers in advanced manufacturing, technology, health care, and other key industries.
- Engage students in real-world learning experiences with the goal of building skills and forming connections to New Hampshire employers before they consider taking their talents elsewhere.

To that end, we are planning to implement the following new programs during the next five years.

Industry Specific Experiences

Recent meetings with Dartmouth-Hitchcock Hospital and First Robotics Competitions serve as examples of the potential that exists for the development of engaging Partnerships that serve the needs of students and industry. Dartmouth-Hitchcock Hospital, in Lebanon, N.H. is one of the most highly regarded teaching hospitals in the country employing over 9,000 workers. In order to meet their staffing needs, the hospital has developed an apprenticeship program and has initiated Partnerships with area high schools. Our discussions with hospital administrators have been focused on the development of badges and college curriculum that would lead to employment and admission to the hospital's apprenticeship program immediately after high school.

First Robotics aims to foster a culture where science and technology are valued, and students are motivated to become future leaders in the field. The organization accomplishes its mission by sponsoring competitions where students develop and use science and technology with the support of industry experts. The New Hampshire based non-profit organization now serves over 400,000 students worldwide. We have begun meeting with First Robotics to develop plans to integrate academic credit, industry certifications and college certificates into the work that students do in preparation for First Robotics competitions.

We intend to continue our work with liaisons from Dartmouth-Hitchcock and First Robotics to ascertain program needs and goals; develop competencies and expectations; schedule job shadows, develop work-based projects, create internships; and gather resources and develop online curriculum for badges and certifications.

Badging/Micro Credentials and College Certificates

We will integrate stackable credentials into our customized learning model so that students, regardless of race, socioeconomic status, or location have the opportunity to engage in career and work-based learning activities that span the spectrum from career awareness to career preparation.

Badges, awarded by VLACS, will be available in STEM areas such as coding, robotics, engineering, and health and wellness. We also anticipate expanding to STEAM careers by adding badges in photography, video production, and graphic design. Badges will be designed for the career awareness and exploration stages, while college certificates,

industry certifications, and degrees will advance students to the career preparation stage.

Student Advisory

Students require ongoing academic and career counseling and support in order to maximize their potential. However, the authors of the Pathways to Prosperity report identified a major concern regarding traditional guidance and school counseling services: “America’s current system of career guidance and counseling is wholly inadequate, and many adolescents receive virtually no useful guidance. In our middle and high schools, the average ratio of students to counselors is nearly 500 to 1, a load that would strain even the most dedicated professional. Moreover, many counselors are more interested in students’ pressing personal, psychological and social problems, and do not have the expertise to provide high- quality career guidance” (Symonds, Schwartz, and Ferguson, 2011).

All full-time VLACS students are assigned to an advisor whose primary goal is to help every student become college, career, and citizenship ready. During a student's tenure at VLACS, the advisor serves as a student’s advocate, coach, counselor, and the primary contact for parents. Advisors build positive relationships with students and parents, or guardians, and guide students through the development of a college, career, and citizenship plan. Advisors also provide students with opportunities for academic and personal reflection and growth, identify students’ challenges and help them develop strategies to overcome these, and assist them with becoming college, career and citizenship ready.

We are planning to expand our successful advisory program on three fronts:

1. Improve and expand the curriculum and support that we provide to students during the development of their post-secondary plan. We will design a new continuum of age-appropriate career-related options that will allow middle and high school students to create a customized plan that moves them from the career awareness stage to career exploration and to career preparation.
2. Create a series of competency-based professional development options for experienced educators that will provide them with the skills and knowledge necessary to support students in a customized and/or student-centered learning environment. These professional development options will serve two purposes: (1) to advance the skills of our advisors and staff, and (2) provide schools and other education agencies with high-quality professional development through our adult education program.
3. Offer advisory services to part-time students. Given high caseloads carried by traditional counselors, schools will have the opportunity to use our advisory system as a

supplemental service. Typically, homeschooled students do not have access to a career-based advisory system and opening our program to all students will make this a possibility for a growing homeschool population.

Expand Early College Program

We plan to expand our Early College/dual credit program by adding new college certificates and associate degree options for high school students. We hope to target high need career fields such as technology and health services.

Expand Adult Education

We will expand our offerings in two areas: (1) college and career preparation for adults, and (2) professional development for educators. There is a significant portion of the adult population of New Hampshire that do not have the requisite skills to enter college or to move into advanced training programs. It's our goal to expand our services so that adults can gain the skills and knowledge that they need to matriculate to the college of their choice or to enter a training program that requires college level reading and math skills.

Elementary Education

To date, we have not found high-quality elementary level curriculum content, however, we have spoken with content providers who are producing content that is of interest to us. Our goal is to begin offering elementary courses to students in grades four and five within the next two years and expand our offerings over time.

Professional Development

Over the last decade, we have developed a unique set of services and skills that easily translate into a traditional school model. With this in mind, we will add educator professional development opportunities to our adult education program. Our offerings will include an array of courses designed to support competency-based learning, customized learning, and online-learning. Educators will have the opportunity to package courses and learning opportunities into micro-credentials, as well.

Appendix I: Master Class Schedule

Due to the open enrollment and anytime, anyplace nature of our learning model, there is no “Master Schedule” at VLACS. Instead, students are assigned to instructors on an ongoing basis provided they have the capacity to add more students to their rosters. All instructors have “caps” on their enrollment levels to ensure compliance with the Department of Labor and the Affordable Care Act. Those caps are overseen by the Chief Operating Officer. On those occasions when instructor rosters are at capacity, a waitlist forms which is cleared on a first come first serve basis.

Our adjunct instructors are assigned between 30 and 100 students depending on need, availability and ability and are expected to be available at least three days/week with no more than two business days off between availability. Our full-time instructors are assigned 140 students and are expected to be available to their students Monday through Friday.

Instructors are expected to hold weekly office and appointment hours, make weekly contact with students and conduct monthly progress appointments with students and guardians, however, they develop and maintain their individual schedules. The availability of individual instructors is guided by their overall enrollment levels, with higher enrollment levels dictating more instructor availability.

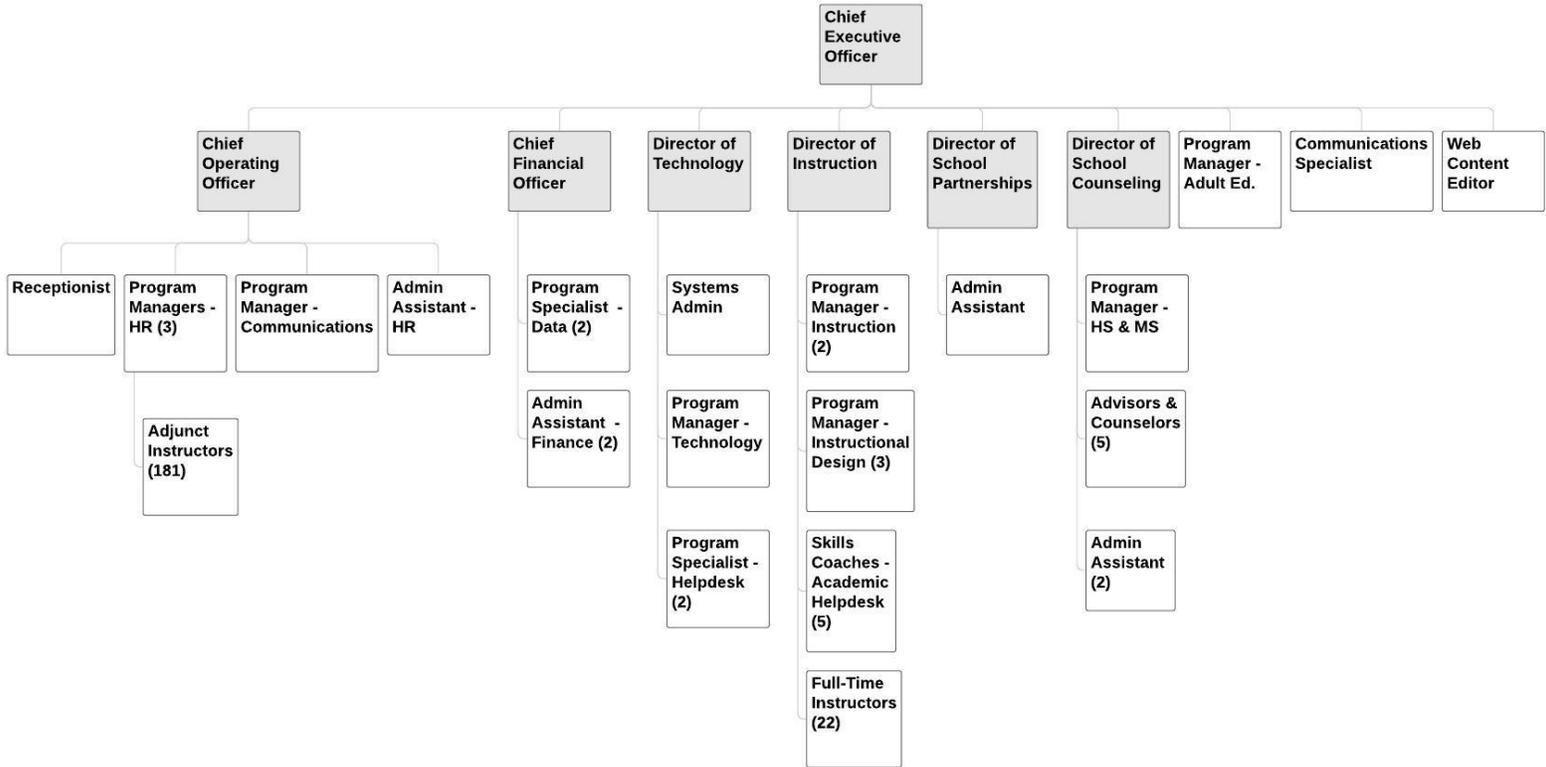
The Instructional Support Team, overseen by the Chief Operating Officer, provides support for all VLACS instructors. Included in that support is the development and maintenance of a consistent weekly schedule that ensures that all students have opportunities to meet with their instructor(s) in a timely manner. The Instructional Support Team regularly reviews instructor availability to ensure that all instructors are available appropriately.

A listing of all learning options and instructor assignments are available in the charter renewal notebook for the evaluation team to review.

Appendix II: Board of Trustees

Trustee Name	Role	Background	Term Expires
Mr. Joseph Lovejoy	Chair	Retired CPA, Stratham NH Board of Selectmen, relationships with business and state policymakers	June 30, 2019
Dr. Kent Chamberlin	Vice Chair	Professor, UNH, parent of former VLACS student	June 30, 2019
Dr. Mark Joyce	Secretary/Clerk	Public school board member, relationships with legislators, educators, and business community	June 30, 2020
Mr. Matthew Treamer	Treasurer	Associate Director, North Country Education Services, strong connections to the northern area of NH.	June 30, 2020
Ms. Kimberly Casey	Member	Former legislator, parent of former VLACS student	June 30, 2020
Mr. Jerome Frew	Member	Former superintendent, Associate Director of the NHSAA	June 30, 2021
To be filled this fall	Member	Parent	June 30, 2021

Appendix III: School Organizational Chart



Appendix IV: Sample Report Card

Grade reports and updates are available to students and parents at any time. In lieu of report cards we issue progress reports on a monthly basis to full and part time students. Part time student report cards are automatically generated by our system while our registrar creates full-time students' transcripts as needed for employment, college and scholarship purposes. The latter transcripts are created to provide our full-time students with a transcript that includes transfer credits and indicates credits earned per year, as we've found that this information is useful for colleges and employers. For part-time students, their local schools determine how/whether VLACS grades and credits appear on their schools' transcripts. Parents and students have access to transcripts through their student accounts and/or by request.

Sample Progress Report

VLACS Progress Report

	
<p>Student Name: Course Name: Mandarin Chinese 2 Teacher Comments:</p> <p><u>Progress Summary as of the date of this email:</u></p> <ul style="list-style-type: none">• Current grade: 90.32• Total number of assignments in the course: 128• Assignments left to complete the course: 125• Your proposed end-date: 06/15/2019 <p><u>Monthly Appointment:</u> It is important that we are meeting regularly to reflect on your progress in Mandarin Chinese 2. We can use this meeting time to develop course goals and address any questions or concerns you may have.</p> <p>If I have not met with you and your parents/guardians in the past three weeks, please complete a Monthly Appointment within the next 7 days. We will meet in my Virtual Classroom. This can be done by stopping by my classroom during my posted office hours or by using my ScheduleOnce link to schedule a specific time to meet.</p> <p>To view more information, please log into https://sis.vlacs.org and select the "Snapshot" link within the Enrollments menu.</p> <p>I look forward to meeting with you soon and continuing our work together as you work towards meeting your goals for this course!</p> <p>Sincerely,</p>	<p>Need Help? I am here to help. If you have any questions or concerns please visit My Virtual Meeting Room during office hours or send an email to che@vlacs.org.</p> <p>Looking for more information? Log into https://sis.vlacs.org and click on the "Snapshot" link within the Enrollments menu.</p>
<p>Ms. Christine Ho, M.Ed., MBA</p>	

Sample Transcript



P.O Box 1050
 Exeter, NH 03833
 (T) 603-778-2500
 (F) 866-651-5038

www.vlacs.org

Official Transcript

Student Name:
 Student ID:
 Gender:
 Date of Birth:

Parent/Guardian:
 Primary Phone:
 Address:
 City and State:

	School Year	Courses	Grade	Credit		School Year	Courses	Grade	Credit
VLACS	2012-2013	MS Computer Literacy 1 Segment 1 (Regular - MS)	99 (A)	0.50	VLACS	2015-2016	MS U.S. History Segment 1 (Regular - MS)	83 (B)	0.50
VLACS	2013-2014	MS Comprehensive Science 1 Segment 1 (Regular - MS)	87 (B+)	0.50	VLACS	2015-2016	MS U.S. History Segment 2 (Regular - MS)	89 (B+)	0.50
VLACS	2013-2014	MS Comprehensive Science 1 Segment 2 (Regular - MS)	90 (A-)	0.50	VLACS	2016-2017	Digital Arts Segment 1 (Regular - HS)	96 (A)	0.50
VLACS	2013-2014	MS Language Arts 1 Segment 1 (Regular - MS)	94 (A)	0.50	VLACS	2016-2017	English 1 Segment 1 (Regular - HS)	92 (A-)	0.50
VLACS	2013-2014	MS Language Arts 1 Segment 2 (Regular - MS)	97 (A)	0.50	VLACS	2016-2017	English 1 Segment 2 (Regular - HS)	91 (A-)	0.50
VLACS	2013-2014	MS Math 1 Segment 1 (Regular - MS)	89 (B+)	0.50	VLACS	2016-2017	Physical Science Segment 1 (Regular - HS)	95 (A)	0.50
VLACS	2013-2014	MS Math 1 Segment 2 (Regular - MS)	90 (A-)	0.50	VLACS	2016-2017	Physical Science Segment 2 (Regular - HS)	97 (A)	0.50
VLACS	2013-2014	MS World Cultures Segment 1 (Regular - MS)	95 (A)	0.50	VLACS	2016-2017	Spanish 1 Segment 1 (Regular - HS)	93 (A)	0.50
VLACS	2013-2014	MS World Cultures Segment 2 (Regular - MS)	93 (A)	0.50	VLACS	2016-2017	Spanish 1 Segment 2 (Regular - HS)	90 (A-)	0.50
VLACS	2014-2015	MS Civics Segment 1 (Regular - MS)	83 (B)	0.50	VLACS	2017-2018	Biology 1 Segment 1 (Regular - HS)	93 (A)	0.50
VLACS	2014-2015	MS Civics Segment 2 (Regular - MS)	86 (B)	0.50	VLACS	2017-2018	Biology 1 Segment 2 (Regular - HS)	95 (A)	0.50
VLACS	2014-2015	MS Comprehensive Science 2 Segment 1 (Regular - MS)	83 (B)	0.50	VLACS	2017-2018	English 2 Segment 1 (Regular - HS)	90 (A-)	0.50
VLACS	2014-2015	MS Comprehensive Science 2 Segment 2 (Regular - MS)	83 (B)	0.50	VLACS	2017-2018	English 2 Segment 2 (Regular - HS)	93 (A)	0.50
VLACS	2014-2015	MS Language Arts 2 Segment 1 (Regular - MS)	97 (A)	0.50	VLACS	2017-2018	World History Segment 1 (Regular - HS)	95 (A)	0.50
VLACS	2014-2015	MS Language Arts 2 Segment 2 (Regular - MS)	94 (A)	0.50	VLACS	2017-2018	World History Segment 2 (Regular - HS)	96 (A)	0.50
VLACS	2014-2015	MS Math 2 Segment 1 (Regular - MS)	79 (C+)	0.50					
VLACS	2014-2015	MS Math 2 Segment 2 (Regular - MS)	66 (D)	0.50					
VLACS	2015-2016	MS Comprehensive Science 3 Segment 1 (Regular - MS)	91 (A-)	0.50					
VLACS	2015-2016	MS Comprehensive Science 3 Segment 2 (Regular - MS)	90 (A-)	0.50					
VLACS	2015-2016	MS Language Arts 3 Segment 1 (Regular - MS)	89 (B+)	0.50					
VLACS	2015-2016	MS Language Arts 3 Segment 2 (Regular - MS)	82 (B-)	0.50					

Appendix V: Parent/Student Handbook

Our Parent/Student Handbook reflects the online nature of VLACS and therefore may differ in some situations from the policies created for students in a physical setting. Within the handbook are a number of policies designed to ensure safety, accessibility, accountability, and the adherence to legal and ethical obligations.

Parent/Student handbook materials are available in the charter renewal notebook for the evaluation team to review.

Appendix VI: Staff Handbook

Our staff handbook and expectations are scattered amongst several documents and ingrained within our annual renewal process. Every VLACS employee is reviewed annually and pending their successful review receives an annual contract. All contracts, including that of the Chief Executive Officer, are “at will” and all employees are expected to meet the expectations and norms of the organization.

Staff handbook materials are available in the charter renewal notebook for the evaluation team to review.

Appendix VII: Certified Staff List

VLACS currently employees 231 individuals in the following areas:

Adjunct Instructors	157
Full Time Instructors	26
Full-time support staff and administrators	31
Part-time support staff	17

Due to the open enrollment, anytime, any pace nature of our school, VLACS instructors may work with students of all ages. Those instructors whose certifications are for middle school aged children only, primarily teach only middle school courses.

A current list of all employees, including certification, VLACS experience and departments are available in the charter renewal binder for the evaluation team to review.

Appendix VIII: Curriculum, Assessment Tools and Current Instructional Practices

Curriculum

VLACS offers a full curriculum for grades 6-12 that meets state requirements and is based on state and national standards. The curriculum allows full-time students to meet state and VLACS graduation requirements and earn a diploma. Part-time students may combine VLACS credits with those they are completing in another setting in order to meet state and local graduation requirements. A full listing of offerings is provided below.

VLACS uses competencies as the organizational unit of learning for all pathways. In general, competencies are grouped together in sets of 8-10 competencies for which students earn one credit upon successful completion. These sets of competencies are called “Competency Groups” which correspond to traditional courses such as Algebra 1 and US History.

Competencies represent the key concepts and skills students must demonstrate an understanding of for each unit of learning. Individual competencies can be mastered through multiple pathways, providing students with the opportunity to customize their mode of learning while holding the content and skills acquired constant.

Curriculum is organized into a series of pathways for learning, which are outlined below. All offerings, except for eStart and Teams, are offered through rolling enrollment and flexible pace. This means students may start the course at any time and complete the work at a pace agreed upon by the instructor, student and parent provided they make weekly progress.

- **Courses:** Courses are our most highly enrolled offering at VLACS. These are created to allow students to complete them in an asynchronous manner, which means they can work on them at anytime. We currently offer 40 middle school courses and 165 high school courses, which includes 15 AP offerings.
- **Projects:** VLACS currently offers 180 projects that address 30 competency groups. Each project addresses one competency and is grounded in a career and task someone would perform in that career area. This provides a level of authenticity to each project and provides students with career exposure.
- **Experiences:** Experiences are the most open-ended pathway to learning. Students work with VLACS instructors to determine both how they will master

specific competencies and what they will do to demonstrate their learning. Experiences may address competencies from several competency groups or a single competency group.

- Teams: VLACS offers 8 team options. In each, students work with a group of peers, outside experts and a VLACS instructor to master a set of 4-5 competencies. Teams have a set start and end date as students must work through the course material and tasks together in a collaborative learning environment.
- College: There are currently 41 college courses offered at VLACS. These are offered through eStart (12), which is part of the NH Community College system, and SNHU (29).

Assessment Tools

Across our multiple pathways, VLACS uses a full range of assessment tools and techniques which include the following.

- Oral Assessments for each competency
- Multiple choice
- Short answer
- Essays
- Presentations
- Projects
- Portfolios

For each competency, VLACS identifies a group of key assessments that are termed competency assessments. Students must earn an 85% or better on each of these assessments. If they do not earn an 85% or better, they must redo the assessment. At times instructors adjust the mode of assessment if it appears the student understands the material and it is the mode of demonstration that is the issue. One of the competency assessments for each competency is an oral assessment conducted one-on-one between the instructor and student.

In Projects, Experiences and Teams, VLACS develops rubrics for each competency that further articulates what students must learn and demonstrate. These competency rubrics are used as the primary assessment tool across these three pathways.

Current Instructional Practices

All VLACS instructors have previous teaching experience prior to being hired and participate in a 16-week training process to become online instructors. This allows us to teach our instructors the technical aspects of online instruction but more importantly

stress the importance of developing strong working relationships with each family they work with. This relationship building is a key to our success and results in approximately 95% of parents indicating they would recommend VLACS to another parent.

VLACS has a clear set of instructor expectations which summarized into three focal areas: building relationships, supporting student learning, being professional. These are the foundation of our instructor training, ongoing instructor support and evaluation.

Requirements for instructors include:

- Weekly office hours and meeting hours. These allow student to schedule a time or drop in for support. Instructors offer anywhere from 8-25 hours per week, depending on enrollment numbers.
- Monthly progress reports and meetings. Instructors send our progress reports to students and parents at least once a month and additionally meet with each student and parent on a monthly basis. This provides frequent communications to support students.
- Weekly triage. This is a process our instructors use to review each students progress on a weekly basis to ensure students that need additional support are identified in a timely manner.
- Vary assessment method if student is struggling. Instructors are encouraged to not let the mode of assessment get in the way of determining the level of student understanding. To this end, instructors are allowed to vary the mode of assessment on an as needed basis.

Appendix IX: Charter School Bylaws
BY-LAWS
VIRTUAL LEARNING ACADEMY CHARTER SCHOOL

ARTICLE I

The name of the corporation, the object for which the corporation was established and the location of the corporation's office, are set forth in the Articles of Agreement. The Articles of Agreement and these By-laws and any amendments thereto which may, from time-to-time be adopted govern and regulate the conduct of the business of the corporation.

ARTICLE II

The seal of the corporation, subject to the alternation thereof by the Board of Trustees, shall consist of the words "VIRTUAL LEARNING ACADEMY CHARTER SCHOOL", cut or engraved thereon; provided, however, that the legal type wafer seal or any other seal approved by the Board of Trustees, may be used by the corporation as its official seal.

ARTICLE III

The purpose for which the corporation is to be formed are exclusively for scientific, educational, and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1986 and in this connection, the object for which this corporation is established is to operate a New Hampshire public charter school in accordance with Chapter 194-B of the Revised Statutes Annotated of New Hampshire as established in a Charter School Application for the Virtual Learning Academy Charter School submitted to the New Hampshire Department of Education and approved by the State Board of Education and which may be amended from time-to-time, and to: (a) use new and emerging distance learning technologies to provide any time any where access to a rigorous personalized education that helps students learn today, graduate tomorrow and prepare for the future; (b) provide all students with the opportunity to personalize their education by combining rigorous academic study with the flexibility that is inherent in the any time, any place philosophy; and (c) meet the needs of a wide variety of students and fosters 21st Century skills such as global awareness, self-directed learning skills, information and communications technology literacy, problem-solving skills, and time management and personal responsibility. The corporation is constituted so as to attract substantial support from contributions, directly or indirectly, and has not been formed for pecuniary profit or financial gain, and no part of the assets, net earnings or income of the corporation is distributable to, or inures to the benefit of, its members, trustees, directors, officers or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth above. The corporation is a non-profit voluntary corporation organized under Chapter 292 of the Revised Statutes Annotated of New Hampshire and is to be exempt from income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to as the "Code"). No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) political campaigns on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not

permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under Section 170 (c)(2) of the Internal Revenue Code or the corresponding section of any future federal tax code. The corporation is not organized for pecuniary profit and shall not declare dividends. No part of its net earnings shall inure to the benefit of any incorporator, trustee or officer.

ARTICLE IV – MEMBERSHIPS

The original incorporators will elect a transitional 5 member Board of Trustees at an organizational meeting who will in turn elect an 9 member Board of Trustees at the first annual meeting. The Board of Trustees will manage the affairs of the corporation in accordance with the by-laws. An expressed interest in the education of students in New Hampshire and the corporation and the time necessary to actively participate in committee work and the work of the Board are necessary for membership on the Board.

ARTICLE V – BOARD OF TRUSTEES

Section I. Qualifications Number, Vacancies, Election and Term of Membership.

The Board of Trustees shall consist of nine (9) members including officers and the chairperson of all standing committees. The terms of office of the Board of Trustees will be staggered so that 4 members are elected in each of two successive years and that 3 members are elected in the third year.

The first Board of Trustees shall consist of 5 trustees, shall be elected by the original incorporators and will serve until the first annual meeting of the Board of Trustees. The distribution of designated seats shall not apply to the first Board of Trustees and the first Board may amend the policy for filling designated seats consistent with state law.

Vacancies of the Board of Trustees resulting from resignation, death and any other occurrence may be filled by election by a majority vote of the current Board at any regular meeting from candidates presented by the nominating committee. Such persons will complete the remainder of the term just vacated.

The standard term of office for each Trustee shall be three years. Directors shall be eligible to succeed themselves.

Any Trustee who does not fulfill his/her responsibility by attending Board meetings regularly and compiles three successive unexcused absences may, upon a majority vote of the Board of Trustees present and voting at the meeting following the meeting at which the motion for removal is made be removed from office; provided further, any Director may be removed for cause, by a two-thirds vote of the Trustees present and voting.

Section II. Designated Seats on the Board of Trustees.

The Board of Trustees will consist of a minimum of three (2) members chosen from the parents of students enrolled in the Virtual Learning Academy Charter School on either a full or part-time basis in accordance with RSA 194-B:5 (which requires “no fewer than 25 percent or 2 parents of

pupils attending the Charter School, whichever is greater), and shall consist of such other qualified members as may be designated by a policy adopted by the Board, provided that until such a written policy is adopted the targeted qualifications for board members in addition to the 2 parents required by law shall be 1 member from the business community, 2 members who are public school educators or administrators, 2 members who are post-secondary educators or administrators and 2 members who serve on a New Hampshire School Board (please note: RSA 194-B:5, I caps the number of trustees who simultaneously serve as school board members at 25 percent of the total board membership). The individuals serving in these capacities shall retain their position as members of the Board of Directors co-terminously with their holding qualifications for their position. If they cease to hold the position qualifying them for the Board, the Board shall declare a vacancy in the position and fill that position with a qualified individual who will serve for the remainder of the unexpired term of the Trustee they are replacing.

Section III. Regular Meetings.

Regular meetings shall be held at least four times a year. Notice of all regularly scheduled meetings shall be mailed by the Clerk, or designee, to each member of the Board of Trustees at least seven days in advance of the meetings.

Section IV. Special Meetings.

Special meetings of the Board of Trustees may be called by the Chairman upon written request of three or more of the then current Trustees. Such a call by the Clerk shall state the time, place and purpose of the meeting and shall be mailed, faxed or delivered to the members of the Board at least twenty-four hours in advance of the meeting. Actions taken at such meetings shall be limited to those specified in the call of the special meeting and require majority vote of a quorum of the entire Board (6 votes – 3 for the 5 member first Board of Trustees).

Section V. Annual Meeting.

The annual meeting of the Board of Trustees shall be held in June of each year. The first annual meeting shall be for the election of the Board members and officers of the corporation, for the transaction of such other businesses may come before the meeting.

Section VI. Quorum.

A quorum shall consist of a majority of the Board of Trustees and a majority vote of those present shall decide all questions, provided that any provision of law or these by-laws contrary thereto shall govern.

Section VII Right-to-Know.

In accordance with RSA 194-B:5, VI, the meetings and proceedings of the Board of Trustees and its committees shall be held in public session pursuant to RSA 91-A:2, except for those meetings or proceedings designated as non-public sessions as defined in RSA 91-A:3, II.

Section VIII Parliamentary Authority

The rules contained in the current edition of Robert's Rules of Order, shall govern the Board of Trustees in all cases to which they are applicable and in which they are not inconsistent with these Bylaws or any Special Rules of Order the Board may adopt.

ARTICLE VI – AUTHORITY OF THE TRUSTEES

Section I.

The Board of Trustees shall manage the affairs of the corporation subject to the Articles of Agreement and these By-Laws. In managing the affairs of the corporation, the Board of Trustees shall have all power and authority vested in the corporation itself, so far as such delegation of authority is not inconsistent with the Laws of the State of New Hampshire, the Articles of Agreement, or these By-Laws.

Section II.

Specifically, the Board of Trustees shall have the power to do the following: apply for and receive grants, aids and donations; borrow money, issue notes and other obligations, secured or unsecured; the power to adopt policies and practice for the management and operation of the Charter School and to govern the operation of the school; to cause to be executed under the seal of the corporation, mortgages, deed of trust and liens of any kind on real or personal property of the corporation; sell, dispose of, or lease the property of the corporation; purchase or acquire, in any manner and upon such terms as they shall approve, any property or rights which the corporation is authorized to acquire and to pay for the same in whole or in part, in money, bonds, notes, and other securities or with the property of the corporation; authorize the execution, in the name of the corporation of deeds, mortgages, options, liens, powers of attorney, contracts, notes, receipts, acknowledgments, acceptances, and other documents or instrument which may require it; and to do any other act or thing incidental to or connected with the foregoing purpose or in advancement thereof but not for the pecuniary profit or financial gain of its directors or officers.

In addition and without limiting the generality of the foregoing the Board of Trustees shall have the specific powers enumerated in Chapter 194-B:5 III of N.H. Revised Statutes Annotated namely to:

- (a) adopt a name and corporate seal, provided that any name selected shall include the words “Charter School”;
- (b) sue and be sued, but only to the same extent and upon the same conditions that a town can be sued;
- (c) to acquire real property from public or private sources by lease, by lease with an option to purchase, or by gift for use as a school facility provided that such acquisition is consistent with established school purposes;
- (d) to make contracts and leases for the procurement of services, equipment, and supplies provided that:
 - (i) if the Board of Trustees intends to procure substantially all educational services under contract with another person or entity, the terms of

such contract shall be provided in an addendum to the School's Charter application, and be approved by the State Board of Education as required; and

- (ii) the State Board shall not approve any such contract terms, the purpose or effect of which is to avoid the prohibition in this Chapter against granting charter school status for non-public schools;
- (e) to incur temporary debt in anticipation of receipt of funds.
- (f) to solicit, accept, manage, and use any grants or gifts, provided that such activities are consistent with established school purposes;
- (g) to have such other powers as are available and specified above.

ARTICLE VII – OFFICERS

Section I.

The officers of the corporation shall consist of a Chairman, Vice Chairman, Treasurer, Secretary, and Clerk and such other officers as the Board of Trustees shall appoint.

Section II. Chairman.

The Chairman shall, when present, preside over all meetings of the Board of Trustees. In addition, he/she shall perform such other duties and have such other authority as the Board of Trustees may, from time to time designate. He/she shall, unless otherwise directed by the Board of Trustees, sign all checks issued by the corporation. The Chairman shall appoint a nominating committee and such other standing or special committees as the Board of Trustees may direct.

Section III. Vice-Chairman.

In the absence, incapacity or the inability of the Chairman to act, the Vice-Chairman shall act in his place and when so acting, shall have the same authority as the Chairman. In addition, he/she shall perform such other duties as the Chairman or the Board of Trustees may direct.

Section IV. Treasurer.

He/she shall collect, receive and account for all funds of the corporation. He/she shall provide for the safekeeping of all funds received by deposit in some bank, with an office situated in Exeter, New Hampshire, or in such other manner as the Board of Trustees may direct. He/she shall countersign all checks issued by the corporation. He/she shall be responsible for the preparation of, and shall sign, all tax returns required of the corporation. For all of these purposes, he/she may appoint an agent, to be approved by the Board of Trustees, to act in his/her behalf, but under his/her supervision.

Section V. Secretary/Clerk.

He/she shall keep a record of all meetings of the Board of Trustees and shall have custody of the corporate seal. He/she or his/her representative appointed by the Board shall maintain a record of all correspondence received or sent out by the corporation and shall sign such correspondence when authorized by the Board. He/she shall make and maintain a record of all official votes of the Board and shall witness and acknowledge all legal documents issued by the corporation. In addition, he/she shall perform such other duties as the Board may direct.

Section VI. Limits on Authority.

No officers shall obligate the corporation beyond the limits of items in the approved budget without specific authority from the Board of Trustees.

Section VII. Election and Term of Office.

The officers shall be elected annually by a majority of the Board of Trustees attending the annual meeting from a slate presented by the nominating committee. Officers shall take office at the close of the meeting at which they are elected. Each officer shall hold office for one year or until his or her successor is elected.

Section VIII.

Any officer elected or appointed by the Board of Trustees may be removed as an officer by the Board whenever in the Board's judgment the best interest of the corporation will be served thereby by a two-thirds vote of the members present at the meeting following the meeting at which the Motion for Removal is made.

Section IX. Committees.

The Executive Committee shall consist of officers of the organization and chairpersons of such other standing or special committees as the Board may direct. The executive committee may hold meetings between regular Board meetings and shall have all the powers of the Board, except that it shall not reverse any previous action of the Board of Directors and the Committee's action shall be subject to ratification by the Board of Directors at the next regular Board meeting. The Chairman shall chair the Executive Committee.

ARTICLE VIII – FISCAL RESPONSIBILITY

Section I. Contracts, Checks, Deposits and Gifts.

The Board of Trustees may authorize any officer or officers, agent or agents of the corporation in addition to the officers so authorized by these By-laws to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or may be confined to specific instances.

Section II. Checks, Drafts or Orders.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the organization shall be signed by such officer or officers, agent or agents of the corporation, and in such a manner as shall from time to time be determined by resolution by the Board of Trustees. In the absence of such determination by the Board of Trustees, such instruments shall be signed by the Chairman and countersigned by the Treasurer of the corporation.

Section III. Deposits.

All funds of the corporation shall be deposited by the treasurer within three days of receipt to the credit of the corporation in such banks, trust companies or other depositories as the Board of Trustees may select.

Section IV. Audit.

Annually the Board of Trustees shall cause a financial audit and report to be completed/prepared in compliance with the current format and content requirements imposed on a public school. A copy of the report shall be provided to the State Board and the local School District.

ARTICLE IX – INDEMNIFICATION

Each member, trustee, officer or committee member of the corporation now or hereafter serving as such, all the incorporators of the corporation shall be indemnified by the corporation against any and all claims and liabilities to which he or she has or shall become subject by reason of serving or having served as such trustee, officer, committee member of incorporator, or by reason of any action alleged to have been taken, or omitted or neglected by him or her in such capacity; expenses reasonably incurred by him in connection with such claim or liability shall be reasonably paid except with respect to any matter in which he or she shall have been adjudicated not to have acted in good faith and within the scope of their authority.

The amount paid to any officer, trustee, committee member or incorporator by way of indemnification shall not exceed his or her actual, reasonable and necessary expenses incurred in connection with the matter involved.

The right of indemnification herein above provided shall not be to the exclusion of any rights to which any trustee, officer or committee member of the corporation may otherwise be entitled by

law. Furthermore, notwithstanding the foregoing, officers, directors and trustees of the corporation are not subject to the payment of corporate debts and the corporation shall indemnify directors, officers and trustees against liability and expenses (including attorney's fees) incurred in connection with the defense of any proceeding in which they are made a party by reason of being or having been a director, officer or trustee. Further, no officer, director or trustee, except with respect to matters as to which he/she shall finally be adjudged to have (a) breached a director, officer or trustee's duty of loyalty to the corporation; (b) engaged in any acts or omissions which are not in good faith or which involve intentional misconduct or a knowing violation of law; (c) engaged in any transaction from which the director, officer, or trustee derived an improper personal benefit.

ARTICLE X – CONFLICT OF INTEREST

In the event that the Board shall be called upon to consider a transaction or issue involving the Virtual Learning Academy Charter School and a member of the Board of Trustees (or a member of his or her immediate family) or an organization with which a member of the Board is "affiliated," such member of the Board as soon as he or she has knowledge of the transaction shall:

- a. Disclose fully to the Chairman and the Board the nature of his or her interest or involvement in such transaction or issue and/or such organization;
- b. Not vote on such transaction or issue; and
- c. Refrain from participation and consideration of proposed transaction or issue if requested to do so by the Board.

For the purpose of this section, a member of the Board is "affiliated" with an organization if he or she or a member of his or her immediate family (spouse, parents, in-laws, children, siblings); is an officer, director, trustee, partner, employee or agent of such organization, or such person has any other direct or indirect dealing with such organization from which he or she knowingly materially benefits. Anyone who executes a contract in violation of this paragraph may be held personally liable to the Virtual Learning Academy Charter School for any damages caused by such transaction (see RSA 194-B:5, VIII).

ARTICLE XI – REPORTS

The Board of Trustees or its representative shall report to the State Board of Education the corporation's progress toward achieving the goals of the Virtual Learning Academy Charter School quarterly or as requested and in accordance with Chapter 194-B of the New Hampshire Revised Statutes Annotated (as amended). In addition, it or its representative shall prepare an annual report to the State Board and provide a copy to the local School District.

ARTICLE XII – DISSOLUTION

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal

government, or to a state or local government, or public school or school district for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal offices of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE XIII – FISCAL YEAR

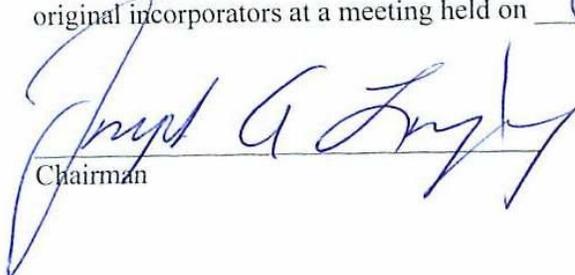
The fiscal year of the corporation shall run from July 1 through June 30 of each year.

ARTICLE XIV – AMENDMENTS OF THE BY-LAWS

The Board of Trustees shall have the power to make, alter, amend and repeal these By-Laws of the corporation by affirmative vote of two-thirds (2/3rds) of the entire Board (7 members – 3 for the 5 member first Board of Trustees).

ARTICLE XV – CERTIFICATE OF ADOPTION

We, the duly elected Chairman and Clerk, hereby certify that these By-Laws were adopted by the original incorporators at a meeting held on JANUARY 3, 2008.


Chairman


Clerk

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**VIRTUAL LEARNING ACADEMY CHARTER SCHOOL
RENEWAL VISITATION REPORT**



**30 Linden Street
Exeter, NH 03833**

Date of Site Visitation: October 29, 2018

VIRTUAL LEARNING ACADEMY CHARTER SCHOOL

**CHARTER SCHOOL RENEWAL
VISITATION REPORT**

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

1. Is the charter school making progress toward achieving its mission?
2. Is the charter school responsibly using public funds?
3. Is the charter school promoting student attainment of expected knowledge and skills?
4. Is the charter school sustainable?

II. SCHOOL PROFILE

The VLACS Charter School (VLACS) is an open enrollment online virtual public charter school, serving middle and high school students in grades 6 to 12 inclusive, with an annual enrollment of approximately 1718 students. The school offers programming to both full-time and part-time students

In 2008, VLACS was chartered by the New Hampshire State Board of Education and operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public charter school, VLACS is open to student applicants from any New Hampshire community.

The primary purpose of VLACS is to transform educational possibilities and choices for New Hampshire students through a competency-based, customized learning experience, providing “any time, any place, and any pace flexibilities.” The flexible pathways and scheduling of VLACS courses meet the needs of non-traditional students as they design alternative learning plans to meet their unique needs.

School Mission Statement

The mission of the Virtual Learning Academy is to provide all students with the opportunity to personalize their education by combining rigorous academic study with the flexibility that is inherent in the any time, any place, any pace philosophy to be practiced by the school.

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On October 29, 2018, the renewal on-site visitation for VLACS was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The On-site Visiting Team: Jane Waterhouse, Heather Driscoll, Kim Lavallee

The visiting team conducted interviews, both on site and virtual, reviewed documents and focused on the following:

- Implementation of the charter school's mission
- Effectiveness of the charter school in terms of cost accounting and financial reporting
- Implementation and effectiveness of the curriculum and defined measures of competencies
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- School Organizational Chart
- Yearly Calendar
- School Curriculum
- Financial Reports and Annual Financial Audit
- Academic Achievement Data
- Report Cards
- Faculty List with Qualifications
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports
- Letters of support, by six New Hampshire Superintendent of Schools, expressing the positive impact VLACS has provided to students, the need for continued support for VLACS, and the school's impact in providing alternative learning opportunities and

choices, including enrichment or credit recovery courses not offered in the district schools.

- Program of Studies and Course Syllabi
- Student Work Samples
- Student Application Forms and Admissions packet
- Student and Employee Handbooks
- Examples of Communications sent to students and families from school administration

School Advisory Program

VLACS has developed a comprehensive advisory program for full time students that is very effective in supporting

- students' academic decisions, including course selection, pathways selection, post-secondary decisions,
- students' social and emotional needs, and
- communicating with families.

The grade 6-12 curriculum is implemented by counselors, earning students a half credit for completion.

In 2019, VLACS intends to expand their guidance department by offering advisory for part-time students as well. They are in the process of creating advisory projects for competencies for all students who enroll.

Student Achievement

VLACS utilizes a wide range of standardized, formal and informal assessments to measure student progress and attainment of competencies, including NH SAS, SATs, Advanced Placement exams and understanding of knowledge and skills for individual course competencies. VLACS requires every student to have achieved 85% or better . All assessment results, formative, summative, and alternative, align with the school's goals.

It is apparent that VLACS students show a consistency in meeting the required competencies, and meeting or exceeding the state assessment standards. Through the student-centered learning pathways, students are able to demonstrate their understanding of knowledge and skills attained in a personalized program, tailored to match their unique learning styles and interests. As a result of their educational practices, VLACS is positioning its students to be college, career, and citizenship ready post-graduation.

The following standardized results demonstrate that VLACS is successfully meeting or exceeding the state academic achievement standards.

VLACS graduates have been accepted at 67 colleges and universities located in United States and Canada.

2017-18 NH SAS Results for VLACS Middle School Students

ELA

Grade	Number of Students Tested	% Proficient or Above	% NH Students Proficient or Above	Scaled Scores
6 ELA	16	50	55	VLACS 646 NH 645
7 ELA	17	82	60	VLACS 656 NH 652
8 ELA	25	85	58	VLACS 685 NH 666

Math

Grade	Number of Students Tested	% Proficient or Above	% NH Students Proficient or Above	Scaled Scores
6 Math	16	40	46	VLACS 512 NH 512
7 Math	17	41	48	VLACS 549 NH 546
8 Math	25	52	47	VLACS 591 NH 579

Science

Grade	Number of Students Tested	% Proficient or Above	% NH Students Proficient or Above	Scaled Scores
8 Science	48	56	41	VLACS 1153 NH 1150

SAT Results for VLACS High School Students

2017-18

	VLACS Average Score	State Average
Math	498	513
ERW	529	521
SAT Average Mean	1027	1034

2016-17

	VLACS Average Score	State Average
Math	501	514
ERW	557	522
SAT Average Mean	1058	1036

Early College Enrollments

	2016-17	2017-18
CCCSNH	273	283
SNHU	609	711
Total Dual Credit Enrollments	882	994
Total Passed and Complete	791	885/46*
Percentage Passed and Complete	90%	93%

*Percentage passed and completed does not include the 46 students who were still enrolled and actively working in their SNHU courses as of 9/14/18. The percentages vary up and down by a few percentage points over the course of the year. Last year's report had 138 students still enrolled and working on their SNHU courses at the time we were submitting our report. Our data is indicating that as students adjust to the college level expectations that they are completing their coursework sooner and more consistent with the time frame of a college freshman or sophomore. This is an additional barometer for students meeting a college readiness criterion.

Student Admissions

The VLACS admissions process includes a review of each student's submitted application materials and a student/parent interview. This process determines the student's potential for successes at VLACS, the student's overall ability to contribute to the learning community and whether the school's programs and the student's individual academic needs are aligned.

The VLACS student application can be downloaded from the school website. The application form states that should there be more applicants than available openings, VLACS will conduct a lottery to determine acceptance for open slots.

The guidance department has set up an interview process that better identifies student needs, and sets up meetings with the sending district.

Governance/Leadership

The Board of Trustees is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission, and the budget established annually by the Board.

The Chief Executive Officer reports directly to the Board and is accountable to them for the school's operation and continued progress.

VLACS is governed by a seven (7) member Board of Trustees. Board members meet 4 times a year, have an annual meeting in June, and have additional meetings called as needed.. This

Board of Trustees, some of who have been on the board since its inception, takes their stewardship seriously, dedicating their time to the overall governance and support of the school, decision making, being ambassadors in their community, ensuring that the community at large is connected to the school, and bridging the gap to traditional public education.

Trustee Name	Role	Background	Term Expires
Mr. Joseph Lovejoy	Chair	Retired CPA, Stratham NH Board of Selectmen, relationships with business and state policymakers	June 30, 2019
Dr. Kent Chamberlin	Vice Chair	Professor, UNH, parent of former VLACS student	June 30, 2019
Dr. Mark Joyce	Secretary/Clerk	Public school board member, relationships with legislators, educators, and business community	June 30, 2020
Mr. Matthew Treamer	Treasurer	Associate Director, North Country Education Services, strong connections to the northern area of NH.	June 30, 2020
Ms. Kimberly Casey	Member	Former legislator, parent of former VLACS student	June 30, 2020
Mr. Jerome Frew	Member	Former superintendent, Associate Director of the NHSAA	June 30, 2021
To be filled this fall	Member	Parent	June 30, 2021

The CEO provides updates to the Board of Trustees on the following areas: student enrollment, community outreach, program design, staffing, professional development, fundraising and school initiatives.

Staffing

The VLACS Charter School staff consists of:
191 instructors and 40 support staff.

VLACS Instructors Degrees and Certifications

Degree Beyond Masters	Master's Degree	Bachelor's Degree	NH Certified	Certification in Progress
6%	76%	18%	97%	3%

Number of Instructors by Subject Area

Subject	Instructors
Science	23
Social Studies	28
Mathematics	33
World Language	20
Computers / Business / Technology	16
English	32
Physical & Health Education	24
The Arts (Music/Art)	7
Guidance	7
Total	191

Additionally, the following personnel support instructors, students, and parents:

Description	Staff
Administrative staff	8
Office support and instructional supervision	18
Technology	6
Instructional design	3
Skills coaches	5

Stakeholder Involvement

As VLACS is an online school, its opportunities to engage with its various stakeholders, physically presents them with a unique set of challenges. The school has taken an innovative and well-considered approach to this challenge and demonstrated its ability to adapt to the demands of connecting with parents, students and partners.

VLACS has developed an effective and user friendly virtual presence online where stakeholders are able to become involved, not only in being able to access the latest information and data regarding their children’s progress, but to interact with the school administration and instructors. The outreach online portal consists of, blogs, bi-monthly virtual open houses, access to the VLACS website which is constantly updated, and the VLACS information line via email, which includes “web-chat” and a technical help-desk, plus a facility for all stakeholders to leave feedback.

The Board of Trustees holds bi-monthly meetings which are open to the public. To ensure transparency, these meeting cover a wide range of topics and tasks.

To address the needs of stakeholders, VLACs provides many opportunities to provide feedback to the school through phone, virtual and email meetings and correspondence, and through satisfaction surveys regarding the quality of the program, access to course materials and student progress, instruction, communication and student achievement. Parents are encouraged to take every opportunity to provide feedback.

Funding

VLACS does not receive State funding in the traditional manner of other Charter Schools, but instead, has an individual funding assessment program negotiated with the State based upon student performance. The latest data for the school is 2013-14 VLACS earned \$5.5 million in total State aid, but would have been awarded \$12 million under ADM rules. The school actively pursues outside grant funds and in the past four years has secured an additional \$950,000 plus \$94,000 from overseas students.

Partnerships

Partnerships are an integral part of maintaining successful Charter schools. For many years, VLACS has been forging relationship with many outside entities. VLACS not only reaches out to the established public school network in New Hampshire but is keen to continue forging links within the private school segment also. Through their Partnership program, VLACS has partnered with all New Hampshire public high schools and a growing number of middle schools, private schools, home-schooled student families and full-time students.

In addition to these initiatives, by engaging with New Hampshire Community Colleges, VLACS is now able to have available to its students more than 30 college courses, offering both full and part time enrollment at a very affordable cost of between \$150 and \$100 for a three credit course. It is now possible for students to work up to full associate degree level through this partnership.

VLACS has seen significant increases in the numbers of students taking advantage of these partnerships and is actively encouraging further expansion of this. An indication of the success of these partnerships is that VLACS started to offer eStart courses in 2008 with 26 enrollments and in 2018 had 283 enrollments. SNHU courses, which were started in 2010 with 17 enrollments, have grown to 711 in 2018.

IV. FOCUS GROUP INTERVIEWS

VLACS made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

School Leadership

In our conversation with the Executive Director and administrators, it was very apparent that every student who attends VLACS is valued and well-cared for by the staff. Their mission of any time any place, any pace, is exactly what they do! They are very proud of the success of their students, and their program. The school leadership engages in a growth mindset that has a focus on the development of innovations and strategies, which result in improvements to all aspects of the VLACS program to better serve their students and provide support to their staff.

VLACS is currently working on the following innovations and improvements:

- Advisory for all
- Badges and certificates of achievement
- Adding grades 4 and 5
- Expanding their adult education program
- Further developing their professional development plan, and
- Sharing their successful best practices.

Additionally, VLACS's successful pioneering efforts have led to many valuable partnerships they have created for New Hampshire students and they continue to grow this important area of their program. This demonstrates their commitment to helping the children of New Hampshire attain not only a high school diploma, but the skills necessary to be successful in life.

Parent Interviews

Essential to the value of VLACS to families and students are the following:

- Peace of mind, knowing that their children are safe,
- Great, regular communication from the school,
- Flexibility in scheduling classes,
- Everything is covered in classes...students cannot slip through the cracks,
- Support for parents as well as students,
- Staff of instructors/advisors can meet (virtually) with students and parents whenever there is a need,
- Instructors/advisors genuinely care for each student and are skilled at providing the needed support to a very diverse population of students.

Parents recommend the program to their friends and family, and feel that their children will stay with VLACS until graduation.

Student Interviews

Students spoke of their appreciation for the pathway options available to them, opportunities to explore interests, to thrive in a safe and secure environment free from the challenges that face students attending brick and mortar schools. The individualized programming and attention they receive are valued and cited as key components of their success, and they look forward to their interactions with instructors and fellow students. They feel well supported, no matter what the situation is, by the VLACS staff.

Students appreciate the flexibility that the VLACS schedules provide and enjoy the independence of this type of education. A student who is working, raising a young child, and taking VLACS courses exemplifies the value of the flexibility online learning offers to full and part time students. Additionally, they enjoy and are appreciative of the number and wide variety of course options available to them, giving them many choices to explore and pursue their interests. "It's just like college!" a student remarked.

The students were very clear that they have been highly supportive of VLACS, recommending the school to friends and family.

Staff Interviews

The visiting team met with instructors/advisors, both in person and virtually. Teachers discussed the strengths and challenges the school faces. The strengths articulated by the teachers included:

- “Friends” group for instructors/advisors to support and collaborate with each other , as well as PD and regular staff meetings to ensure the faculty is fully supported.
- The school advisory program helps teachers and students connect and build the strength of advocacy and relationships.
- The highly organized online platform provides clear expectations and progress monitoring, tracking student data with complete transparency for teachers.
- The multiple pathways for students ensure that students’ interests, learning styles and needs are met.
- A team/community approach to the support of the success of the students, including “care” calls instead of cold calls and regular communication with students and families
- Praise for the current administration in fully considering, developing and supporting every aspect of the school.
- Relationships !!!

The challenges articulated by the teachers included:

- Need for more opportunities for student interaction
- Sometimes with onboarding students, challenging to get everything up and running within the required time frame.

Board of Trustees

The visiting team met with six (5) members of the Board of Trustees. Board members are impressed with the program’s growth and systems that have been put in place by the current Executive Director. They view the academic program as challenging, yet not overwhelming. Board members see the importance of this program meeting the needs of diverse learners, and see the following as some of the key components for the success of the school:

- Stabilization of leadership
- Highly qualified staff in all program and organizational areas
- Commitment of students and parents
- Financially sound and well managed budgets and awareness of benefits of prudent financial management
- Partnerships with educational organizations
- Powerful relationships with stakeholders
- Transparency and board meetings open to the public
- Growth mindset of board members, administration and faculty.

V. COMMENDATIONS AND RECOMMENDATIONS

A. Progress Toward Meeting Mission

VLACS is faithful to its mission of personalized, “any time, any place, any pace learning” and has implemented the key design elements included in its charter.

- **Programmatic:** Five customized learning pathways include courses, projects, experiences, teams, early college, and in SY 2017 - 2018, Instructional support team for instructor/advisor evaluation and support, ongoing professional development and support at the point of need, track effectiveness of communication with parents and students
- **Academic:** The school experienced a 92% student success rate (course completion rate) and 93% passed and completed courses for dual enrollment students. Courses available:
 - High school 105
 - Middle school 31
 - College 33
- **Organizational:** The school has a clear and well-functioning organizational structure that leads to continuous improvement, required to meet the organizational demands required to meet the diverse needs of the students and parents who support them

B. Responsible Use of Public Funds

VLACS has demonstrated responsible use of public funds. The fiscal management of the school is sound, allowing it to demonstrate that it manages its use of public funds as agreed with the NHDOE. There are clearly defined internal processes and procedures for segregation of duties, and a highly qualified staff for oversight. The school accounts are reviewed by independent auditors annually. The CFO produces quarterly financial reports to the Trustee that comply with accepted standards of public school accounting. Reasonable and prudent planning is evident in the financial reports. As this school has a negotiated funding program with the NHDOE the school is diligent in compiling and submitting the required fiscal information to the State.

A review of Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the administration.

Tuition is collected for students who are not residents of the State of New Hampshire.

C. Indicators of School Sustainability

Through this review process, it is clear to all reviewers that VLACS has a sustainable model as indicated below:

- VLACS promotes a culture of high expectations and is respectful and supportive as demonstrated by the survey responses from students and parents.
- The school actively engages families towards achieving its mission. Parents strongly support the school’s mission and acknowledge the often new found success that students experience at VLACS.

- The school submits critical information punctually and accurately to the trustees on a quarterly basis and the detailed general ledger is submitted to the trustee monthly for sign off. An annual budget is submitted in May/June each year to the Trustees.
- The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements. The school currently has no debts. A robust balance sheet, which allied to an agreed line of credit of \$500,000, ensures that the school is financially sound and sustainable.
- The VLACS Board of Trustees has operated effectively since the original charter was granted. Students who may have struggled to fit in to a brick and mortar high school setting, or who needed enrichment or credit recovery courses, are learning and thriving in the safe and supportive learning environment provided by the VLACS team.
- The personalized learning approach through 5 pathways and competency-based assessment, have proven to be successful.
- The sustaining guidance of the Board of Trustees
- The dedicated instructional leadership of the Executive Director reinforces this observation.
- Partnerships with schools and families statewide
- Letters of support from district superintendents (6)

D. Promoting Student Attainment of Expected Knowledge and Skills

The school provides a high-quality learning environment for all students and complies with state and federal special-education laws. As stated within the schools charter the school mission is to match and or exceed the State’s educational standards benchmarks. The school has demonstrated that its programs are indeed achieving their charter’s goals in many areas of student achievement. The statistics compiled from ELA and SAT results demonstrate that in all subjects, excluding Math, 90% of students enrolled in VLACS across all age groups are meeting or exceeding the required standards. In 2016/7 there was a recorded drop in Math levels of attainment. This was recognized and the school undertook a review and instigated remedial action for the following academic year.

The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.

VLACS has demonstrated adequate progress promoting student attainment of expected knowledge and skills as outlined in this document.

Commendations:

- VLACs is setting a trend for the future of education, with its virtual, personalized, competency-based educational program.

- The school has proved itself to be fully student focused and remained true to the principles of its Charter.
- The positive survey feedback from the schools stakeholders confirms that VLACS is providing an important additional learning portal to students whom otherwise would struggle to achieve the levels they are, and have through the VLACS innovative learning program within the conventional State Public Education system.
- Cohesiveness of the staff, parents students and community
- Stability and diversity of the Board of Trustees
- VLACS has built a well-conceived, effectively managed, online educational school that since its inception, has continued to develop its mission to provide a successful, student-orientated learning environment for students whom otherwise could have been disenfranchised from the conventional educational system in New Hampshire.
- As VLACS has a unique funding agreement with the State which provides funds only when proof of student achievement has been delivered, they have successfully reached out and have put in place an effective additional funding plan.
- Growth mindset of board members, administration, and faculty

Recommendations:

- The relatively small IT Department, which is absolutely essential for the effective functioning of this on-line school format, appears to be working at 100% plus capacity. In order to keep pace with the VLACS timeline for innovating with their learning pathways, a well-considered investment in strengthening this area is recommended. This will also be a critical consideration for the intended expansion into grades 4 and 5.
- When considering the challenges of student enrollment it may be worth the school as they have no physical presence to organize enrollment road shows throughout New Hampshire to ensure that their unique message is brought to the attention of as many prospective students as possible.
- Ensure that the vacant parent member seat on the board of trustees is filled as soon as possible to stay within the Charter constitution.
- Ensure that the changes to the Math weaknesses, as demonstrated in the SAT results, are closely monitored to establish if the changes are achieving the required result.
- It is crucial that when the Trustees are viewing any expansion of the grade years offered and any other strategy to increase the student numbers, that they have in place the support structures to maintain the high level of student engagement that currently exists.

VI. OVERALL FINDINGS

The Virtual Learning Academy Charter School has met the requirements for: 1) Progress toward Meeting their Mission; 2) Responsible Use of Public Funds; 3) Indicators of School Sustainability; and, 4) Promoting Student Attainment of Expected Knowledge and Skills.

Virtual Academy Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Co-Evaluators:

Dr. Heather Driscoll, Lead Curriculum Specialist, Revolutionary Schools

Kimberly Lavalley, Assistant Dean, The Founders Academy

Respectfully submitted,

Jane Waterhouse

Chartered Public School Renewal Rubric			
Name of Charter School: VLACS Date:10/29/2018			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments			
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Approaching</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		
<i>Not Meeting</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>		

I. Charter School Renewal Application		
Level: E, M, A, N	Criteria	Comments
M	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	B1. Enrollment and projected growth of student body for the next 3 years	
M	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	I have reservations about their expansion into gr 4&5. They have honed their approach to middle and high school – developmentally gr 4&5 is very different than 6-12.
A/M	B3. Technology Programs	They are successfully pioneering. However, I have concerns about their huge dependency on one outside tech provider (Motivis). I am also concerned that it is not possible for the relatively small tech dept to keep pace w/ VLACS timeline for innovating with their learning pathways. Given current staffing, tech will be a bottleneck for any innovation.

M	B4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	
M	B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement	
M/E	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	
	B7. New Hampshire Charter School Accountability Plan	
A/M	B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board’s reasoning for allocating funds	Salaries are comparatively low and may pose a problem as admin and C-level positions turn over.
M	B9. Efforts to disseminate successful/best practices	

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Mission tied to anytime, anyplace

		learning – that is exactly what they do
M	2. Is the charter school responsibly using public funds?	
M/E	3. Is the charter school promoting student attainment of expected knowledge and skills?	85% required for mastery plus exam required for mastery – kids can’t get by with less
A/M	4. Is the school sustainable?	Again...Concern about huge dependency on outside tech provider, Motivis. Also concerned that it is not possible for the relatively small tech dept to keep pace w/ VLACS timeline for innovating with their learning pathways
M	5. Current Status of the Board of Trustees Ed 318.16(a)	
M	6. Student Data and Analysis	Course standards of performance are higher, but NECAP results are roughly on par with state

Part 4: <u>Policy/ Procedure Development</u>		
✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit		
Part 1: <u>Documentation, Updated Forms Review</u>		
✓ Upon Review		
✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	

✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	
<u>Updated Forms</u>		
N/A	Certificate for Occupancy	
N/A	Fire Inspection Certificate	
N/A	Building Safety Inspection	
N/A	Health Inspection	
N/A	Insurance Certificate	
✓	Financial Audit	

Part 2: <u>Focus Group Interviews</u>		
a) <u>Families, Parents, Guardians</u>		
Number present:		
Level: E, M, A, N	Criteria	Comments
M/E	1. Is the school making progress toward achieving its mission?	Small sample of homeschool parents report having a wide range of needs met. Anecdotally, VLACS appears to meet the needs of students who have difficulty in a traditional school environment.
	2. Is the charter school responsibly using public funds?	Not discussed
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Parents report their children are being challenged by VLACS' clearly-defined competencies and parents report supportive staff interactions
	4. Is the school sustainable?	Not discussed

b) <u>School Leadership: Directors, Principals</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
	2. Is the charter school responsibly using public funds?	Not discussed
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	VLACS is ahead of the curve with a clearly-defined competency-based curriculum for parents and students – the online structure that details what is expected and tracks student progress towards meeting that goal is a fantastic/essential tool (Consistent with their mission) I gave an “E” because they require 85% for mastery and require an oral exam.
M	4. Is the school sustainable?	Work within budget
M	5. Current Status of the Board of Trustees	Stable over time and supportive

M	6. Student Data	
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c. <u>Board of Trustees</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
M	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Mostly anecdotal
	4. Is the school sustainable?	
M/E	5. Current Status of the Board of Trustees	Stable over time and supportive, not sure how much they are pushing back/holding accountable... they appear to function as ambassadors and cheerleaders

d. <u>Students</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M/E	1. Is the school making progress toward achieving its mission?	Small sample of homeschool students report having a wide range of needs met. VLACS appears to meet the needs of students who have difficulty in a traditional school environment.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	Students know exactly what they must do and an easy-to-use dashboard that reflects their individual progress. Students report supportive staff interactions. I would say “Exceeds” except this is exactly what they set out to do in their mission as an online school.
	3. Is the school sustainable?	Not discussed

e. <u>Instructional Staff</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	
	2. Is the charter school responsibly using public funds?	Not discussed
M/E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Online platform provides clear expectations and progress monitoring – with complete transparency for teachers
M	4. Is the school sustainable?	While it was hard to calculate how it could work, when mapping out the minutes of interactions that teachers reported; it sounds like student scenarios vary and teachers are pleased with time commitments are how they make it work.
M	5. Student Data	Anecdotal reports

Name of Reviewer	Heather Driscoll
Contact Details	HDriscoll@RevolutionarySchools.com

DRAFT

Chartered Public School Renewal Rubric			
Name of Charter School: VLACS			
Date:10/29/2018			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments	<p>VLACS has ably demonstrated that since its inception, it has worked diligently to fulfill its mission, and to expand it program. VLACS has built a well-conceived and effectively managed virtual school which has provided the opportunity for students who may have otherwise been disenfranchised by a traditional education system. The online platform, providing an ever-expanding number of course options and pathways to achieve competencies, is truly a remarkable achievement for personalized learning.</p>		
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Approaching</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		

Not Meeting	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>	
I. Charter School Renewal Application		
Level: E, M, A, N	Criteria	Comments
M	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
M	B1. Enrollment and projected growth of student body for the next 3 years	Consistent growth, Plan to add grade 4 and 5
M	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	VLACS plans to extend their program to include grades 4 and 5. VLACS has had a demonstrable history of success when integrating new programs into the education environment of their online school. They stated in their application submission their intention to offer grades 4 and 5 with the caveat that they had yet to find a provider whose curriculum they considered fully appropriate for their needs. They are currently undertaking ongoing research to ensure that when they make a decision to implement their growth plans, they are fully prepared and have the most appropriate tools for their growth model.
M	B3. Technology Programs	The tech department appears to be running at full capacity.

		<p>This could potentially inhibit the school's plans for growth, and one would expect to see a paralleled growth plan for the IT department.</p> <p>Meeting at this time, but this would change if their growth plans do not include a plan for growth in this department as well.</p>
M	<p>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</p>	<p>Achieving or exceeding the required/expected performance criteria in all academic areas except for mathematics, specifically in high school SAT assessments. It should be noted that the funding method for this school is based upon competency completion percentages, and therefore, the school has a rigorous process of identifying root causes of underperformance and has a clear accountability plan for improving the curriculum and delivery, with an impressive support system for students and instructors. Therefore, since underachievement in any academic area is likely to have an impact on the school's revenues, one can understand the value of providing ongoing, timely supports for students and instructors.</p>
M	<p>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</p>	<p>Somewhat different than in a brick and mortar building; however, VLACS is committed to engaging all its stakeholders in as many facets of the school program as possible, through public meetings, online surveys, sophisticated website with interactive chat facilities, blogging, emails, instructor/student/parent meetings, virtual open houses, etc.</p>
E	<p>B6. Fundraising efforts, results, future fundraising goals and plans to address</p>	<p>The school is continuously engaged in grant writing, partnerships, student recruitment nationally and internationally</p>

	sustainability	(both pay tuition).
	B7. New Hampshire Charter School Accountability Plan	Submitted every year
E	B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	Operating with a surplus; have an unused line of credit for \$500,000.00. The board of trustees has regular oversight and input into budget planning and funding, demonstrating sound financial practices. Consider budgeting for more positions in the technology department.
E	B9. Efforts to disseminate successful/best practices	Very engaged in this process both regionally and nationally.

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Yes. The school is successfully achieving its mission.
M	2. Is the charter school responsibly using public funds?	Yes, as evidenced in the annual independent auditor's report.
M	3. Is the charter school promoting student attainment of expected	Yes, as demonstrated in the annual SAS assessments and the

	knowledge and skills?	requirement 85% on competencies in order to gain credit.
E	4. Is the school sustainable?	Yes it currently is. However, should the school engage in the planned expansion, there would be some concerns over the size of the tech department and its ability to manage the additional demands, without further staffing recruitment.
M	5. Current Status of the Board of Trustees Ed 318.16(a)	6 current members, and one place open for a parent trustee, which they plan to fill in the near future.
M	6. Student Data and Analysis	Reasonably defined measures of proficiency in meeting their own student bench marks and ensuring students are college, career and citizenship ready.

Part 4: <u>Policy/ Procedure Development</u>		
✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	

✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit		
Part 1: <u>Documentation, Updated Forms Review</u>		
✓ Upon Review		
✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	

✓	List of Staff Members and Qualifications	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	
Updated Forms		
N/A	Certificate for Occupancy	

N/A	Fire Inspection Certificate	
N/A	Building Safety Inspection	
N/A	Health Inspection	
N/A	Insurance Certificate	
✓	Financial Audit	

Part 2: <u>Focus Group Interviews</u>		
a) <u>Families, Parents, Guardians</u>		
Number present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Yes, very personalized learning in terms of pathways, course elections and scheduling flexibility. Additionally, strong and timely supports for students and parents.
	2. Is the charter school responsibly using public funds?	Not discussed
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Parents report satisfaction with academic progress of their children. Impressed with how responsibly their children are in

		completing their work and keeping to their personalized learning schedules. Regular conversations with instructors are
E	4. Is the school sustainable?	Yes, great feedback from parents who are well pleased with the program and what it offers. Most of the parents have more than 1 child taking classes. Parents are committed to the school and to their students' eventual graduation. They also recommend the school to friends and family

b) <u>School Leadership: Directors, Principals</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	True to its mission statement from the outset, continues through its effective management. Continues delivering on its mission to its stakeholders.
	2. Is the charter school responsibly using public funds?	Financially well managed and responsibly meeting all of the State of New Hampshire's reporting requirements.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Rigorous and well-organized, research-based competency-based curriculum (85% mastery required for credit) with solid

		accountability measures in place. An excellent support/informational system in place for parents and students.
E	4. Is the school sustainable?	Demonstrates sound financial management; continuous growth in at all levels; uses resources effectively, ambassadors for the school in the communities. This is a very sustainable model. Ensuring students have a skill as well as a diploma.
M	5. Current Status of the Board of Trustees	Long term members demonstrate the stability and commitment of this board.
M	6. Student Data	Satisfied with all areas of student progress and achievement. Identified a weakness in math SAT scores and are in the process of revising to ensure student success.

c. <u>Board of Trustees</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Very clear evidence of the school achieving its mission.
M	2. Is the charter school responsibly	Clean audits, meeting all New Hampshire’s reporting

	using public funds?	requirements
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes, and the school engages in regular reevaluation of processes and new developments to ensure students have a highly effective platform for learning.
E	4. Is the school sustainable?	No debt, formidable line of available credit, highly successful student achievement, funding the state of NH based on student achievement of competencies.
M	5. Current Status of the Board of Trustees	Long term members demonstrate the stability and commitment of this board

d. <u>Students</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Students report that their expectations upon enrollment has been met and exceeded, thus confirming that VLACS mission is being fulfilled.
M	2. Is the charter school promoting student attainment of expected knowledge and skills?	Small group of diverse students report that the model of competency-based education, flexible scheduling, multiple pathways and course options as all contribute to their

		academic achievement and success. Regular feedback and support provided from instructors help student stay on track.
M	3. Is the school sustainable?	All students remarked that they intend to stay in the school until graduation and recommend the school to others.

e. <u>Instructional Staff</u>		
Number Present:		
Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	Yes, teachers reported very positive results from the personalized nature of VLACS program. The any time, any place, any pace strategy ensures that students can fit their coursework around their personal lives. Dedicated demonstrate their commitment to the mission by often working with students outside of their regularly scheduled hours to ensure that student needs are met.
	2. Is the charter school responsibly using public funds?	Not discussed
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes, considerable amount of time and effort go into the competency-based courses to ensure high-quality and, rigorous courses are made available to students. The online platform is well organized for teacher, parent and student use ease of usage by teachers, parents and students. Regular

		interactions between students and teachers ensure that no students fall through the cracks. Teacher supports whenever needed ensure that students needs are always met with support.
M	4. Is the school sustainable?	Teachers appreciate the ability to work from home, the PD options they have and the support they receive from the VLACS teacher friends group and the administration. Given the teacher satisfaction in all areas of the VLACS program, it would appear that this school is sustainable.
M	5. Student Data	Satisfied with students achievement results. If not, then more support is provided to struggling students.

Name of Reviewer	Jane Waterhouse
Contact Details	Jane.Waterhouse@doe.nh.gov

Chartered Public School Renewal Rubric			
Name of Charter School: VLACS			
Date: 11/19/2018			
Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Comments	VLACS has met the standards for evaluation and submitted the required documentation.		
Standards for Evaluation			
Level of Achievement	Description		
<i>Exceeding</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<i>Meeting</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<i>Approaching</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		
<i>Not Meeting</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>		

I. Charter School Renewal Application		
Level: E, M, A, N	Criteria	Comments
E	A1. Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
E	B1. Enrollment and projected growth of student body for the next 3 years	
E	B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	
E	B3. Technology Programs	
M	B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	Overall VLACS meets or exceeds the required performance targets. Explanations were provided regarding any area that was slightly below the expected target. They acknowledged the concern and have a plan to address this.
E	B5. Current stakeholder involvement and future plans for increasing stakeholder involvement	
E	B6. Fundraising efforts, results, future fundraising goals and plans to address	

	sustainability	
E	B7. New Hampshire Charter School Accountability Plan	
E	B8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	
M	B9. Efforts to disseminate successful/best practices	VLACS uses many innovative teaching methods that can benefit traditional brick and mortar schools.

Part 3: <u>Affirmative Evidence</u>		
From the answers to questions and evidence: data, charts, diagrams, etc.		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
E	2. Is the charter school responsibly using public funds?	
E	3. Is the charter school promoting student attainment of expected knowledge and	

	skills?	
E	4. Is the school sustainable?	
E	5. Current Status of the Board of Trustees Ed 318.16(a)	
E	6. Student Data and Analysis	

Part 4: <u>Policy/ Procedure Development</u>		
✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	

✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit

Part 1: Documentation, Updated Forms Review

✓ Upon Review

✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	

✓	List of Board of Trustees	The list was provided and many original trustees are still board members.
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	

✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	
<u>Updated Forms</u>		
N/A	Certificate for Occupancy	
N/A	Fire Inspection Certificate	
N/A	Building Safety Inspection	
N/A	Health Inspection	
N/A	Insurance Certificate	
✓	Financial Audit	

Part 2: <u>Focus Group Interviews</u>
a) <u>Families, Parents, Guardians</u> Number present: 8

Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
E	2. Is the charter school responsibly using public funds?	
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	The families who participated in the focus group were very pleased. Many have multiple children who are students at VLACS. Based on the positive feedback and growth VLACS has experienced it appears to be very sustainable. The only concern about technology are mentioned below.

b) <u>School Leadership: Directors, Principals</u> Number Present:		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The administration is very focused on the mission. Future plans include expanding the program to new grades and continuing to support remote access to education.

E	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The school is meeting expectations with one area of concern. They are very reliant on technology as an online school. The partnership with a software company is an excellent strategy but the technology department at VLACS appears overwhelmed. Charter funding is limited but trying to build the department and invest in additional platforms is recommended.
E	4. Is the school sustainable?	The school makes very good use of the public funds allowed. The same concern noted above applies to this section. As an online program technology and available funding is key for their growth and program.
E	5. Current Status of the Board of Trustees	The board has retained many of the original members. The communication between the board and administration appears open and very strong.
E	6. Student Data	The school has implemented several methods to track individual student data and use this for future planning.

c. Board of Trustees

Number Present: 5		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The BOT is dedicated to the success of the school.
E	2. Is the charter school responsibly using public funds?	The school has a strong financial department. The audits are clean and internal controls appear well defined.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	
E	5. Current Status of the Board of Trustees	The board has retained many of the original members. The communication between the board and administration appears open and very strong. The board consists of members with strong backgrounds in business, finance, and education.

d. <u>Students</u>		
Number Present: 8		
Level: E, M, A, N	Criteria	Comments

E	1. Is the school making progress toward achieving its mission?	
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	The students present for the interview were highly engaged and reported a successful experience. The most common issue was learning the required technology to be successful. They felt supported by the teachers and help desk.
E	3. Is the school sustainable?	

e. <u>Instructional Staff</u>		
Number Present: 7		
Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The faculty who were interviewed are very positive and actively engaged in the mission of the school.
E	2. Is the charter school responsibly using public funds?	
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	

E	5. Student Data	The faculty have several methods to track student data.
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Name of Reviewer	Kimberly Lavallee
Contact Details	603-321-4715

DRAFT



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
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TEL. (603) 271-3495
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November 29, 2018

State of New Hampshire
State Board of Education
101 Pleasant Street
Concord, NH 03301

Subject: School Building Aid Application Ranking

Dear Board Members:

It is my pleasure to submit a final school building aid grant list in accordance with RSA 198:15-c. The five (5) eligible building aid applications have been reviewed and ranked by the New Hampshire School Building Authority. The following is a list of all eligible school building aid applications to be funded in descending rank order.

If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,

Gregory Hill, Chairman
New Hampshire School Building Authority

Project Name
Woodsville High School Renovations/Additions
Russell Elementary Renovations/Additions
Maple Wood Elementary Renovations/Additions
Mount Lebanon School Renovations/Additions
Hanover Street School & Lebanon High School Renovations/Additions

Nonpublic School Initial Approval

The initial approval is for one school year.

Ed 401.02 Types of Approval.

(e) The following school approval categories shall apply to the administration of Ed 400 and be recommended to the state board for one of the following:

- (1) Approved, which means that a school meets and continues to meet all requirements of Ed 403 or 404;
- (2) Preliminary approved which means that a school meets the requirements of (h) and (i) and Ed 403 or Ed 404;
- (3) Conditionally approved which means that a school meets the requirements of (j) and (k) and Ed 403 or Ed 404;
- (4) Delay in full compliance which means that a school has received a recommendation in accordance with (m); and
- (5) Denied approval which means a school that has failed to meet the requirements of Ed 403 or 404 and failed to be approved after 3 years of being conditionally approved.

(h) A non-public school, which has not been previously approved, shall be granted preliminary approval during its first year of operation when the following conditions have been met:

- (1) The department has received documentation of health and safety inspections conducted by the local authorities having jurisdiction and all health and safety violations have been corrected;
- (2) All licenses and permits required by state and local authorities have been received;
- (3) There are some standards, other than those in (1) and (2) above, which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students; and
- (4) A site visit has been conducted by representatives of the department.

(i) In no circumstances shall preliminary approval extend beyond one school year.

Thrive Educational Program is seeking nonpublic school approval. Nonpublic approval would be for general education students.

In speaking with the Bureau of Student Support, Thrive Educational Program has not submitted an application for Special Education approval. Nonpublic approval does not insure requirements for Special Education approval will be met.

Submitted by Jane Levesque, NHDOE, Nonpublic School Approval Office



NEW HAMPSHIRE DEPARTMENT OF EDUCATION
 101 PLEASANT STREET
 CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL

(Please Print)

Today's Date: 5/3/18

- Name of School: THRIVE
- Street Address: 77 Pearl St, Manchester, NH 03104
- Mailing Address: 77 Pearl St, Manchester, NH 03104
- Name/title of the director or the person authorized to represent the school: Susan McLaughlin-Beltz
- Telephone Number: 603-621-9870 Fax Number: 603-621-9875
 Email: beltzsue@neurodevelopmentnh.com Website: www.ninhllc.com
- Approval is requested for Grade K to Grade 8 and Age 5 to Age 15.
 Please provide the school's current number of students in the table below.
 Include the number of infants and toddlers in the I-T column.

NOTE: The NH Department of Education ONLY approves grades K-12 per RSA 186:6-a.

GRADES	I-T	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Non Special Education Students																
International Students																
Special Education Students																
Home Education Students																
Total Number of Students																

- Will the school combine different grades in one classroom? YES NO
- Will this school be co-educational? If not, which gender will be admitted? YES NO
- Will this school provide room and board for students? YES NO
- Will this school year offer summer school or summer programs?
 If yes, please attach a full description. YES NO

CALENDAR

11. Please complete and submit the attached School Schedule Survey.

FACILITIES

12. Acceptable fire safety and health inspection reports for all school facilities used by students must be submitted before a school can receive an approved designation. (Please read the attached forms.) Please attach a list of all school buildings including the name (if any) and location (if offsite) of all school buildings. Please include modular buildings.
13. If the school facilities are **not** connected to the municipal water system, a letter of approval or exemption from the NH Division of Environmental Services (DES) must be submitted.
14. If the school facilities are **not** connected to the municipal wastewater system, submit proof that septic tank is pumped regularly.
15. The attached Zoning Verification form must be completed and submitted with this application.

PERSONNEL

16. Does the school presently have a governing board? yes If yes, please attach a list of all governing board members and their addresses. If no, please submit a list when board is complete.
17. Please attach a list of all staff and teachers and a brief resume or curriculum vitae for each to include: formal education, professional experience and special life experiences qualifying that staff member to carry out assigned responsibilities. If teachers and staff have not yet been hired, please submit this information before the start of classes. *teacher resume included*
18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors.
19. Will you require criminal record checks for teachers and staff? (Highly Recommended) yes
20. Please attach your plan to provide professional development opportunities to staff and teachers.

FINANCES

21. Please submit a tentative first year budget indicating anticipated expenses, income and sources of income. Anticipated expenses shall include, but not be limited to: facility acquisition, maintenance and operations, insurance, salaries and benefits, equipment and supplies.
22. Will this school be incorporated in New Hampshire? no If yes, what is or what will be the name of the corporation? _____
Is this school incorporated in another state? no If yes, which state? _____
Please provide the school's current Certificate of Good Standing or other documentation showing that the school is currently registered with the NH Secretary of State's Office. (Information at <http://www.sos.nh.gov/corporate/index.html> or 271-3244.)

23. Will this school apply for federal tax exempt status? no If yes, submit proof of status when available.
24. Who will have the authority to sign payment checks and other financial documents for the school?
Sandra Fay
 Will these people be bonded? yes
25. Will an independent audit of school finances be conducted each year? no

EDUCATIONAL PROGRAM

26. Please submit the following information:
- a) The specific educational purpose(s) and objectives to be served by this school;
 - b) The philosophic or religious traditions influencing this school's programs, if any;
 - c) The procedure to evaluate the achievement of school's stated educational purpose(s) and objectives;
 - d) A description of the school's planned procedure to evaluate and report students' overall progress;
 - e) A description of the expected relationship between this school and the local community; and
 - f) The school's curriculum or list of objectives for each grade or list of course descriptions for each grade.
27. If this school will include Grade 12, provide a list of the courses and credits needed to receive a high school diploma from this school.
28. In which grade(s) will this school provide instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government? 6-8
 (Per RSA 189:11, such instruction shall begin not later than the opening of the 8th grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.)

29. Will English be the primary language used in this school? (RSA 189:19) yes

30. Which of the programs will be offered at this school?

PROGRAMS OFFERED	YES	NO
Art	✓	
Computer Technology		
Music	✓	
Physical Education Classes	✓	
Vocational or Career Technical Education		
World Languages		

OTHER

- 31. Please submit a copy of the school’s student handbook or similar guidelines to be provided to students and parents.
- 32. Please submit a copy of the school’s grievance policy or procedures to address complaints concerning bullying, teacher misconduct and payment of tuition when a student leaves the school.
- 33. Will this school submit to the NH Department of Education on or before October 15th each year, the school’s average daily membership in attendance, fall enrollment and teacher staff numbers in accordance with RSA 189:28? *yes*
- 34. Please indicate:
 - 1) How the school will keep student records secure and safe; and
 - 2) Where student records will be stored if the school closes.

(We recommend records be sent to the local school administrative unit or the Department of Education.)

- 35. Will your school require students to be immunized prior to enrollment and maintain the results in the students’ records as required by RSA 141-C:20a? *yes*
- 36. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 200:32, Physical Exam of Pupils, requiring a complete physical examination by a licensed physician, physician’s assistant or advanced practice registered nurse of each child upon entry into school for the first time.
- 37. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, Health Studies, requiring health and physical education be taught especially as they relate to the effects of alcohol and other drugs, child abuse, HIV/AIDS and STDs on the human system.
- 38. Please provide a brief description below for those services which will be provided.

Services
Nurse or other medical support: <i>The school utilizes Manchester Community Health Services (Dr. DeBrigida)</i>
Transportation services including to and from school, field trips and extracurricular activities: <i>Students live at the residence where the school is, staff will transport to + from activities</i>
Food Services: <i>Residential Staff prepare all meals</i>
Library: <i>Students will utilize the Manchester Public Library</i>

- 39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)? *yes*
- 40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32.

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? yes

42. Is your school approved by any of these recognized agencies?

- a. no New England Association of Schools and Colleges (NEASC)
- b. no Association of Christian Schools International (ACSI)
- c. no American Association of Christian Schools (AACCS)
- d. no NH Department of Education Bureau of Special Education

“I verify the information submitted on this form and in other submitted documents is true and accurate.”

Name of Principal or Authorized Representative (Print) Susan McLaughlin-Beltz

Name of Director or Authorized Representative (Signature) SM Beltz PLD

Today's Date: 7/13/18

Please send the completed nonpublic school application and related documents to the:

Division of Program Support
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860

New Hampshire laws and administrative rules, as well as contact information for various state departments, can be found at <http://www.nh.gov>.

**NH Department of Education
Bureau of School Safety and Facility Management
101 Pleasant Street
Concord, NH 03301**

Initial Nonpublic School Schedule Survey

School Year: 2018 to 2019
(Please Print)

1. School Name: THRIVE
2. School Address/Town: 77 Pearl St. Manchester, NH 03104
3. Which grades are offered at this school? K-8
4. Number of full days (6 hours or more) this school will be in session: 210
5. Number of partial days (less than 6 hours) this school will be in session: 0
6. List the partial days to be scheduled, if any:
7. List the vacation weeks and other holidays when school will not be in session:
see attached
8. First scheduled day of classes: 7/9/18 Last scheduled day of classes: 6/28/19
9. Last day of grade 12 classes, if applicable: N/A
10. On full days, what time will school start and end? How many minutes will students attend?

Kindergarten:	Start <u>9 AM</u>	End <u>3 PM</u>	Total Day Minutes: <u>360</u>
Elementary Grades (1-6):	Start <u>8³⁰ AM</u>	End <u>3 PM</u>	Total Day Minutes: <u>390</u>
Middle/Jr HS Grades (7-8):	Start <u>8³⁰ AM</u>	End <u>3 PM</u>	Total Day Minutes: <u>390</u>
High School Grades (9-12):	Start <u>N/A</u>	End <u>N/A</u>	Total Day Minutes: <u>N/A</u>
11. On full days, how many minutes will be allowed for lunch?

Elementary Grades: <u>30</u>	Middle/Junior HS Grades: <u>30</u>	High School Grades: <u>N/A</u>
------------------------------	------------------------------------	--------------------------------
12. Will the school hold regular classes or meetings on weekends or during the evenings? NO
If yes, please explain.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

TO: Honorable Donna Soucy, President of the Senate
Honorable Stephen Shurtleff, Speaker of the NH House of Representatives
Honorable John Reagan, Chair, Senate Education Committee
Honorable Rick Ladd, Chair, House Education Committee

CC: Honorable Chris Sununu, Governor

FROM: Frank Edelblut, Commissioner of Education

DATE: December 6, 2018

SUBJECT: School Bullying Report – FY 2017-2018

In compliance with RSA 193-F:6,II, attached is the Department's Annual Report of Substantiated Bullying and Cyberbullying in the schools for FY 2017-2018. The report includes the number and type of incidents broken down by Elementary, Middle School and High School.

In furtherance of its responsibilities as outlined in RSA 193-F:6,II, the Department of Education assists the school districts with recommended actions to address identified problems with pupil safety and violence prevention by responding to and assisting constituents and school districts regarding alleged bullying and cyberbullying incidents at the school district level. The Department of Education was contacted 53 times by constituents regarding alleged bullying and cyberbullying complaints from July 2017 to June 2018. Each time constituents contacted the Department of Education regarding an alleged bullying or cyberbullying complaint, the matter was subsequently referred to the local school district in question and technical assistance rendered to the school district by a Department staff member.

The Bureau of Student Wellness – Office of Social & Emotional Wellness (BSW-OSEW) provides technical assistance and resources to NH Schools to support prevention efforts, including in the areas of bullying, violence. BSW-OSEW offers trainings, technical assistance and tools for schools/districts to use to plan and implement a student wellness initiative that promotes a positive school climate and culture. Current efforts are underway to expand bullying prevention technical assistance offerings to include: bullying policy monitoring and best practices; data analysis on bullying statistics, bullying prevention strategic planning and restorative practices to support the victims and the offenders of bullying; and educational opportunities and support for families.

Additionally, the Governor's Office and the Department of Education are working with the [Jesse Lewis Choose Love Movement](#) to make New Hampshire's schools safer by expanding social and emotional learning programs in schools at all levels statewide. This powerful program changes school culture and climate and creates healthier communities.

Please feel free to contact this office with specific questions.

November 28, 2018

New Hampshire Department of Education
 Division of Program Support, Bureau of Data Management
 101 Pleasant Street, Concord NH 03301-3852
 Telephone: (603) 271-2775 Fax: (603) 271-3875

Bullying Report	School Year 2017-2018		
	*Elementary (including standalone Preschools)	*Middle School	*High School
School Approval Level			
State Enrollment	88,846	55,865	32,190
Number of incidents of bullying <i>reported</i> during the past year (of any kind)	931	553	646
Number of incidents of cyber bullying <i>reported</i> during the past year	87	180	159
Number of incidents of <i>investigated and actual</i> bullying during the past year (of any kind)	386	256	289
Number of incidents of <i>investigated and actual</i> cyber bullying during the past year	35	96	81
Number of incidents of investigated and actual bullying during the past year that were based on gender	15	16	23
Number of incidents of investigated and actual bullying during the past year that were based on sexual orientation	14	16	24
Number of incidents of investigated and actual bullying during the past year that were based on race, color, or national origin	17	22	21
Number of incidents of investigated and actual bullying during the past year that were based on disability	32	10	13
Number of incidents of investigated and actual bullying during the past year that were based on physical characteristics	37	35	62
Number of incidents of investigated and actual bullying during the past year that were based on any other basis	310	207	217
Number of <i>actual</i> bullying incidents that were a single significant event	164	138	159
Number of <i>actual</i> bullying incidents that were a pattern of deliberate harmful events	182	80	88
Number of <i>actual</i> bullying incidents that included physical harm to the victim	43	8	17
Number of <i>actual</i> bullying incidents that included harm to the victim's property	9	2	2
Number of <i>actual</i> bullying incidents that used social/emotional alienation or tactics	142	70	65
Number of <i>actual</i> bullying incidents that interfered with the victim's educational opportunities	92	52	46
Number of <i>actual</i> bullying incidents that substantially disrupted the orderly operation of the school	31	32	29

Recommendation for a 2 year conditional
approval for CAEP reviewed PSU Professional
Educuator Preparation Programs

September 26, 2018

Dr. Donald L. Birx
President
Plymouth State University
17 High Street, MSC 1
Plymouth, NH 03264

Dear Dr. Birx:

An appeals panel of the Appeals Council of the Council for the Accreditation of Educator Preparation (CAEP) met at the CAEP offices on September 17, 2018, to hear the appeal of Plymouth State University (New Hampshire), with respect to the April 2018 decision of the Accreditation Council of Revocation of accreditation at the initial-licensure level.

The purpose of this letter is to inform you of the findings and decision of the panel. In making the final decision, the panel answered the following questions submitted as the basis for the appeal:

Has the EPP demonstrated that the decision of the Accreditation Council was inadequately supported or contrary to the facts presented and known to the Council at the time of the decision?

PANEL FINDINGS

The appeals panel finds the Accreditation Council acted in good faith in adding the stipulation to Standard 4. During the review of documents and the appeals panel discussions, it was determined that the plans for Component 4.1 and 4.2 were provided on-site and reviewed by the site team. The lead site visitor referenced the documents in the site visit report (p. 22) with the detailed narrative (p.21). The documents the site team reviewed were not uploaded into AIMS by the EPP as required, so the Accreditation Council was unable to view the document in rendering their decision.

DECISION

Based on the above finding, the panel's decision is that the April 30, 2018 decision of the Accreditation Council to revoke accreditation of Plymouth State University the initial-licensure level is **amended**.

Therefore, the accreditation status of Plymouth State University is changed to **Probationary Accreditation**. The appeals panel affirms the decision of the Accreditation Council for the areas for improvement and stipulation in Standard 5, affirming that Standard 5 remains unmet. During the review of documents and the appeals panel discussions, it was determined that the plans for Components 4.1 and 4.2 were provided on-site and reviewed by the site team. The EPP failed to upload the document the site team reviewed so the Accreditation Council was unable to review them. The decision of the appeals panel is to remove the Standard 4 stipulation added by the Accreditation Council.

Notice of this decision will be provided in accordance with Accreditation Policy. A decision to Affirm, Amend, or Reverse the decision of the Accreditation Council will be deemed final upon verification and notification by CAEP.



Included with this letter are two subsequent documents:

- 1) The Action Report provides details of the accreditation status.
- 2) Information for EPPs with Probationary Accreditation provides further information on the CAEP process and provider responsibilities.

I encourage you to contact Dr. Gary Railsback (gary.railsback@caepnet.org), Vice President, for further explanation of the Council's findings or to assist you in determining any future courses of action.

Sincerely yours,

A handwritten signature in black ink that reads "Christopher A. Koch". The signature is written in a cursive style with some capital letters.

Christopher A. Koch, Ed.D.
President

ACCREDITATION ACTION REPORT

Plymouth State University
Plymouth, New Hampshire

September 2018

This is the official record of the Educator Preparation Provider's accreditation status. The Educator Preparation Provider should retain this document for at least two accreditation cycles.

ACCREDITATION DECISION

Probationary Accreditation is granted at the initial-licensure level. Standard 5 was found not met by the Accreditation Council. This accreditation status is effective between spring 2018 and spring 2020. The provider must demonstrate that Standard 5 is met and all stipulations cited have been corrected within two years. A probationary site visit will take place no later than Fall 2019.

SUMMARY OF STANDARDS

CAEP Standards	Initial Level	Advanced Level
STANDARD 1: Content and Pedagogical Knowledge	Met	Not Applicable
STANDARD 2: Clinical Partnerships and Practice	Met	Not Applicable
STANDARD 3: Candidate Quality, Recruitment and Selectivity	Met	Not Applicable
STANDARD 4: Program Impact	Met	Not Applicable
STANDARD 5: Provider Quality Assurance and Continuous Improvement	Not Met	Not Applicable

Rationale for Standard 5 at the initial-licensure level found Not Met:

The EPP does not have a quality assurance system in place and currently is not formally monitoring candidate progress, completer achievements, or operational effectiveness.

The Educator Preparation Provider is encouraged to refer to the site visit report for strengths and additional information on findings.

AREAS FOR IMPROVEMENT AND STIPULATIONS

Areas for Improvement: Identified areas for improvement are addressed in the provider’s annual report. Areas for improvement need not be publicly disclosed, but will become stipulations if they remain uncorrected by the next accreditation review.

Stipulations: Stipulations are addressed in the provider’s annual report and must be corrected within two years to retain accreditation.

INITIAL-LICENSURE LEVEL AREAS FOR IMPROVEMENT AND STIPULATIONS

STANDARD 1: Content and Pedagogical Knowledge

Areas for Improvement	Rationale
1. The EPP lacks evidence of candidate use of data to reflect on teaching effectiveness or modify instruction across all programs. (Component 1.2)	Although all programs provided multiple cycles of candidate impact data on student learning, No evidence was provided that the data has been analyzed.
2. There is no evidence that candidates model and apply technology as they design, implement, and assess learning experiences for P-12 students. (Component 1.5)	Evidence does not indicate that candidates model and apply technology standards to engage students, improve learning, and enrich professional practice.

STANDARD 2: Clinical Partnerships and Practice

Areas for Improvement	Rationale
1. The EPP has no plan to ensure clinical experiences are varied and of sufficient depth and breadth to ensure candidates demonstrate their developing effectiveness and impact on P-12 students. (Component 2.3)	Depth and breadth of clinical experiences are not consistent across all programs.

STANDARD 3: Candidate Quality, Recruitment and Selectivity

Stipulations	Rationale
1. The EPP does not provide a recruitment plan. (Component 3.1)	The EPP has neither plans nor goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish its mission.

STANDARD 4: Program Impact

STANDARD 5: Provider Quality Assurance and Continuous Improvement

Stipulations	Rationale
The EPP does not have a quality assurance system. (Standard 5)	The EPP does not have a quality assurance system in place and currently is not formally monitoring candidate progress, completer achievements, or operational effectiveness. 1. Empirical/analytical data support the use of the instrument for its intended purposes 2. Formal study of the alignment of instruments with their intended goals 3. Implementation procedures and context 4. Empirical evidence that interpretations of data are consistent and valid

AREA(S) FOR IMPROVEMENT from previous legacy accreditor review (NCATE)

Area for Improvement	Rationale
1) The unit lacks sufficient evidence that all programs regularly and systematically assess candidates' professional dispositions. [ITP]	1) REMOVE: This AFI is similar to AFIs for standards 1 and 3 of the current CAEP review.
2) The unit does not ensure that all candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse groups. [Both]	2) REMOVE: This AFI is similar to AFIs for standard 2 of the current CAEP review.
3) Candidates have limited opportunities to work with candidates from diverse groups. [Both]	3) REMOVE: This AFI relates to expectations that are no longer explicit in CAEP standards. We found no evidence related to opportunities for candidates to work with diverse groups at the initial or advanced level.
4) Candidates have limited opportunities to interact with faculty from diverse groups. [Both]	4) REMOVE: This AFI relates to expectations that are no longer explicit in CAEP standards.
5) The unit lacks sufficient evidence that faculty evaluations are used to improve faculty's teaching, scholarship, and service. [Both]	5) REMOVE: This AFI relates to expectations that are no longer explicit in CAEP standards. The 2017 annual report describes the evaluation that regular faculty and supervisors receive.
6) The unit lacks the structure to coordinate and manage all its programs. [ADV]	6) REMOVE: This AFI relates to expectations that are no longer explicit in CAEP standards.

NOTE: Neither CAEP staff, site visitors, nor other agents of CAEP are empowered to make or modify Accreditation Council decisions. These remain the sole responsibility of the Council itself.

End of Document

Information for EPPs Granted Probationary Accreditation

Accreditation Council Review

Probationary accreditation is granted when the Accreditation Council determines that an educator preparation provider (EPP) does not meet one (1) of the CAEP Standards.

The Council's consideration begins with the review conducted by an Initial Review Panel. Following the initial review, a Joint Review Panel - comprised of those Councilors who served on the Initial Review Panel plus an equal number of additional Councilors, whose role is to review the recommendation of the Initial Review Panel –meets to ensure rigor, clarity, and consistency in accreditation recommendations. The recommendations from the Joint Review Panel proceed to the Accreditation Council.

The CAEP Accreditation Council makes all final decisions relevant to the CAEP Standards. Decisions are based on evidence submitted by the provider, findings from the site team, and the recommendations from the Initial and Joint Review Panels. The Council pays particular attention to the consistency across all of the accreditation decisions.

The Accreditation Action Report is the official record of your CAEP accreditation status and defines the areas for improvement and stipulations as well as their rationale. This report should be used to guide the provider's efforts to meet the CAEP Standards in their next review.

Public Statements on Accreditation Status

The CAEP Communications Team will provide guidance on language that the EPP may use on its website and other materials. When representing its accreditation to the public, an EPP must report the accreditation decision accurately, including the specific academic or instructional programs covered by the accreditation, and the address and telephone number of the Council for the Accreditation of Educator Preparation as provided on the CAEP website.

The accreditation status and term will be posted on the CAEP website within thirty (30) days at <http://caepnet.org/provider-search>.

Annual Reports

To maintain accreditation, the provider must submit an annual report that will be available in CAEP's Accreditation System between January and April each year. Any areas for improvement (AFIs) and stipulations must be addressed in the annual reports until the provider's next full review. In addition, the annual report asks for the URL of the page on the home institution's website that displays or links to candidate performance assessment summaries, including Title II data for EPPs in the United States, as required by CAEP Policy 8.01.

Correcting the Conditions Leading to Probationary Accreditation

What is under review:

- The entire unmet standard
- stipulation(s) for all standards

Process for removal of Probationary Accreditation:

- The EPP is granted probationary accreditation for two (2) years from the decision term.
- The EPP submits a targeted self-study report in the semester one year from the decision.
- A site team of two to three site visitors is assigned as part of a targeted site visit.
- The site team (and Accreditation Council) have access to previous accreditation decisions, including stipulation(s) and AFIs, for the standard(s) under review.
- The site team holds an electronic formative meeting and prepares a formative feedback report (FFR).
- Provider responds to the (FFR) with an addendum.
- Targeted site visit is held, and site team prepares the targeted site visit report.
- The EPP responds to the targeted site visit report with a rejoinder.
- In the site visit report, the site team makes a recommendation(s) to the Accreditation Council on the standard and stipulation(s):
- The case is reviewed at the Accreditation Council meeting two (2) years after the decision.
 - if the conditions leading to the unmet standard are corrected, accreditation is granted for the remainder of the accreditation term.
 - Failure to correct the condition(s) leading to the unmet standard results in Revocation or Denial.

Recommendation for a 2 year
conditional approval for CAEP
reviewed PSU Professional
Educator Preparation Programs

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
PROGRAM APPROVAL REPORT
For
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Plymouth State University
Teacher Education Preparation Program**

Christopher Ward	Co-Chair	CTE
Heather Cummings	Co-Chair	CTE
Mary Ford	NHDOE Liaison Consultant/Facilitator	NH DOE

Professional Educator Preparation Programs	NH Standard	Reviewer
Full review		
School Counselor	Ed 614.03	Brenda Poznanski
Curriculum Administrator	Ed 614.13	Kyla Welch
Paper-Review		
Mathematics, 5-8	Ed 612.17	Anne Wallace
Music Education	Ed 612.20	Dominic Ferrara
Visual Arts	Ed 612.01	Mary Boyle
Updated SPA Report		
Special Education Administrator	Ed 614.15	Review Team
Elementary Education	Ed 612.04	Review Team
Mathematics, 7-12	Ed 612.18	Review Team
Education Technology Integrator	Ed 612.19	Review Team
Social Studies, 5-12	Ed 612.28	Review Team
Elementary Education North Country – Program Being Discontinued	Ed 612.04	Review Team

Section I: Executive Summary

A. Context:

Plymouth State University, formerly Plymouth State College, is a coeducational, residential university located in Plymouth, New Hampshire, with an enrollment of approximately 4,200 undergraduate students and 2,100 graduate students. The school was founded as Plymouth Normal School in 1871. Since that time it has evolved to a teachers college, a state college, and finally to a state university in 2003. PSU is part of the University System of New Hampshire.

Plymouth State University is a regional comprehensive university offering a student-focused learning environment for undergraduate, graduate, and non-traditional students. PSU offers 52 undergraduate majors and 70 minors. In addition to programs in education, business, humanities, arts, and the natural and social sciences, PSU provides centers and institutes for meteorology, for the environment, for New Hampshire studies, and for rural partnerships programs.

Plymouth State University (PSU) offers twenty Educator Preparation Programs at both the undergraduate and graduate levels. In the fall of 2017, PSU had a Council for the Accreditation of Educator Preparation (CAEP) On-Site visit to review 15 of the 20 programs PSU offers:

- Early Childhood Education
- Physical Education
- English Language Arts, 5-12
- TESOL
- General Special Education
- Health Education
- School Psychologist
- School Principal
- Superintendent of Schools
- Library Media Specialist
- Social Studies, 5-12
- Mathematics, 7-12
- Education Technology Integrator
- Elementary Education
- Special Education Administrator.

Of the above programs, PSU shared that the following programs had been reviewed by the Council for the Accreditation of Educator Preparation, had been reviewed by the individual Specialized Professional Associations (SPA), and had received National Recognition with approval dates ranging from 2021 to 2025:

	SPA Approved		
ITP	Early Childhood Education	2025	National Recognition
ITP	Physical Education	2025	National Recognition
ITP	English Language Arts for grades 5-12	2025	National Recognition

ITP	TESOL	2025	National Recognition
ITP	Special Education Programs	2025	National Recognition
ITP	Health Education	2025	National Recognition
ADV	School Psychologist	2025	National Recognition
ADV	School Principal	2021	National Recognition
ADV	Superintendent of Schools	2021	National Recognition
ADV	Library Media	2025	National Recognition

Due to the understanding that the above programs had been accredited by CAEP and had received National Recognition, the above ten programs were not reviewed by the NHDOE/CTE Program Approval Review Team.

Additionally, PSU shared that the following programs had been accredited by the Council for the Accreditation of Educator Preparation, had been reviewed by the individual Specialized Professional Associations (SPA), and had received National Recognition with Conditions:

PSU	SPA Updates	Approved	Accreditation Status
ITP	Social Studies for grades 5-12	Submitted	National Recognition-C
ITP	Mathematics 7-12	Submitted	National Recognition-C
ITP	Education Technology Integrator	Submitted	National Recognition-C
ITP	Elementary Education	Submitted	National Recognition-C
ADV	Special Education Administrator	Submitted	National Recognition-C

The above five programs involved a review by the individual Specialized Professional Associations (SPA). Each received National Recognition with Conditions. PSU was required to submit to CAEP an updated SPA Report with responses to the specific conditions, and plans to address the identified conditions or rejoinders to the conditions. The NHDOE/CTE Program Approval Review Team reviewed the submitted individual updated SPA Reports, only. The NHDOE/CTE On-Site Review Team did not review the above five programs. At the date of the NHDOE/CTE Program Review, the CAEP Response to the submitted reviews had not yet been received, hence the NHDOE/CTE Review Team did not have an opportunity to review the CAEP response to said reports.

Please note, SPA reviews must occur before an institution completes a CAEP Self-Study. Plymouth State University's initial educator preparation programs submitted initial reports in March 2016 and received feedback in August 2016. Programs requiring further development and those with conditional recognition submitted additional reports and/or responses in March 2017 and received feedback in August 2017. According to PSU, all programs have been Nationally Recognized or Recognized with Conditions

The following programs were partially reviewed by CAEP. In an agreement between PSU and the NHDOE, to minimize the interruption of the two reviews (CAEP and NHDOE), and to leverage the CAEP visit, the following programs received a Paper Review only, by the NHDOE/CTE Program Approval Review Team:

- Mathematics, 5-8
- Music Education
- Visual Arts.

The following programs received a Full Review by the NHDOE/CTE Program Approval Review Team:

- School Counselor
- Curriculum Administrator.

The following programs were not reviewed by the NHDOE/CTE Program Approval Review Team because both programs are being discontinued and no longer offered when the current Approval Period ends:

- Elementary Education North Country
- Specific Learning Disabilities.

B. Introduction and Overview of Visit:

A Memorandum of Understanding was developed between the New Hampshire Department of Education (NHDOE) and PSU to identify the process, materials, report templates and standards that would be used during the 2018 review. The MOU (Appendix A), signed by all parties in February 2018, specifies language requiring the review team to report on PSU's plan to address proposed changes in governing rules. It was stated that the review team would not assess attainment of any proposed rules that have not been officially adopted.

PSU hosted a training meeting with the Director of the Holmes Center for School Partnerships and Educator Preparation, Coordinator of Clinical Experiences, representatives of the PSU Educator Preparation Faculty, and members of the Review Team on March 20 2018, with subsequent individual reviewer trainings, as needed. PSU rolled out its report and made it electronically accessible at this time. The NHDOE representative, team chairs, and all five reviewers received a link to the PSU Self-Assessment materials through the Holmes Center for School Partnerships and Educator Preparation web-link, allowing the team to review materials in preparation for the on-site visit. A general schedule was shared.

The on-site visit for program approval occurred on March 27th and 28th, 2018 at Plymouth State University (Appendix B, Agenda). On each day of the visit, framing/orientation meetings were offered to establish a shared understanding of the scope of work to be completed, and an overview of any updates, if necessary. Each day concluded with an exit meeting with the institution, NHDOE Liaison, and Co-Chairs of the visit. Between framing and exit meetings, the review team engaged in a series of interviews with stakeholders from across the institution and partner school districts. The purpose of such interviews was to clarify information/evidence shared by the institution, to expand upon what was provided, and to verify claims and evidence submitted by the

institution. The site visit concluded with an exit interview detailing preliminary findings of the review.

Subsequent to the NHDOE/CTE On-Site visit, the NHDOE Consultant and Co-Chairs met two times in April to continue the review of the data. The purpose of this continued review was to complete an in-depth assessment of the current and future processes that PSU currently uses and intends to use in the future, to monitor their systems for candidate assessment, individual program assessment, institution's unit assessment, and on-going continuous improvement. The review of the candidate assessment system involved the review of identifiable key assessment points, multiple measures, and various methodologies. The review of the data collection system was to determine the extent to which each candidate demonstrated their knowledge, skills and dispositions to be effective beginning educators. The review of the program assessment system was to include the continuous and systematic gathering of data to monitor and improve on two levels: individual program level and the institution's unit level. This included the review of the specific programs of study, the facilitation of learning, the quality of field experiences, the assessment of candidates and the overall performance of all programs reviewed. This in-depth review led to the following conclusions, primarily focused on field placements and data collection:

- Lack of consistent field placements across programs
 - Several programs lacked early and varied placements
 - In several programs, candidates choose their own placements.
- Lack of consistent data collection across programs.
 - The data is not collected or analyzed in a uniform way across all programs. It appears that the data is siloed and specific to each program and there is limited evidence that the data is comprehensively analyzed across programs and as a unit.

Additional notes of concern:

- It should be noted that in 2013, the revised standards for Ed 602s, 603s, 604s, 605s and 606s had been legislated, effective March 22, 2013. The specific Ed 606.02 Standard, Assessment System at the Post Baccalaureate and Baccalaureate Level, stated that “The assessment system shall: (1) continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” PSU presented very little evidence to substantiate that this specific standard has been met, specifically with regard to the analysis of overall performance at the unit level.
- Additionally, in 2015, PSU had a Program Review for a new Specific Learning Disabilities Program. During this visit, the Review Team identified ‘Target for Improvement...to invest in an electronic system...to run data analytics at the Candidate Assessment System level, and Program Assessment and Improvement levels’. PSU waited two years before implementing a pilot initiative utilizing TaskStream, a learning management system.
- The PSU/NHDOE Memorandum of Understanding, dated and signed by both parties, was developed to “specify expectations for the institutional program

approval process for PSU's professional educator preparation programs". This MOU articulates in Section IV, under Specifications (c) "PSU will provide electronically, in advance of the visit... Most recent on-site review report, with description of how the institution addressed recommendations and areas of growth". The information from the 2017 CAEP visit was not clearly and transparently displayed to the review team.

- In May 2018, the NHDOE Liaison Consultant had the opportunity to review the CAEP Accreditation Action Report, dated April 2018. In the CAEP Accreditation Action Report, dated April 2018, CAEP "Accreditation is Revoked for programs at the initial-licensure level." PSU appealed and received a final decision to be granted a two-year probationary approval.
- During the August 8, 2018 NH State Board of Education Meeting, PSU was granted an extension to their approval dates through May 31, 2019.

C. Key Findings

Based on the above CAEP decision, which impacts fifteen of the twenty programs PSU offers, Plymouth State University has been granted conditional approval for two years. The NHDOE/CTE On-Site Review Team recommends a two year probationary approval with the requirement of two Priority Progress Reports, and an additional full re-review of all five programs prior to the expiration of approval. Conditional approval is the recommended outcome for the following broadly detailed reasons:

1. The institution lacks an overall and program-specific system for collecting, monitoring, and analyzing data at the candidate level. A system is needed to support candidate development as an educator at the unit and program levels – Candidate Assessment System (Ed 606).
2. The institution lacks a system for collecting, monitoring, and analyzing data at the program level. The data is not collected or analyzed in a uniform way across all programs. It appears that the data is siloed and specific to each program and there is limited evidence that the data is comprehensively analyzed across programs and as a unit. A system is needed to support the expectation of continuous improvement (Ed 606). While the system is lacking, the institution has some evidence demonstrating the warehousing of some data and information.
3. Because systems were lacking, the ability to review individual programs was impeded because of inconsistent and limited outcome, evidence, and output data and information. While reviewers reviewed individual programs, they found it difficult to complete a comprehensive review of all programs due to lack of transparency. The lack of consistent outcome data made it difficult to draw conclusions, more so because PSU did not reveal the depth and extent of the concerns CAEP expressed to them in their Exit Interview. Although there was initial discussion of stipulations made by CAEP, it was not made apparent that these stipulations rose to the level of possible revocation of accreditation. Rather, PSU asserted the SPA National Recognitions were awarded through 2025 for eight programs and through 2021 for two programs. The five programs which received SPA National Recognition with Conditions did not have a date specific award period.

4. Because PSU has been aware since 2013 of the need to develop formal data collection procedures, this failure appears to be willful, rather than PSU facing insurmountable obstacles.

Conditional approval is offered as the program approval outcome rather than non-approval due to a few mitigating factors. The on-site review team engaged in interview sessions with the two programs that received a full review: the School Counselor program and the Curriculum Administrator program. These interviews were designed to confirm any information, data, and evidence the institution had submitted demonstrating alignment to state standards, in addition to the enhancement of such information. Time spent with students currently enrolled in the School Counselor program consistently communicated that the program provided rich and varied field experiences, a dedicated faculty, and close monitoring of candidates throughout the program of study. The interviews with the Curriculum Administrator alumni and current student affirmed the finding of the team that placements are not varied across grade levels and are often self-selected. However, due to the limited nature of the paper-only review of the Visual Arts, Music and Mathematics 5-8 programs, interviews with all stakeholders did not occur.

Need for a Priority Progress Report and Re-Review

As a result of the 2017 CAEP Accreditation process and the 2018 NHDOE/CTE program approval process for Plymouth State University, the institution will submit a total of two priority progress reports with the purpose of addressing specific findings over time.

- January 31, 2019
 - PSU shall identify key assessments across all NHDOE/CTE reviewed programs (School Counselor, Curriculum Administrator, Mathematics 5-8, Music Education and Visual Arts) , for a comprehensive candidate assessment system as well as key assessments with corresponding rubrics for each certification program. This may include identifying existing assessments more clearly and/or developing new assessments.
 - PSU shall begin to collect data for these systems for the Spring of 2019.

- July 31, 2019
 - PSU shall compile and present assessment data for all NHDOE/CTE approved programs (School Counselor, Curriculum Administrator, Mathematics 5-8, Music Education and Visual Arts) from Spring 2019 that matches the key assessments identified in January 2019.

- Full Re-Review – Spring 2020
 - PSU shall present data sets from one-full year of collection based on the key assessments, aggregating and analyzing data for the

candidate assessment system, the program assessment system and the unit assessment data for the following NHDOE/CTE reviewed programs:

- School Counselor
- Curriculum Administrator
- Mathematics, 5-8
- Music Education
- Visual Arts.

Priority Progress Reports will address the following:

a. Clinical Partnerships and Clinical Practice

- The University did not present consistent student or program data and analysis related to clinical partnerships and experiences. Documenting, aggregating, and analyzing data provides valuable insight about the programs' capacities and inform future decision-making. Additionally, documenting consistent placements, partnerships, and student outcomes related to clinical experience/field experience is a necessary component of candidate and program assessment.

b. Candidate Assessment

- The University “does not have a quality assurance system in place and currently is not formally monitoring candidate progress...”(CAEP Report, May 2018). The university has identified decision points throughout the PEPP, however, it is not evident that data is consistently collected and monitored across the decision points
- Specific to the five programs that received National Recognition with Conditions (Social Studies for grades 5-12, Mathematics 7-12, Education Technology Integrator, Elementary Education and Special Education Administrator) key assessments have been identified, but rubric revisions are needed with clear performance descriptors, articulated levels of performance and clearly articulated criteria for success.
- The EPP needs to analyze longitudinal data whereby the assessment of candidate progress can inform the PEPP with respect to both strengths and areas of weakness of teacher candidates.

c. Program Assessment: Individual Program Assessment and Institution's Unit-Level Assessment

- Continuous improvement is at the heart of the Ed 600's, which govern educator preparation programs. PSU must develop a systematic cycle of continuous improvement that provides multiple benchmarks demonstrating student competence throughout a program. These benchmarks should provide evidence that the student knows and is able to execute the knowledge, skill, or disposition being assessed.
- An essential component of continuous improvement and program assessment is a system for maintaining, monitoring, and analyzing longitudinal data. PSU shall maintain longitudinal data on student

performance upon entry into a PEPP, while working through a PEPP, and upon completion of a PEPP. This data can then be utilized to measure the overall efficacy of the PEPP.

- The review team recognizes and supports the Holmes Center's ongoing work toward phasing in all program assessments into the Taskstream LAT.

Section II: Clinical Partnerships and Clinical Practice

The requirements for a PEPP's Clinical Partnership and Clinical Practice are enumerated in the NH Ed 604, Learning Facilitation Standards for Professional Educator Preparation Programs. These standards articulate the need for the following:

- Early and varied experiences with diverse learners in diverse settings
- Sustained and cohesive culminating field experiences
- Sufficient support for all faculty, staff and cooperating practitioners for professional development related to their roles in preparing and mentoring candidates.
- A written agreement between the PEPP and the field-placement sites that are committed to simultaneous review, to include:
 - Make explicit the roles and responsibilities of the PEPP and the field-placement
 - Include expectations of the PEPP and field placement site
 - Articulate methods for problem solving which might arise
 - Prescribe a procedure for modifying the agreement itself.

A. Clinical Practice

1. Summary of Findings

Presentations from university staff and faculty demonstrate a desire for sustained partnerships with area PK-12 schools, as evidenced by area school districts who consistently commit to semester or year-long placements for pre-service candidates. Additionally, Plymouth State University has implemented a program with several school districts to become a Professional Development School (PDS) or establish Professional Development Partnerships, where Memorandums of Understanding (MOUs) are used. PSU is in the initial stages of developing The Problem of Practice model, which will focus on improving teacher preparation experiences, supporting relevant and meaningful professional development and reinforcing an inquiry-based practice. There is evidence of outreach for partnerships beyond the Plymouth area, as shown through partnerships with Manchester and Pittsfield schools for example. This model is perceived by partnering schools and participants to positively impact student outcomes, culture and climate, and empowers candidates to take on more responsibility as they move from their practicum to their internship.

Across programs reviewed, partnerships are evident, but there does not appear to be a systematic approach other than the PDS model for broadening partnerships. The Holmes Center, piloted in 2016, aims to address some of these challenges. Mary Earick stepped in as Director this year and seeks to streamline processes for

data collection, as well as tracking placements with partnership schools. The following information articulates observations related to partnerships within each reviewed program:

- School Counselor
 - The School Counselor Program seeks placements that help candidates to focus on individual, group and classroom counseling methods collectively
- Curriculum Administrator
 - Partnerships are with districts where candidates are currently employed
 - No formal MOU's utilized
- Math, Music and Visual Arts
 - The Holmes Center partnerships are emerging.
- Unit
 - There is a lack of consistent evidence of the collection, aggregation and analysis of data across all programs, specific to clinical experiences/field experiences.

2. Commendations:

- The Holmes Center's intended focus in the future on Professional Development Schools and Partnerships model

3. Suggestions: N/A

4. Recommendations that require responsive action:

- The University collects some data on placements of field experience requirements, but it is not evident that the outcome data is collected or analyzed. Documenting and evaluating the placements and partnerships in which their students complete clinical experiences will allow the University to assess the geographical range and diversity of its placements, formally ensuring that all interns experience and learn from a diverse range of schools. While several students spoke highly of their experiences in diverse settings, across grade-levels or in culturally or economically diverse schools, it is unclear if this range of experiences is available to all students in all programs. Documenting and analyzing data will also allow the University to identify schools and districts with which it might form more formalized partnerships.
- The Holmes Center for School Partnerships and Educator Preparation will provide annual updates of progress on partnerships.

B. Clinical Practice

1. Summary of Findings on the Unit's Clinical Practice Process:

The following programs provide inconsistent evidence of clinical experience with strong collaboration between university and K-12 schools:

- Curriculum Administrator
- Mathematics, 5-8
- Music Education
- Visual Arts

Specifically there is no evidence of comprehensive clinical experiences in the Curriculum Administrator program or the graduate Mathematics 5-8 program. In these programs, a candidate has an experience at only one level (elementary, middle or high school), and it is in the school where s/he is currently employed. With that said, the crosswalk of Educational Leadership Constituent Council (ELCC) 2013 standards and the NH DOE standards show evidence of state requirements being exceeded in the Curriculum Administrator program. Additionally, there is evidence of a holistic, competency-based approach for candidates to develop skills over time.

Notable aspects of each program, related to clinical practice are noted below:

- School Counselor
 - Robust and comprehensive internship opportunities, requiring practicum experience at elementary, middle and high school levels
 - In-depth collaboration with PSU faculty during practicum and internship experiences
- Curriculum Administrator
 - Self-selected, based upon where candidate is employed; does not guarantee a range of K-12 opportunity
 - There is no evidence of a Gateway System with 4-decision points.
- Mathematics, 5-8:
 - There is evidence of utilization of a Gateway system with 4 decision points
 - Early and ongoing practice using a progression of embedded experiences in methods courses at the undergraduate level. It is not evident at the graduate level.
 - There is a culminating field experience with 14 week teaching internship with qualified mentor
- Music Education
 - Appears to be a well-structured approach to practicum experience; early and consistent experience, though does not address supports for students who struggle in their clinical practice experiences.
- Visual Arts
 - Forty hours of pre-student teaching clinical experience, to include 10 hours for Year 1, 20 hours for Year 2, 10 hours for Year 3 and a semester long student teaching in Year 4.
 - One full-time faculty member coordinates all courses, over-sight of field placements and observation of interns.

2. Commendations:

- Council for Accreditation of Counseling and Related Education Programs (CACREP) accreditation through 2023 for Counseling program
- Candidate portfolios.
- Competency-based system, especially evident in Curriculum Administrator program.

3. Suggestions:

- Curriculum Administrator
 - Because there are several non-completers in the program, and because NH Ed 506.05 does not require a CAGS, the Curriculum Administrator program should consider a Masters Level degree requirement, not CAGS requirement.
- Music
 - To ensure understanding of the K-12 clinical experience, consider seeking faculty members with K-12 experience; currently only one faculty member has more than 2 years of experience in a K-12 setting.

4. Recommendations that require responsive action:

- The University has not made easily available aggregate data or analysis of data related to clinical experience evaluations. Documenting, aggregating, and analyzing data will provide valuable insight about the programs’ capacities and inform future decision-making.
- Develop a process to consistently identify, implement and evaluate early, varied and consistent field placement across all programs.
- The Holmes Center for School Partnerships and Educator Preparation will provide updates on Partnership Agreements for Field Experiences and Placements.

Section III: Quality Control System: Candidate Assessment System and Program Assessment System

A. The Institution’s Candidate Assessment System

1. Summary of Findings on the Unit’s Candidate Assessment System:

The requirements for a PEPP’s Candidate Assessment System are enumerated in the NH Ed 606, Assessment System Standards. The Candidate Assessment system Requirements are delineated in Ed 606.01, and include the following:

- The PEPPS candidate assessment system shall ensure that:
 - Prior to full admission into the program, a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency;
 - The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards;
 - Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria; and
 - The assessment of candidate performance informs on-going program improvement.

All programs reviewed in this report School Counselor, Curriculum Administrator, Mathematics 5–8, Music Education, and Visual Arts have defined admissions criteria, track candidate performance on key standards-aligned assessments, and have a system for ensuring candidates meet program and state standards at completion.

However, it should be noted that the five programs which received the SPA National Recognition with Conditions, were all required to revise rubrics to include:

- Clear performance descriptors
- Articulated levels of performance
- Impact on K-12 learning
- Alignment to national association standards
- Measurement of competency on a single standard or standard element.

We have organized our findings in this section into *Programs undergoing paper review*, *Programs undergoing full review*, and *Programs undergoing SPA Report Reviews*.

The PSU Unit Candidate Assessment system involves Four Decision Points:

- Decision Point One - Declaring Teacher Candidacy
- Decision Point Two - Preparing for Internship
- Decision Point Three – Preparing for employment
- Decision Point Four – Internship Wrap-Up and Certification.

The graphic below describes the criteria to move from pre-candidate status to candidate status to Intern status to recommendation to completion.

Pre-Candidate		Candidate			Intern		
Orientation 1: <i>Declaring Teacher Candidacy (individual and class meetings)</i>		Orientation 2: <i>Preparing for your internship (scheduled group meetings during year prior to internship)</i>	Orientation 3: <i>Preparing for employment: Résumés and Interviewing (Saturday meeting)</i>		Internship Wrap up and Certification <i>(whole group)</i>		
Begin First Semester at Plymouth State		Due One Year before the final internship semester: March 1 for Spring October 1 for Fall	One Semester before Internship		During Internship		
<input type="checkbox"/> Candidacy Application <input type="checkbox"/> Pass Praxis Core (or waiver) <input type="checkbox"/> Two Faculty Pre-Candidate Evaluations (undergraduate only) <input type="checkbox"/> GPA of 2.50/3.00	Decision Point ONE	<input type="checkbox"/> Internship Application <input type="checkbox"/> GPA: 2.7/3.00	Decision Point TWO	<input type="checkbox"/> Degree audit <input type="checkbox"/> Résumé prepared for interview <input type="checkbox"/> Interview with principal and mentor teacher at host school <input type="checkbox"/> Placement Confirmation <input type="checkbox"/> GPA 2.70/3.00 <input type="checkbox"/> Praxis II (if required by program at this time)	Decision Point THREE	<input type="checkbox"/> Observation Reports <input type="checkbox"/> Midterm Evaluations <input type="checkbox"/> Final Evaluations <input type="checkbox"/> B/C or better or passing grade on the internship.	Decision Point FOUR

Programs undergoing paper review (Mathematics 5–8, Music Education and Visual Art)

All programs undergoing paper review have admissions criteria, specific to each program; requiring a passing score on the Praxis Core, faculty evaluations, and a GPA of 2.5. In addition to these minimum criteria, the undergraduate art education program requires a portfolio of various artifacts and the undergraduate music education requires musical performances and interviews with faculty. The MAT in art education program requires an undergraduate GPA of at least 3.0.

Each program has a system for monitoring candidate progress throughout their programs that are based on candidate performance on key assessments and at key decision points (see Road to Teacher Certification table below). They each use a common gate system that contains multiple decision points for candidate progression. The decision points for the three undergraduate programs are

- one year before the internship, at which candidates complete their internship application (2.7/3.0 GPA requirement)
- one semester before the internship, at which candidates have a degree audit and again are required to maintain a 2.7/3.0 GPA.
- during the internship, in which candidates have mid-term and final evaluations and must earn a B/C in their internship coursework.

According to the Holmes Center:

At this point in time, we have a home-grown system called OEP-Banner which was created to help the Holmes Center, program coordinators, advisers and candidates track progress through the gate-system. As student documentation is received by the Center, it is noted in OEP-Banner. Once all documentation is received for an individual student at a particular gate (decision point) a GPA check is completed. If the candidate's GPA is acceptable, the gate is closed and work begins on the next set of requirements. The earning of an acceptable GPA to move on is considered evidence that the candidate has mastered the required parts of the curriculum which address the competencies needed to become effective educators.

In addition to tracking candidate GPA and course grades, the three programs undergoing paper review implement multiple and diverse standards-based benchmark assessments throughout their program to monitor candidate performance, including standards-aligned lesson planning assessments, disposition checks, teacher work samples, and evaluations of instruction during student teaching. The Teacher Candidate Assessment of Performance (TCAP) is being implemented in the Mathematics 5-8 program and the Music Education Program, but not the Visual Arts program. Passing the subject-matter Praxis II for each certification is required for program completion.

Candidate performance on Praxis II Content Area exams:

- Candidates in **Mathematics 5-8 Program**, since AY 2013–14, have a 100% pass rate with an average score of 182 (passing score of 165). Please note that there appear to be discrepancies as to how many have completed the program. Some places reference 5, another references 8 completers.
- Candidates in **Music Education**, since AY 2013–14, have a 100% pass rate with an average score of 173 (passing score of 161)
- Candidates in **Visual Arts Program**, since AY 2011–12, have a 93% pass rate with an average score of 165 (passing score of 158).

Candidate performance on key assessments, coursework, and internships:

- Candidates in **Mathematics 5-8 Program**, since AY 2013–14, completed the program with an average GPA of 3.36. Since AY 2014–15 they have scored around 90% in their lesson planning tasks. During student teaching over this period, most candidates met expectations based on their performance relative to comprehensive standards-aligned rubric.
- Candidates in **Music Education Program**, since AY 2014–15, consistently meet target in most areas of the internship evaluation including pedagogy, classroom atmosphere, self-reflection, professionalism, and music skills. Recent candidate GPA at the following decision points on the road to certification:
 - Decision point 1: 3.6
 - Decision point 3: 3.5
 - Decision point 4: 3.5

- Candidates in **Visual Arts Program**, since AY 2015–16, are performing predominantly in the Target and Approaching Target range in their Unit and Lesson Planning. During student teaching, over this time most candidates met expectations based on their performance relative to comprehensive standards-aligned rubric. Recent candidate GPA at the following decision points on the road to certification:
 - Decision point 1: 3.4 (UG), 3.9 (G)
 - Decision point 3: 3.5 (UG), 3.8 (G)
 - Decision point 4: 3.5 (UG), 3.83 (G)

Programs undergoing full review (School Counselor and Curriculum Administrator)

Both programs undergoing full review have well defined admissions criteria; requiring an undergraduate GPA of at least 3.0 for admissions and additional materials that are relevant to each program. Both programs have systems for monitoring student performance on key assessments:

- In the **School Counselor** program, with the use of common rubrics, data are collected on candidates' counseling-related skills and dispositions at the end of every course. Candidates are regularly informed of their progress on these rubrics during meetings with their advisors. Program faculty also meet regularly to discuss candidate performance and to identify students in need or intervention.
- In the **Curriculum Administrator** program, candidate performance is collected and analyzed on the following key assessments to monitor progress and inform program improvement: a Curriculum Development Action Plan, a Strategic Plan, Designing a Change Initiative and Developing a Research Based Argument for a Change Initiative, and a Final Practicum Portfolio. Candidates complete these assessments in a variety of courses and all of these assessments are aligned to Educational Leadership Constituent Council (ELCC) and NH Ed 614 standards. No dispositional data are collected. Candidates demonstrated they met standards in all key assessments.

Programs undergoing a SPA Report Review (Special Education Administrator, Elementary Education, Mathematics 7-12, Education Technology Integrator, Social Studies 5-12)

These five programs received National Recognition with Conditions. The common identified condition, requiring an updated SPA Report, across these five programs involved the need to revise rubrics to include:

- Clear performance descriptors
- Articulated levels of performance
- Impact on K-12 learning
- Alignment to national association standards
- Measurement of competency on a single standard or standard element.

At this time, candidate assessment data in all programs are recorded, managed, monitored, analyzed in spreadsheets by the specific programs, but over the next

several months all programs will be phased into TaskStream Learning Assessment Tools (LAT), providing consistent data across all programs for collection and analysis. Additionally, Plymouth State is beginning to phase-in the use of dispositional assessments into all programs and to include these dispositional assessments in the TaskStream LAT.

2. Commendations: N/A

3. Suggestions:

- The review team supports the Holmes Center's goal of incorporating regular dispositional checks into all programs' candidate assessment systems.
- The review team supports the Holmes Center's plan to phase-in all programs assessments into the Taskstream LAT. At this point, data management and monitoring across the programs is somewhat uneven and opaque.
- All teacher certification programs should consider implementing the NH Teacher Candidate Assessment of Performance, (NHTCAP), both as a robust measure of candidate performance and as a formative assessment data source for program improvement efforts.

4. Recommendations that require responsive action:

The five programs receiving CAEP National Recognition with Conditions are conditionally recognized by the New Hampshire Department of Education. Thus each of the following programs will submit their annual updated SPA Report, including CAEP's responses to said report, as a part of their NHDOE/CTE Priority Progress Reports, due January 31, 2019 and July 31, 2019:

- Special Education Administrator (Ed 506.07)
- Elementary Education (Ed 612.04)
- Mathematics, 7-12 (Ed 612.18)
- Education Technology Integrator (Ed 612.19)
- Social Studies, 5-12 (Ed 612.28).

The progress on the following will be addressed in the NHDOE/CTE Priority Progress Reports, due January 31, 2019 and July 31, 2019:

- Full implementation of TaskStream in a timely manner to ensure consistent collection and analysis of data across all programs, to monitor and improve the programs of study, the facilitation of learning, the quality of field experiences, the assessment of candidates and the overall performance of programs.

B. The Institution's Program Assessment System

1. Summary of Findings on the Unit's Program Assessment System:

The requirements for a PEPP's Program Assessment System are enumerated in NH Ed 606. The Assessment System requirements include:

- (a) A PEPP at the baccalaureate or post-baccalaureate level shall provide an assessment system necessary to ensure that an individual who completes the PEPP can demonstrate

the competencies in the certification standards for the certification(s) sought by the candidate.

(b) The assessment system shall:

- (1) Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
- (2) Demonstrate a process to make judgments based on the data collected;
- (3) Use the process for continuous program improvement to ensure the quality of individual candidate preparation;
- (4) Include data from reports that indicate the number and percentage of program graduates still working in the profession;
- (5) Include information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
- (6) Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.

All programs reviewed in this report, Mathematics 5–8, Music Education, Visual Arts, School Counselor, and Curriculum Administrator, gather and monitor some forms of data to improve their programs. It is difficult to draw conclusions on the unit’s program assessment system because the programs reviewed in this report differ in their approach to and systems for assessing program quality and efficacy. Therefore, we have organized our findings in this section into *Programs undergoing paper review*, *Programs undergoing full review*, and *Programs undergoing SPA Report review*.

Programs undergoing paper review (Mathematics 5-8, Music Education and Visual Arts)

These three programs collect and monitor data on a range of candidate performance and impact. Overall, there is evidence that when the data identify a gap between candidate performance and standards of competency, the programs’ analysis indicates that the data are used to address those needs.

- Candidate performance on Praxis content area exams: Recent analysis of these data by faculty have led to revisions to coursework to address noticed overall candidate gaps on the Praxis (Art) and modifications in upper level course summative assessments to mirror the format and some content of the exam (Music)
- Candidate performance on key assessments during internship: Recent analysis of candidate performance on key assessments have led faculty to make changes to coursework. For example, candidates’ performance on lesson planning during the internship led faculty to instruct students on assessment strategies earlier in the programs. In addition, based on middle school math candidates performance during their internship, they are now encouraged to take courses that focus on teaching how to use manipulatives in the instruction

of mathematics, and methods courses for teaching elementary mathematics topics.

- Candidate impact on K-12 students: Based on the results of Teacher Work Sample Assessment during student teaching (Math), candidates demonstrated a positive impact on student learning. Art and Music use candidate reflections and mentor evaluations to approximate impact on student teaching.
- Candidate dispositional data: Data on candidates' dispositions toward teaching and their learning to teach indicate that candidates across programs are professional, persistent, reflective, and open. It is unclear how these data are being currently discussed and used for program improvement.
- Alumni survey data (aggregated at unit level): Alumni are surveyed every other year. The most recent data were from 2015. Most of those surveyed (69%–89%) felt their program prepared them in various aspects of teaching. Highest were lesson planning, promoting communication skills, and reflecting on teaching. Lowest were meeting diverse learners' needs and ensuring success for all students. It is not clear how these data are being used for program improvement.

Programs undergoing full review (School Counselor and Curriculum Administrator)

These programs differ significantly in their collection of data and systems for analyzing data for continuous improvement. The School Counselor program has in place the following systems:

- Faculty have developed an electronic database used to track candidate progress aligned to standards and dispositions.
- These data are discussed regularly among program faculty. The collected data over a number of years assist the faculty in seeing trends, concerns, accomplishments as well as program adjustments and achievements.
- Surveys of recent graduates used to inform program changes. For example, a recent alumni survey indicated a need to include more training on classroom-based instruction for school counselors.
- Surveys of recent employers indicate that graduates are generally prepared for their roles.
- Surveys from site supervisors indicates a need for candidate preparation in assessment, diagnosis and treatment planning.

The Curriculum Administrator program monitors program quality by analyzing candidate performance on key assessments and by meeting regularly to discuss the changing demands on practicing curriculum leaders.

- Recent analyses of key assessments indicated that candidates met the ELCC standards relevant to their coursework. For example, all 14 candidates enrolled in the practicum from 2013–2018 scored at the exemplary level in all portfolio rubric elements.
- There is no apparent use of alumni, supervisor, or employer data to inform program improvement.

- It is unclear how often faculty meet to discuss data or what process they use to discuss program improvement.

2. Commendations: N/A

3. Suggestions: N/A

- The New Hampshire Teacher Candidate Assessment of Performance (NH TCAP) is unevenly used across initial certification programs, and we suggest that all of these programs begin implementation. This would allow unit wide data to be collected, shared, compared, and used to identify strengths and areas of need for graduating candidates.

4. Recommendations that require responsive

The five programs receiving the SPA National Recognition with Conditions are conditionally recognized by the New Hampshire Department of Education. Thus each of the following programs will submit their annual updated SPA Report, including CAEP's responses to said report, as a part of their NHDOE/CTE Priority Progress Reports, due January 31, 2019 and July 31, 2019:

- Special Education Administrator (Ed 506.07)
- Elementary Education (Ed 612.04)
- Mathematics, 7-12 (Ed 612.18)
- Education Technology Integrator *Ed 612.19)
- Social Studies, 5-12 (Ed 612.28).

The progress on the following will be addressed as a part of their NHDOE/CTE Priority Progress Reports, due January 31, 2019 and July 31, 2019:

- Full implementation of TaskStream in a timely manner to ensure consistent collection and analysis of data across all programs, to monitor and improve the programs of study, the facilitation of learning, the quality of field experiences, the assessment of candidates and the overall performance of programs.
- Develop a process to consistently identify, implement and evaluate early, varied and consistent field placement across all programs.
- The Holmes Center for School Partnerships and Educator Preparation will provide updates on Partnership Agreements for Field Experiences and Placements.

Section IV: Specific Certification Programs

Programs Receiving Full Review

- **School Counseling (Ed 614.03)**
- **Curriculum Administrator (Ed 614.13)**

Institution: Plymouth State University

Name of Program: School Counselor

Program Number: Ed 614.03

Recommendation for Program Approval: Two Year approval

Reviewer Name(s): Brenda Poznanski

Summary:

The MEd in School Counseling is designed to prepare students to function as K-12 Certified Professional School Counselors. This program is nationally accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is the only school counseling program in New Hampshire to hold this accreditation. In 2017, there were 18 graduates. School counseling students take the Counselor Professional Competency Exam (CPCE). All students successfully passed the exam on the first attempt. Over the past several years, approximately 83% of initially enrolled students completed the program. Among all program graduates, including those not actively seeking employment, the three year job placement rate is approximately 90%. For the current academic year, approximately 45 students are enrolled in the program.

Item(s) of Note or Item(s) Requiring Further Action

Commendations:

- Accredited by The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) through 2023.
- Program Assessment and Accountability (ASCA model) is stressed in the program and internship sites.
- Development of Diversity Institute based on analysis of Program Assessment data.

Suggestions:

- Given the climate in schools and the classroom counseling delivery model, students pursuing a graduate degree in school counseling will need more training on classroom behavior management.
- Based on student feedback, more hands-on experience, earlier and more often in the program, to help students understand and become more familiar with the complexities of the profession, and be able to see the correlations between courses and practice.
- Internships in School Counseling require curriculum development and delivery. It is suggested that more instruction around classroom curriculum development to prepare students be more effective in their internship and build a portfolio for future use. Students would benefit from exploring needs in schools and build a curriculum around identified need.

Recommendations that require responsive action:

Progress Report to Address the Following Recommendations:

The institution will submit a total of two priority progress reports, due January 31, 2019 and July 31, 2019, with the purpose of addressing specific findings:

- The School Counselor Program collects and analyzes data of current students, employers, site supervisors, recent alumni, internships and course evaluations utilizing paper and electronic spreadsheets. It is recommended that PSU fully implement TaskStream, in a timely manner, to ensure consistent collection and analysis of data to better support this program. Progress on the full implementation of TaskStream will be addressed in Priority Progress Reports
 - Provide more robust data on the internship experiences to measure efficacy of program.
-

- I. **Clinical Partnership and Practice (Ed604)** A Clinical practice model is designed and is in place fostering early, often, and ongoing practice with in the PEPP.
 1. **Program Rating:** 3
 2. **Evidence supporting this rating includes:**
 - a. Verbal reports and 6-month survey results (alumni, employers, and site supervisors) suggests evidence of a strong level of preparedness for effectiveness in the field and collaboration with the PSU faculty during their practicum and internship experiences.
 - b. Coursework has prepared and challenged students to be effective School Counselors. Overall curriculum is comprehensive, skill based, clinical, and practical.
 - c. Coursework embraces, promotes, teaches, and ensures diversity, ethical practices, and follows the ASCA program assessment model.
 - d. Students are encouraged to independently research and investigate current and supportive strategies and engage in contemporary research to support cases they encounter as a School Counseling intern/student.
 - e. The program's course work focuses on individual, group, and classroom counseling methods and looks for internship site placements that support this model.
- II. **Candidate Assessment System (Ed 606)**
 - B. A program-specific process is designed and in place for collecting and assessing candidate outcomes with this PEPP.
 1. **Rating:** 3
 2. **Evidence supporting this rating includes:**
 - a. Admission to the program requires clear undergraduate achievement as shown by the applicant's required GPA, results of an intense group interview determining disposition, and letter of intent for acceptance into the graduate program.

- b. Common rubric is used throughout program that assesses students' skills, disposition, knowledge, understanding and achievement of each course requirements and expectations. This common rubric is a strength.
- c. Students are evaluated after every course by the instructor and throughout practicum and internship by both university supervisor and site supervisor. Rubric is clearly designed therefore the student, instructor, and site supervisor are familiar with the expectations for student achievement.
- d. Students are regularly informed of their progress through the tally/rubric sheet and through conversations with advisor.
- e. Internship students meet in group supervision once a week for an hour with PSU supervisor.
- f. Internship students meet individually once a week for an hour with site supervisor during internship.
- g. PSU program director meets onsite with site supervisor and student, and when possible observes student's work. It appears that the onsite visits occur organically. It is not evident that there are a minimum number of required onsite-visits.
- h. PSU department faculty meet regularly to discuss student progress. Data on each student is hosted on an electronic shared drive and paper file. Due to content and spirit of the program, some student data is confidential for program faculty only.
- i. Plans are in place to work toward a more streamlined electronic assessment for students.
- j. Students who may be struggling to meet criteria of the program are discussed at department meetings and then meet with advisor for discussion of ongoing and regular monitoring or discussion of refocused future plans.
- k. PSU department faculty review a lot of data of internship experiences, but due to the small size of the program the empirical data of the internships is limited.
- l. Faculty, students who have completed internships, and site supervisors meet at the end of the school year to discuss the year, evaluation of program and skills, preparation of interns, and ideas for program improvement.

III. Program Assessment System (Ed 606)

C. A systematic process is designed for collecting and assessing program trends and making modifications based upon evidence and best practice. Evidence exists that this system is operationalized.

1. **Rating: 3**

2. **Evidence supporting this rating:**

- a. Assessment rubric is done by each professor for each student at the end of each class. This data is then collected by the Graduate Counseling department's administrative assistant and put into electronic data base. Paper copies are also stored for reference. Students are notified electronically of their results by their professor.
- b. PSU program director conducts a survey of recent alumni, employers, and site

supervisors for student preparedness, skill level, and other abilities to be effective School Counselors.

- c. PSU faculty incorporates assessment strategies and practical experience for program assessments and student outcomes through course work and projects.
- d. All students involved in practicums and internships are required to video tape three counseling sessions with students; individually, group, and delivering classroom counseling curriculum. These tapes are reviewed and assessed by the PSU supervisor then discussed with the student and the site supervisor.
- f. Discussion of student achievement based on the rubrics is regularly discussed among the PSU Graduate Counseling faculty and charted each year. The collected data over a number of years assist the faculty to see trends, concerns, accomplishments as well as program adjustments and achievements.
- g. Survey feedback from students, site supervisors and employers help the PSU faculty discern course offerings and focus on student experiences.

IV. Program/Certification Standards

D. Program alignment to state certification standards is comprehensive and prepares candidates for both content knowledge and discipline specific pedagogy with in the discipline.

1. **Rating: 3**

2. **Evidence supporting this rating includes:**

- a. PSU's program offers clear comprehensive course offerings that address professional standards. This comprehensive program offers courses that promote experience, investigation and research, knowledge, and understanding of key counseling techniques, theories, strategies, ethical practice, and personal and programmatic assessment opportunities. Courses are offered in the following areas: ethics, advocacy, diversity, human development, research counseling theories; career, individual, group and classroom counseling, counseling practices; practicum and internship.
- b. PSU has moved to a semester based calendar resulting in a change from a 48 credit program to a 60 credit program. This allows for more weeks per class/seat time, a understanding of course materials and instruction, more robust and in-depth teaching, as well as opportunities for project based learning.
- c. With additional credits required, PSU faculty are looking to increase knowledge of addiction, neuro-cognition, social media, pharmacology, and more infusion of behavior management techniques, as well as an increased emphasis on ASCA program data evaluation and assessment throughout curriculum.
- d. Through the number of internship and practicum hours required, PSU students are getting a dynamic and multi-level experience that meets state and national standards.
- e. PSU Graduate School Counseling Certificate received national certification in 2015 through 2023.

Institution: Plymouth State University

Name of Program: Curriculum Administrator (K-12)

Program Number: Ed 614.13

Recommendation for Program Approval: Two Year Approval

Reviewer Name(s): Kyla Welch, Mary Ford, Heather Cummings and Chris Ward

Summary:

Plymouth State University provides two options for completing the Curriculum Administrator K-12 Certification: (1) Certificate of Graduate Studies (CAGS) in Educational Leadership with Curriculum Administrator K-12 Certification; and (2) CAGS with Curriculum Administrator K-12 Certification. This program is not one of PSU's CAEP approved programs, however the program requirements are aligned with the Educational Leadership Constituent Council (ELCC) Standards. This program has experienced low enrollments with a total of 17 enrolled students from 2013-14 to 2015-2016:

- Five individuals completed the CAGS in Educational Leadership with Curriculum Administrator K-12 Certification
- Four individuals completed the CAGS with Curriculum Administrator K-12 Certification
- Eight individuals did not complete the Curriculum Administrator Program requirements.

Discussion with a subset of the eight students who did not complete the program, revealed that the 15 credit pre-requisite requirements and the additional program requirements did not make the certification worth the money and the time. To address this, a new program was developed, eliminating the 15 credit pre-requisite requirement, eliminating some courses and developing courses to meet the needs of multiple programs. Since these changes, there are 14 enrolled students, and the non-completion rate has dropped to zero. The major concerns of the program:

- Candidates self-select their field experiences, based upon where the candidate is employed, which does not guarantee a range of K-12 experiences
- A greater emphasis on qualitative data, with limited quantitative data for program assessment.

Item(s) of Note or Item(s) Requiring Further Action

Commendations

- **Program requirements exceed state requirements, as evidence by the full alignment with the ELCC Standards, the NH Ed 506.05 Standards and the NH Ed 614.13 Standards**
- **The extensive curriculum mapping of program requirements across the ELCC Standards, the NH Ed 506.05 Standards and the NH Ed 614.13 standards provides evidence of a holistic, progressive program, supporting candidates to develop the knowledge and skills over time.**

Suggestions

- Students may see the requirement of a CAGS as a barrier, it is suggested the curriculum administrator certification program be a part of the M.Ed. in Educational Leadership.

Recommendations that require responsive action:

The institution will submit a total of two priority progress reports, due January 31, 2019 and July 31, 2019, with the purpose of addressing specific findings:

- A more formalized system of data collection and analysis is needed to track and monitor student progress and to evaluate program efficacy. It is recommended that PSU fully implement TaskStream, in a timely manner, to ensure consistent collection and analysis of data to better support this program. Progress on the full implementation of TaskStream will be addressed in the 2019 NHDOE/CTE Annual Report.
- Formalize the K-12 practicum and internship process, to ensure that candidates are getting a comprehensive experience that spans all grade levels. Progress on expanding the field experiences across the K-12 grade range.

I. Clinical Partnerships and Practice (Ed 604)

Clinical practice model is designed and is in place, fostering early, often, and ongoing practice within this PEPP.

- 1. Program Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
- 2. Evidence supporting this rating includes:**
 - E-portfolio
 - Competency based system (syllabi, key assessments, crosswalk)

II. Candidate Assessment System (Ed 606)

A systematic process is designed and is in place for collecting and assessing candidate outcomes within this PEPP.

- 1. Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
- 2. Evidence supporting this rating includes:**
 - Student performance data is collected on the key assessments of the program
 - Assessments are aligned with the ELCC standards
 - Multiple measures of assessments including thorough rubrics (Key Assessments)

III. Program Assessment System (Ed 606)

A systematic process is designed for collecting and assessing program trends and making modifications based upon evidence and best practice. Evidence exists that this system is operationalized.

- 1. Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
- 2. Evidence supporting this rating includes:**

While there is evidence of analysis of student output and attrition rates, there is lack of evidence of comparative analysis of data across key assessments, e-portfolios and field placements.

IV. Program/Certification Standards

Program alignment to state certification standards is comprehensive and prepares candidates for both content knowledge and discipline specific pedagogy within the discipline.

1. Rating 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.

2. Evidence supporting this rating includes

- Crosswalk of ELCC and NH DOE standards
- Key assessments
- Syllabi documents
- Key assessment report
- E-portfolio

Section IV: Specific Certification Programs

Programs Receiving Paper Review

- **Mathematics, 5-8 (Ed 612.17)**
- **Music Education, K-12 (Ed 612.20)**
- **Visual Arts, K-12 (Ed 612.01)**

Institution: Plymouth State University

Name of Program: Mathematics, 5-8

Recommendation for Program Approval: Two Years

Reviewer Name(s): Anne K. Wallace

Summary of Findings:

From 2014/15 through 2016/17, there were 24 enrolled students, 8 completed the program. The GPAs ranged from 2.84 to 3.75. Five students who took the PRAXIS II exam from 2014/15 through 2016/17 had a 100% pass rate, exceeding the 165 minimum score with the following scores: 192, 182, 195, 176 and 169. Please note that in another part of the report, it indicates that 80% of program completers have the content knowledge to pass the PRAXIS II exam.

Organization of data for program assessment was difficult to process. The following would help both the reviewer and the faculty to better understand the program:

- GPA for candidates at the three decision points should be clearly marked with column heading and year;
- Praxis Core and II scores for all candidates, undergraduate and graduate within one document;
- Enumerate total number of students who apply to the math education programs ((7-12 and 5-8 together and separately) and number of students accepted;
- Have clear and specific evidence for the undergraduate and graduate students. At times it appears as if the data is mixed together and hard to discern whether the data is undergraduate data or graduate data.
- Provide evidence of early and varied field experiences with diverse learners in diverse settings prior to and during culminating teaching experience at both the undergraduate and graduate levels.
- Formal analysis and reflection of program data by faculty.
- Have clear and specific evidence for the undergraduate and graduate students. At times it appears as if the data is mixed together and hard to discern whether the data is undergraduate data or graduate data.
- Provide evidence of early and varied field experiences with diverse learners in diverse settings prior to and during culminating teaching experience at both the undergraduate and graduate levels.
- Formal analysis and reflection of program data by faculty.
- To address the NH Ed 610 standards, include data on non-math education courses w/ course grades and/or other assessment criteria results. For example information on candidate knowledge of special education, inclusive classrooms and classroom management.

Item(s) of Note or Item(s) Requiring Further Action

Commendations: N/A

Suggestions:

- In the graduate program --- create a formal plan to address those students who are entering the program with no school/classroom experience (career changers), providing multiple and varied early and intermediate field experience prior to student teaching.

Recommendations that Require Responsive Action

The institution will submit a total of two priority progress reports, due January 31, 2019 and July 31, 2019, with the purpose of addressing specific findings:

- Full implementation of TaskStream in a timely manner to ensure consistent collection and analysis of data across all programs, to monitor and improve the programs of study, the facilitation of learning, the quality of field experiences, the assessment of candidates and the overall performance of programs.
- Develop a process to consistently identify, implement and evaluate early, varied and consistent field placement across all programs.
- The Holmes Center for School Partnerships and Educator Preparation will provide updates on Partnership Agreements for Field Experiences and Placements.

I. Clinical Partnerships and Practice (Ed 604) A Clinical practice model is designed and is in place fostering early, often, and ongoing practice within this PEPP.

- **Program Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.

PSU uses a gateway system with four decision points – (1) Pre-candidacy leading to acceptance into program (2 and 3) Candidate – 2 parts – leading to Internship and (4) Intern – leading to recommendation to certification.

PSU has implemented a clinical practice model at the undergraduate level fostering early and ongoing practice using a progression of field experiences embedded across three methods courses. It is not evident that PSU provides a clinical practice model at the graduate level that fosters early and varied field experiences.

- **Evidence supporting this rating includes:**
 - To be accepted into program (decision point 1) candidate must have passing Praxis CORE scores, two faculty evaluations for undergraduate students only and a GPA of $\geq 2.5/3.0$. Please note that specific range of PRAXIS scores was not made available to the reviewer, because ETS does not provide information on fewer than 10 students.
 - UG students complete three methods courses prior to student teaching internship. These methods courses integrate field

experiences totaling a minimum of 80 hours across the following courses: MA3050, MA4020 and MA 4040. Students keep observation and reflective journals during these field experiences which are evaluated by faculty members.

- It is not evident that graduate students complete early or mid-level field experience prior to the student teaching internship/ it was stated that “Most students are already working in schools at some level.”
- Undergraduate and graduate students complete a 14 week student teaching internship with a mentor teacher who has a minimum of 3 years full-time teaching experience in the subject area and is recommended by their building administrator. During this internship, students are observed four times by the PSU Mathematics Department university supervisor. Final grade is based on reviews from mentor teacher and mathematics dept. university supervisor.
- Students must complete Praxis II content area exam as well as all coursework.

II. Candidate Assessment System (Ed 606)

B. A systematic process is designed and is in place for collecting and assessing candidate outcomes within this PEPP.

- **Rating** 4-Highly Effective, **3-Effective (UG)**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels. **Nothing found in which to evaluate the graduate program specifically in this area.**

PSU uses a gateway system with four decision points – (1) Pre-candidacy leading to acceptance into program (2 and 3) Candidate – 2 parts – leading to Internship and (4) Intern – leading to recommendation to certification.

- **Evidence supporting this rating includes:**
Through the required course work, field experiences and teaching internship students are able to show content knowledge and readiness to work within a classroom through completion of required courses and clinical experiences.
 - 100% of enrolled undergraduate students in the required content area courses earned a grade of C or better. Nothing found for students enrolled in the graduate program. **Praxis II (5169) results:** 5 students took between 2014/15 school year to 2016/17 school year with 100% meeting or exceeding the 165 needed for certification. (scores: 192,182,195,176, and 169).
 - **Student work sample (teaching internship):** Students develop, teach, and assess a complete instructional unit. This

is required to be original work which may include cited resources or related to educational research articles. This projects addresses the elements of Mathematical Practices, content pedagogy, mathematical learning environment and impact on student learning. During the years for which data is seen, 100% (5 students) met the target score range of 81-90%.

- **Evaluation of Student Teaching Internship:** Uses an evaluative tool designed and agreed upon by Council of Teacher Education (CTE) members. Used twice during the internship for each candidate. This counts for 60% of internship grade. For the years evaluated (2014/15-2016/17) 2 students scored an A, 1 a B+, and one a B. The remaining 40% of grade based on student work sample (lesson plan, teaching of, evaluation of,) (5 students seen in other areas of data for this program but only 4 seen in this set of data).
- **Lesson Plans:** Each of the three UG methods courses in which lesson planning is discussed throughout course MA3050, and plan and present lessons in courses MA4020 and MA4040. In these students are expected to include and demonstrate understanding in state and national standards in mathematics, differentiate instruction, make cross-curricular connections, and employ both formative and summative assessments.
 - **In MA4020** students 5-minute methods assignments. 100% of candidates scored an average of 80% or higher throughout the given years (2014/15-2016/17). Avg. score of 17/20 in 2014/15, 19.1/20 in 2015/16, and 19/20 in 2016/17.
 - **In MA4040** students write and present three lesson plans (topics assigned by classroom teacher). Students also choose a math course/grade level and text and develop a year-long plan for the course. In the three lesson plans 100% of candidates scored an average of 80% or higher throughout the given years (2014/15-2016/17). Avg. score of 25.67/30 in 2014/15, 28.1/30 in 2015/16, and 27.67/30 in 2016/17.
- **Professional Responsibility:** This is seen throughout the disposition criteria checks (although, for most part, not broken out by content area, rather given by all education students) and through the three methods courses with their reflective/observation journals (UG) and math content strand courses and current roles w/in schools (G) along with the teaching internship evaluations. Dispositions are seen in the *usually* to most falling in the *always* rating.

III. Program Assessment System (Ed 606)

C. A systematic process is designed for collecting and assessing program trends and making modifications based upon evidence and best practice. Evidence exists that this system is operationalized.

- **Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
- **Evidence supporting this rating includes:**
 - PSU Middle School Mathematics Certification program uses multiple points of data/assessment to ensure that all candidates are proficient in the standards required for certification (NH 610s and 612s). The 4 decision point gateway system allows multiple check points of proficiency required for moving forward in the program. Along with the Gateway system, the disposition check lists and the passage of the Praxis II (5169) demonstrate that candidates have met multiple opportunities and means to demonstrate competency in the NH 610s and 612s for certification recommendation in Middle School Mathematics.
 - Future plans to extend and create ease of data seen and used: To further the ease of communication and student candidates awareness and personal accountability in their learning, all gateway decision point information, disposition information, course grades, and Praxis' scores will be available on TaskStream. This is a work in development at this point in time. Another data point being implemented over a four-year period and as vetted throughout the NH IHE system is the use of the TCAPs. At this time use is voluntary and no information was given in its use currently within the Middle School Math Certification program.

IV. Program/Certification Standards

D. Program alignment to state certification standards is comprehensive and prepares candidates for both content knowledge and discipline specific pedagogy within the discipline.

- **Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
- **Evidence supporting this rating includes:**

PSU uses the NCTM standards as their guiding standards for their Mathematics Education Certification programs at the Middle and Secondary levels. These are compatible with the NH 612s for mathematics as they too are based on these standards. The general education standards (610s) add another layer of standards in the required major courses for these programs, but do not change or affect the NCTM standards, but rather complement them.

Gateway system:

- The Gateway system supports students to progress with several check points to ensure proficiency and meeting of certification standards. These checkpoints include:
 - Pre-Candidate requirements
 - Candidate requirements
 - Intern requirements.
- There is no evidence of formal recording of reflection within the program. There are points of information seen of reflection and planning in the provided materials by both the mathematics faculty and mathematics education faculty.

Institution: Plymouth State University

Name of Program: Music Education, K-12

Program Number: Ed 612.20

Recommendation for Program Approval: Two Year Approval

Reviewer Name(s): Dominic Ferrara, Ph.D.

Summary of Findings:

The music education program at Plymouth State is generally well designed and comprehensive. It successfully tracks student progress and facilitates student success from initial entrance into the program through commencement. It is aligned with both the New Hampshire Arts Graduation Competencies and Performance Assessment and the National Coalition Core Arts Standards in Music.

There are ample benchmarks in place to assist with monitoring student growth at various stages of the program; among these are course grade requirements, GPA requirements, the Dispositional Behaviors Rubric, and the Senior Recital Jury Report. However, the program does stop short of insuring that all graduates are qualified to teach in the State of New Hampshire because passage of the Praxis II in Music is not required for graduation.

The qualitative feedback provided in Appendix G, Effect on Student Learning, provides a positive picture with regard to the quality of the students completing the program. While it is important to highlight the strengths of the students completing the program, the material seems selective rather than comprehensive and is likely skewed toward providing an overly positive picture. Combining this narrative with a comparison of the respective practicum grades for all of the students completing the program would likely provide a more thorough picture. Absent that, some commentary on students who struggle in the practicum experience and how that is addressed would provide a more comprehensive view of the program.

Upon reviewing the materials presented, there are certain materials that are either incomplete or missing altogether from what was submitted. Most notably, these include:

- a complete course grid or curriculum for the major that shows all courses required and the sequence in which they should be taken,
- syllabi for all of the required classes, including the methods classes: ME3110 and ME4200,
- a clear delineation of where non-Western/World Musics are covered in the curriculum,
- clear performance standards for each of the levels of private instruction offered, and
- a description of facilities and materials necessary for success.

Further, there appears to be a lack of K-12 teaching experience among the faculty, with only one of the faculty members listed having taught more than 2 years in a K-12 setting.

Item(s) of Note or Item(s) Requiring Further Action

Commendations:

- The program is well designed and is aligned appropriately with the New Hampshire Arts Graduation Competencies and Performance Assessment and the National Coalition Core

Arts Standards in Music. The systems that are in place to monitor student growth are also commendable. These include the course grade requirement component, the GPA requirements, the Dispositional Behaviors Rubric, and the Senior Recital Jury Report.

- Other areas that are to be commended include the 100% passing rate on the Praxis II in Music; the high retention and graduation rates of the program; the faculty's commitment to program continuity and student success; and the structure of field placement hours. The students in the Music Education program at PSU are afforded ample opportunities throughout their undergraduate education to visit, observe, and participate in K-12 classroom experiences. These begin early and are constant and consistent throughout the curriculum.

Suggestions:

- There is an opportunity to merge the Lesson Plan Template and the Understanding By Design Template to create one document that students use to plan learning experiences.
- By synthesizing these two items, it should make the process more fluid to the students and they will now be thinking of planning more holistically rather than in two distinct parts. This applies to the corresponding rubrics as well, which likely could also be merged.
- A comprehensive review of facilities and materials should be undertaken on an institutional level to ensure that student and program needs are being met sufficiently.
- Future full-time and adjunct hires, especially of faculty who will be teaching educational methodology courses, should take into consideration K-12 teaching experience along with the requisite formal academic requirements.
- Questions:
 - Does the Jury report form apply to instrumentalists as well? It is indicated only as a Senior Recital Voice Jury Report.
 - Do all education majors in all disciplines at PSU use the Dispositional Behaviors Rubric for assessing readiness to teach? Is there consistency among faculty in using the rubric? It seems as if there could be an issue if someone who meets all the other requirements, but does not do well on this particular measure raises concerns, and validity and reliability measures could certainly be useful in mitigating that.

Recommendations that Require Responsive Action:

The institution will submit a total of two priority progress reports, due January 31, 2019 and July 31, 2019, with the purpose of addressing specific findings:

- Developing and/or presenting a course grid that shows all the required courses for the degree listed in sequence by semester.
- Developing performance standards and criteria for each level of private instruction.
- Adding a section on English Language Learners to the accommodations section of the Lesson Plan.
- Completing the missing section of the accommodation section of the Lesson Plan Rubric.

Institution: Plymouth State University

Name of Program: Visual Arts Program

Program Number: Ed 612.01

Recommendation for Program Approval:

Reviewer Name(s): Mary Boyle

Summary of Findings

The Art Education Program curriculum reflects the studio and art history requirements of the BA and BFA degrees in studio art. Students take five sequential art education theory and methods courses. The review of the key assessments suggest that Art Education program is addressing the NH Ed 612.01 Visual Arts Standards in the preparation of teacher candidates in the areas of studio, art history and pedagogy. A clinical practice model is outlined and in place. A systematic process is designed and is in place for collecting and assessing candidate outcomes through evaluations assessments. A process is designed for collecting and assessing program trends through written documents, as well as, in teaching observations. Studio and Art History grades reflects the preparation in content knowledge to state certification standards.

Item(s) of Note or Item(s) Requiring Further Action

Commendations (*reserved for truly exemplary practices that go beyond the state standards*):

Suggestions (*recommendations that may sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program*):

Recommendations that require responsive action

The institution will submit a total of two priority progress reports, due January 31, 2019 and July 31, 2019, with the purpose of addressing specific findings:

- Full implementation of TaskStream in a timely manner to ensure consistent collection and analysis of data across all programs, to monitor and improve the programs of study, the facilitation of learning, the quality of field experiences, the assessment of candidates and the overall performance of programs.
 - Develop a process to consistently identify, implement and evaluate early, varied and consistent field placement across all programs.
 - The Holmes Center for School Partnerships and Educator Preparation will provide updates on Partnership Agreements for Field Experiences and Placements.
-

I. Clinical Partnerships and Practice (Ed 604) A Clinical practice model is designed and is in place fostering early, often, and ongoing practice within this PEPP.

1. Program Rating 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.

2. Evidence supporting this rating includes:

- The Art Education courses, implementation and observation of Interns is coordinated by one full time faculty member. The continuation of this situation is not sustainable and does not allow for collaborative development of the program, curriculum and students.
- Clinical Experience Year One-10 hours, Year Two-20 hours, Year Three-10 hours, Year Four- Semester long internship
- Student Lesson Planning designed by students during their Internship in Teaching. In each placement students are to design and implement at least one Unit Plan per placement along with weekly and daily lesson plans for all grades they teach.

II. Candidate Assessment System (Ed 606)

B. A systematic process is designed and is in place for collecting and assessing candidate outcomes within this PEPP.

1. Rating 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable:

2. Evidence supporting this rating includes:

- Each Intern Teachers is assessed for both placements, elementary and secondary, in a semester. For the past four academic years' worth of Unit/Lesson Plans suggest the Intern Teachers are performing in the Target and Approaching Target range, however, the highest percentage was at Emerging Target. *Factors that may influence a rise or lowering in performance may be the involvement and feedback of the Mentor Teacher and/or input from the University Supervisor.
- The evaluation assesses the intern on 25 components under five sections. Pedagogy, Classroom Atmosphere, Reflective Practice, Professionalism, Content and Teaching of Art

III. Program Assessment System (Ed 606)

C. A systematic process is designed for collecting and assessing program trends and making modifications based upon evidence and best practice. Evidence exists that this system is operationalized.

1. **Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
2. **Evidence supporting this rating includes:**
 - The Art Education courses, implementation and observation of Interns is coordinated by one full time faculty member. The continuation of this situation is not sustainable and does not allow for collaborative development of the program, curriculum and students.
 - Assessment strategies are being introduced sooner as a response to the analysis of the Unit/Lesson Plans produced during Teaching Internships.
 - Action has been taken with the Methods and Materials for Art Education Class after a confirmation that occurred was found in the reflective closure that at times did not appear in the written document as well as in a teaching observation. This was mostly seen at the elementary level during the teaching observations for some of the INtern Teachers. The importance of the reflective closure, discussion of concepts and ideas, materials, processes and student work is being ramped up and threaded throughout the Art Education courses for undergraduate students.
 - Introductory discussion, review/refocus, discussion of art history (concepts and ideas) and discussion during demonstration of materials and processes will be increased in the courses to meet the needs suggested by written Unit/Lesson Plan reviews and assessment.

IV. Program/Certification Standards

- D. Program alignment to state certification standards is comprehensive and prepares candidates for both content knowledge and discipline specific pedagogy within the discipline.

1. **Rating** 4-Highly Effective, **3-Effective**, 2-Needs Improvement, 1-Ineffective, NA-Not applicable. Appendix includes a detailed description of rating scale levels.
2. **Evidence supporting this rating includes:**
 - Studio and Art History Grades assessment dates back from AY 20110-2011 in reflecting the preparation in content knowledge as outline in the NH DOE ED 612.01 Visual Arts Standards.
 - A new foundations level studio and art history curriculum was introduced in AY 15-16. This will integrate new media and digital processes across the foundation studio courses. The art history courses have moved from traditional survey style to focusing on visual cultures and 12 monuments of art history. AY 18-19 will be the first group to assess the impact and

improvement of this change in curriculum and performance on the Praxis Art: Content Knowledge Test (5134)

- AY 2017-2018 PSU Art Department will have a new art historian who will be redesigning the art history curricula
- 93% passing to date of the Praxis Art: Content Knowledge Test. 56% passed on first Attempt.

Section IV: Specific Section Certification Programs

Programs with SPA Updates

- **Special Education Administrator (Ed 506.07)**
- **Elementary Education (Ed 612.04)**
- **Mathematics, 7-12 (Ed 612.18)**
- **Education Technology Integrator (Ed 612.19)**
- **Social Studies, 5-12 (Ed 612.28)**

The above five programs involved a review by the individual Specialized Professional Associations (SPA). It was stated during the Program Approval On-Site visit that the above programs had received National Recognition with Conditions. PSU was required to submit to CAEP the updated SPA Reports with responses to the specific conditions, plans to address the identified conditions or rejoinders to the conditions. The NHDOE/CTE Program Approval Review Team reviewed the submitted individual updated SPA Reports only. At the date of the NHDOE/CTE Program Review, the CAEP Response to the submitted reviews had not yet been received, hence the NHDOE/CTE Review Team did not have an opportunity to review the CAEP response to said reports.

The primary common condition that required PSU responses across all five programs focused on the need to revise all program specific rubrics. The primary purpose of a rubric is to standardize the assessment and provide more consistent grading. The rubric also serves as an effective communication tool between the faculty member and the students by outlining expectations in advance.

The institution will submit a total of two priority progress reports, due January 31, 2019 and July 31, 2019, with the purpose of addressing the revision of rubrics to:

- Provide clear performance descriptors
- Identify articulated levels of performance
- Include language to measure impact on K-12 learning
- Align rubrics to the national association standards
- Measurement of a competency on a single standard or standard element.

Program Performance Levels

4 Highly Effective - Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following:

Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

3 Effective - Teacher Preparation programs performing at the *Effective Level* consistently do the following:

Programs performing at the effective level generally advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates, create an environment of mutual respect and caring, and engage candidates in appropriate learning opportunities. Effective programs demonstrate sound knowledge of content, standards, and competencies, and connect them to relevant real world issues. These programs model and encourage innovation, creativity, critical thinking, and candidate engagement, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Effective programs facilitate personalized learning through research-based strategies and model these strategies for candidates. They use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly. Effective programs appropriately integrate and model use of technology into their instructional and assessment approaches. Effective programs contribute collaboratively to their college/university and K-12 partner's progress and culture of growth by engaging in learning communities, fostering their own self-directed professional growth, and frequently providing leadership to support improvements in

their colleagues' performance. These programs consistently uphold professional standards of practice.

2 Needs Improvement - Teacher Preparation programs performing at the *Needs Improvement Level* do the following:

Programs performing at the needs improvement level inconsistently advance candidate growth and achievement. They establish expectations for learning and achievement for most candidates and engage candidates in appropriate learning opportunities. Programs performing at the needs improvement level demonstrate knowledge of content, standards, and competencies. These programs use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at this level attempt to facilitate personalized learning using a mix of research-based and other strategies. They use multiple forms of assessment to evaluate candidate and program performance but do not consistently use the results to adjust curriculum and programs accordingly. Programs performing at the needs improvement level may use technology in their instruction and assessment approaches. Programs performing at this level participate in learning communities, but do not consistently attend to their own self-directed professional growth. These programs uphold professional standards of practice.

1 Ineffective -Teacher Preparation programs performing at the *Ineffective Level* consistently do the following:

Programs performing at the ineffective level may advance some candidate growth and achievement, but frequently fail to improve most candidates' growth. They are unable to establish ambitious and reasonable expectations for candidate learning for most and may be unable to engage candidates in appropriate learning opportunities. Programs performing at the ineffective level may have some knowledge of content, standards, and competencies, but these programs do not use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs 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 candidate learning. Programs 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 programs generally uphold professional standards of practice.

Appendix A: MOU

Appendix B: On-Site Agenda

Appendix C:
PSU Presentation to the NHDOE/CTE On-Site Review
Team
March 27, 2018

Appendix D:
New Hampshire Department of Education and the
Council for the Accreditation of Educator Preparation
Partnership Agreement

Recommendation for approval of UVEI
progress report on its
Bachelor of Arts in Visual Art

**New Hampshire Department of Education
Council for Teacher Education**

**ADDENDUM REPORT
Upper Valley Educators Institute
Educator Preparation Programs**

<i>Professional Educator Preparation Programs: Content Areas</i>	<i>NH Standard</i>	<i>Reviewer</i>
Art Education	Ed 612.01	Suzanne Canali NH Institute of Art

**Original on-site visit: March 16, 2015
Progress Report Review: November 1, 2018**

Recommendation:

Grant full approval for UVEI's visual art Professional Educator Preparation Program (PEPP) until the next full program review in 2021.

Summary:

UVEI's Visual Art PEPP received conditional approval from the March 2015 review for the following reasons:

1. The visual art program was not using the new National Core Arts Standards (2014), and
2. Lack of a thorough assessment of candidates' artistic abilities as stated in *Ed612.01 (a) In the area of personal artistry and art making:*
 - (1) *Demonstrating depth of artistic knowledge by compiling a personal portfolio of artwork that shows a synthesis of concept development, personal voice, and technical skill in at least one medium;*
 - (2) *Demonstrating breadth of artistic knowledge by compiling a personal portfolio of artwork that shows development of technical skills and processes in each of the following art forms:*
 - a. *Two-dimensional techniques and processes, including but not limited to:*
 1. *Observational drawings including objects, environment, and the figure and expressive drawing;*
 2. *Painting; and*
 3. *Printmaking;*
 - b. *Three-dimensional techniques and processes, including but not limited to:*
 1. *Ceramics; and*
 2. *Sculpture;*
 - c. *New and emerging digital and electronic technologies; and*
 - d. *One or more additional media including:*
 1. *Fiber arts;*
 2. *Photography;*
 3. *Mixed media/materials;*
 4. *Cultural art forms;*
 5. *Jewelry;*
 6. *Installation; and*
 7. *Non-traditional materials;*
 - (3) *Applying the creative process to the development of composition, subject matter, ideas, and selection of media as demonstrated through a personal portfolio of artwork;*
 - (4) *Developing a personal statement/philosophy to be included in a personal portfolio of artwork that demonstrates an integration of personal iconography and ideas using a breadth of media techniques, styles, and forms of expression; and*
 - (5) *Demonstrating a range of artistic methodologies from exploration to mastery for a variety of media, materials, and processes showing related techniques and tools including proper care, safety, and use;*

Upon review of UVEI's progress report dated August 2016, and submission of additional details in October 2018, the institution has met both requirements by:

1. The institution developed a more rigorous assessment of "Ed612.01 (a)" by assessing and tracking score data for candidates' artistic ability through admissions review under its criterion for "academic readiness." UVEI uses a portfolio, in addition to transcripts and GPA, to assess readiness of its visual arts applicants.

2. UVEI addressed the need to incorporate the National Core Arts Standards (2014), requiring candidates to apply the most current standards in lesson planning. Three of ten teaching competencies, designed by this PEPP, are met using the National Core Arts Standards:

- *Teaching Standard 5. Applying content*, which includes a specific element: *5d: Establishing a Subject-Specific Focus*, requires candidates to demonstrate the coherence of standards (in the case of the visual arts endorsement, the national core arts standards), learning objectives, learning tasks, and assessments *in their teaching*.
- *Teaching Standard 6. Assessing student learning* includes a specific element: *6d: Designing Assessments*, requiring candidates to demonstrate their ability to create assessments (at the lesson, learning sequence, and unit levels) that allow students to show significant depth of understanding or skill with respect to the standards (in the case of the visual arts endorsement, the national core arts standards).
- *Teaching Standard 7. Planning for instruction*: which includes a specific element: *7a: Establishing a Subject-Specific Focus*, requiring candidates to demonstrate the coherence of standards (in the case of the visual arts endorsement, the national core arts standards), learning objectives, learning tasks, and assessments *in their planning*.

The program assessment system, a holistic review of each standard couple with analytical performance assessments, is used to evaluate candidates' ability to facilitate learning that meets the National Core Arts Standards.

**These findings are in response to Upper Valley Education Institute's (UVEI) progress report that was originally submitted as part of the institution's annual review in August 2016 but was not voted on by CTE. The administrator for the Bureau of Credentialing is charged with processing progress reports, however, the position was vacant at that time, between 2015 and 2016.*

New Hampshire
Department of Education
and
Professional Standards Board
Rules Update

submitted by
Amanda Phelps
NHDOE
Administrative Rules Coordinator

The following is a comprehensive list and summary of all rules being drafted or amended by Department staff or by the PSB, but are not yet formal proposals:

- RSA 193-E:2-a, II,a. – The addition of play- based kindergarten to the Substantive Educational Content of an Adequate Education law requires the State Board of Education to adopt rules in Ed 306 regarding the minimum standards for public school approval.
- RSA 193-E:2-a, I – The addition of computer science and digital literacy to the Substantive Educational Content of an Adequate Education law requires the State Board of Education adopt rules in Ed 306 regarding the minimum standards for public school approval.
- RSA 541-A:29 – Amendments to the law regarding Agency Action on Application, Petitions, and Requests require the State Board amend any rules pertaining to applications requiring action by the agency. The timeframe for agency action on applications was reduced and a new section, RSA 541-A:29-a, was adopted which states “If an agency fails to take any required action on an application...the application... shall be deemed approved...”
- Custodian of Records – Ed 502.03 currently requires that the Department keep educator credential records for an indefinite period of time. The Bureau of Credentialing brought forth a proposal to amend this rule to the PSB at their December 5, 2018 meeting and the PSB voted to move the proposal forward to the State Board. That rule will be presented as an initial proposal at the February 14, 2019 meeting, but it is attached for your pre-read.
- Home Education Program – These rules have been presented to the State Board in a draft form. The Department is gathering feedback from the Home Education Advisory Council before presenting the draft as an initial proposal.

Ed 502.03 Custodian of Records.

(a) All records regarding *state board issued* ~~educators or educational personnel~~ credentials shall be maintained by the bureau while the credential is valid.

(b) ~~Educator or educational personnel records~~ *State board issued credentials* which are no longer valid shall be maintained by the bureau *for a period of 50 years or until the bureau is notified that the credential holder is deceased.*

(c) *If an application for a state board issued credential is denied pursuant to Ed 512.01(a), the bureau shall maintain a record of the application and reason for denial for a period of 50 years or until the bureau is notified that the credential holder is deceased.*

DRAFT

Rules Currently
in
PSB Committee

**Rules Currently in PSB Committee
December 13, 2018**

Rule Number	Title	Effective Date	Expiration Date	Rulemaking Status
Section Ed 505.01	Alternative 1: Approved Program in New Hampshire	9/16/2011	9/16/2019	PSB Committee
Section Ed 505.02	Alternative 2: States Other Than NH	9/16/2011	9/16/2019	PSB Committee
Section Ed 505.03	Alternative 3: Demonstrated Competencies and Equivalent Experiences	9/16/2011	9/16/2019	PSB Committee
Section Ed 505.04	Alternative 4: Individualized Professional Development Plan (Restricted)	9/16/2011	9/16/2019	PSB Committee
Section Ed 505.05	Alternative 5: Site-Based Certification Plan	9/16/2011	9/16/2019	PSB Committee
Section Ed 507.05	Comprehensive Technology Education Teacher	8/12/2011	8/12/2019	PSB Committee
Section Ed 507.11	Elementary Education Teacher	3/27/2014	3/27/2024	PSB Committee
Section Ed 507.40	General Special Education Teacher	9/16/2011	9/16/2019	PSB Committee
Section Ed 507.41	Early Childhood Special Education Teacher	9/16/2011	9/16/2019	PSB Committee
Section Ed 507.42	Special Education Teacher in Area of Intellectual Developmental Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 507.43	Special Education Teacher in Area of Deaf and Hearing Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 507.44	Special Education Teacher in Area of Emotional and Behavioral Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 507.45	Special Education Teacher in Area of Specific Learning Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 507.46	Special Education Teacher in Area of Physical and Health Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 507.47	Special Education Teacher in Area of Blind and Vision Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 612.04	Elementary Education	3/27/2014	3/27/2024	PSB Committee
Section Ed 612.07	Special Education Programs	9/16/2011	9/16/2019	PSB Committee
Section Ed 612.071	Early Childhood Special Education Programs	9/16/2011	9/16/2019	PSB Committee
Section Ed 612.08	Program for Intellectual Developmental Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 612.09	Program for Deaf and Hearing Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 612.10	Program for Emotional and Behavioral Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 612.11	Program for Specific Learning Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 612.12	Program for Physical and Health Disabilities	8/16/2016	8/16/2026	PSB Committee
Section Ed 612.13	Program for Blind and Vision Disabilities	8/16/2016	8/16/2026	PSB Committee

Ed 505.01-Ed 505.05 – Pathways to Certification

Expire: 9/16/19

Status: In Committee

Update: The Committee recognizes that the revision of these rules will be extensive, but that due to the impending expiration the recommends a two-step process in the revision of this rule. The first revision will be Department recommendations for edits to the current process in order to fix some areas that have been causing concern during the current licensing process. The second revision will be a recommendation to the State Board for an overhaul to the current process of licensing teachers in NH. The qualifying methods touch virtually every aspect of learning to teach and involve nearly all educational stakeholders in NH. Reshaping these procedures requires a depth of consideration, engagement of stakeholders, and examination of best practices which is beyond the scope of a PSB sub-committee. If the State Board agrees with this recommendation of a two-step process, the committee understands that the first revision will create a new 10-year expirations date. The committee wants to reassure the State Board that the overhaul of the licensing process will be completed by the PSB committee with a recommendation to the State Board before September 2019.

The second proposal will include:

1. Defining a learner responsive teacher (Picking up the banner on the NTEP definition - see * below. NOTE: The general consensus from the committee is that this definition is strong as is.)
2. Describing what kinds of experiences tend to develop those teachers:
 - a. Relevant and applied coursework
 - b. Cyclical inquiry (plan, teach, analyze, reflect)
 - c. Intensive supervised field experiences including skilled mentoring/instructional coaching
 - d. Meaningful and validated performance assessments
3. Describing what constitutes good measures of teacher readiness:
 - a. Meaningful and validated performance assessments
4. Makes suggestions of what kind of process might help to engage stakeholders to:
 - a. Define the problems that need to be solved:
 - i. Alt 1 programs being ill-suited to the “on-the-job” nature of Alts 4 and 5.
 - ii. Lack of guidance and accountability for district supervised pathways for Alts 4 and 5.
 - b. Charge: Develop a shared vision for developing Learner Responsive teachers through multiple pathways that incorporate best practices.

*NTEP Learner-Responsive Educator Definition: 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, dispositions, and skills they need to be lifelong 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 them 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. (Developed by the New Hampshire Network for Transforming Educator Preparation Steering Committee, 2016).

Committee Members:

Page Tompkins	Executive Director, Upper Valley Educators Institute
Irv Richardson	Coordinator of Public Education and School Support, NEA NH
Lisa Witte	Superintendent, SAU 93, Monadnock Regional School District
Anne Wallace	Chair, NH Professional Standards Board
Christie Sweeney	Associate Professor of Educational Leadership & Graduate Program Coordinator for Educational Leadership, Plymouth State University
Cynthia Lucero	Vice Chair, NH Professional Standards Board. Professor of Education & Coordinator of Field Experience, NHTI
David Webster	Science Teacher, Lincoln
Dianna Terrell	Associate Professor & Department Chair, Education; St. Anselm College
Jack Grube	CTE Director, Londonderry (Retired)
Ken Gorrell	Business Owner, Northfield
Christine Oskar-Poisson	English Teacher/Professor, New England College
Bill Ross	NH Department of Education

Ed 507.05 – Comprehensive Technology Education Teacher

Expires: 8/12/19

Status: In Committee- Initial Proposal is ready for a vote by the full PSB on 12/5

Update: The Committee recommends changing the title of the rule to “Comprehensive Technology and Engineering Teacher”.

DRAFT Initial Proposal:

Readopt with amendment Ed 507.05, effective 8-12-11 (Document #9974), to read as follows:

Ed 507.05 Comprehensive Technology *and Engineering* Education Teacher.

(a) To be certified as a comprehensive technology *and engineering* education teacher a candidate shall:

~~(1) Meet the qualifications for certification as a career and technical education teacher as provided in Ed 507.02;~~

~~(2) Meet the requirements of (b) below;~~

~~(3) Have at least a bachelor’s degree; and~~

~~(4) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05.;~~

and

(b) A candidate for certification as a comprehensive technology education teacher shall have the following skills, competencies, and knowledge ~~through a combination of academic and supervised field-based experience in the following areas:~~

(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on ~~the technological~~ design process, including, but not limited to:

a. Defining a problem by brainstorming or other methods;

b. Researching and generating ideas;

c. Selecting an approach after:

1. Identifying the criteria to be applied;

2. Specifying any constraints; and

3. Exploring various possible approaches;

- d. Developing a design proposal;
- e. Making a model or prototype;
- f. Testing and evaluating the design;
- g. Refining the design;
- h. Producing and marketing the product; and
- i. Communicating the processes and results;

(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:

- a. Math and science skills;*
- ab. Time management skills;*
- bc. Oral, written, and technological communication skills;*
- ed. Problem solving strategies;*
- de. Persistence and entrepreneurship;*
- ef. Technological documentation; and*
- fg. Collaborative group process and leadership skills;*

(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and ~~machines~~*technologies*;

(4) In the area of knowledge of content, the candidate shall demonstrate ~~knowledge of, ability to produce products for, and~~ *the ability to apply a design lessons about present and future technologies in 3 or more of the following areas and development process in one or more technologies listed below:*

- a. Medical technologies;
- b. Agricultural *and related biotechnologies*;
- ~~e. Biotechnologies;~~
- dc. Energy and power technologies;

- ed.* Information and communications technologies;
- fe.* Transportation technologies;
- gf.* Manufacturing technologies;
- hg.* Construction technologies;
- ih.* ~~New~~ **Robotics** and ~~emerging~~ **automation** technologies; and
- ji.* ~~Engineering principles and design~~ **Emerging technologies**; and

(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.:

- a. Careers;*
- b. History of technology;*
- c. Engineering design ethics;*
- d. Emerging technologies; and*
- e. Social and economic impacts.*

Ed 507.11 and Ed 612.04 – Elementary Education Teacher

Expire: 3/27/24

Status: In Committee

Update: In February of 2018 the PSB received a letter from the Council for Teacher Education asking that these rules be opened and revised due to a discrepancy between the rule and the way it is being implemented in the field. Please see their letter attached.

This rule is in the beginnings stages of revision at the committee level of the PSB with a broad range of stakeholders. As this credential represents the largest percentage of teaching credentials in the state, the outreach will be broader as the work on the rule progresses.

Current Committee Members:

- Anne Wallace – Chair; PSB Chair; Middle Level Math Teacher certified; Math Teacher, Hampstead
- Betty Erickson – Elementary Education Teacher K-8 and Middle Level Math Teacher certified; Teaching Consultant
- Lori-Lyn Griffin – Licensed Elementary Education Teacher K-8; Middle School Science Teacher, Hampstead
- Diana Sherman – Elementary Education Professor, St. Anselm College
- Darcy Kane – Math Specialist, North Conway
- Christine Downing – Licensed Elementary Education Teacher K-8 and Middle Level Math Teacher; Principal at Sutton and Curriculum Director at Kearsarge
- Dan Pooler – Licensed Middle Level Math Teacher 5-8; Math Teacher, Hudson Middle School
- Mary Wilson – Licensed Curriculum Administrator and Middle Level Math Teacher; Superintendent of Hudson School District
- Laura Roberts – Licensed Elementary Education Teacher K-8; Grade 5 and 6 Teacher, Alton
- Jessica Kondratowicz – Licensed Elementary Education Teacher K-6; Teaching 1st Grade, Plainfield
- Tim Higginsbotham – Post-Doctorate in Science Education at UNH
- AnneElise Record – Licensed Elementary Education Teacher K-8 and Elementary Math Specialist
- Sharon DeVincent – Licensed Elementary Education Teacher K-6 and Principal; Principal at Ellis School, Fremont
- Jude Chauvette – Licensed Science Teacher Grades 5-8; Curriculum Director, Nottingham

February 8, 2018

Dear Members of the Professional Standards Board:

The Council for Teacher Education requests that the Professional Standards Board form a subcommittee at this time, the purpose of which would be to revise the Elementary Education K-8 certification standards in order to make explicit which subject or subjects the credential allows an educator to teach at the 7th and 8th grade level and on what basis that allowance is made.

On December 6, 2017, members of the Council for Teacher Education presented a Recommendation regarding the K-6/K-8 elementary education licensing. The background on the concern included the following:

Currently the State of NH, through the NHDOE, offers two different endorsements in the area of elementary education licensing, K-6 and K-8. A work-group on this topic emerged as a result of a *Problem of Practice* (PoP) that surfaced because of the state's participation in *The Network for Transforming Educator Preparation* (NTEP), inquiries that came into the department seeking state guidance on the two elementary licenses, and complaints from parents that their 7th or 8th grade children were being taught by under qualified educators.

The distinction across the two endorsements rests in the K-8 credential. The K-8 endorsement:

- Endorses an educator to teach at both the elementary and middle school levels.
- Requires an "area of content concentration" and passing score on the corresponding Middle School level Praxis 2 test.

Some of the issues:

- State rules and guidance do not define the "area of concentration."
- The expectation of an "area of concentration" dissolves when educators enter the field. One might get K-8 certified with a mathematics concentration/test result but then be assigned to teach 8th grade social studies as a major assignment.

Proposal

- An "area of concentration" should be defined. A minimum of 15 credits (or 5 courses?) in subject matter content is proposed. These 15 credits shall sit outside the coursework completed within their major – elementary education.
- Credential holders should be limited to teaching their "area of concentration" at the middle school level. The middle school level shall be defined as grades 7 and 8. The area of concentration shall be posted on the educator's license.

Thank you for your attention to this request.

Sincerely,

Ron Pedro
On Behalf of the Council on Teacher Education

Ed 507.40 General Special Education Teacher
Ed 507.41 Early Childhood Special Education Teacher

Expire: 9/16/19

Status: In Committee

Ed 507.42 Special Education Teacher in Area of Intellectual Developmental Disabilities

Ed 507.43 Special Education Teacher in Area of Deaf and Hearing Disabilities

Ed 507.44 Special Education Teacher in Area of Emotional and Behavioral Disabilities

Ed 507.45 Special Education Teacher in Area of Specific Learning Disabilities

Ed 507.46 Special Education Teacher in Area of Physical and Health Disabilities

Ed 507.47 Special Education Teacher in Area of Blind and Vision Disabilities

Expire: 8/16/26

Status: In Committee

Update: In August of 2016, the Special Education categorical rules, Ed 507.42 through Ed 507.47, were due to expire. The PSB readopted all of those categorical rules without amendment in order to allow time for the CEEDAR group to give their recommendation for an overall revision of special education teacher certification.

The CEEDAR task force has completed their work. Ed 507.40, General Special Education Teacher, and Ed 507.41, Early Childhood Special Education Teacher, are expiring in September, 2019. A committee of stakeholders has been meeting once a month for all- day retreats to tackle the revisions of each rule one at a time. Currently they have revised Ed 507.40, General Special Education Teacher, and Ed 507.45, Special Education Teacher in Area of Specific Learning Disabilities. Each time they work on a new rule, the group is recognizing other areas of rules they have completed that need to be revised.

Committee Members:

- Cynthia Lucero, Vice-Chair, NH Professional Standards Board; Professor of Education & Coordinator of Field Experience, NHTI
- Joann Misra, Member, NH Professional Standards Board; Special Educator, Windham

Rules that are Expiring

**Rules Expiring Between 2019 and 2022
Not Yet in Committee
December 13, 2018**

Rule Number	Title	Effective Date	Expiration Date	Rulemaking Status
Part Ed 306	MINIMUM STANDARDS FOR PUBLIC SCHOOL APPROVAL			
Section Ed 306.02	Definitions	12/17/2011	12/17/2019	
Part Ed 402	NONPUBLIC SCHOOLS ELIGIBLE FOR SERVICES			
Section Ed 402.01	Definitions	6/15/2013	6/15/2021	
Part Ed 505	QUALIFYING METHODS FOR OBTAINING A TEACHING CREDENTIAL			
Section Ed 505.06	General Education Certification Requirements	12/17/2011	12/17/2019	
Section Ed 505.07	Professional Education Requirements; Alternatives 3.4, and 5	12/17/2011	12/17/2019	
Part Ed 506	REQUIREMENTS AND CERTIFICATION FOR EDUCATIONAL LEADERSHIP AND ADMINISTRATION			
Section Ed 506.01	Superintendent	12/21/2012	12/21/2022	
Section Ed 506.02	Assistant Superintendent	12/21/2012	12/21/2022	
Section Ed 506.06	District Administrator	12/21/2012	12/21/2022	
Part Ed 507	REQUIREMENTS AND CERTIFICATION FOR EDUCATIONAL PERSONNEL IN SPECIFIC AREAS			
Section Ed 507.04	Comprehensive Agricultural Educator	12/21/2012	12/21/2022	
Section Ed 507.18	Early Childhood Education Teacher	5/18/2012	5/18/2022	
Section Ed 507.21	Library Media Specialist	6/22/2012	6/22/2022	
Section Ed 507.35	Theatre Teacher	5/18/2012	5/18/2022	
Section Ed 507.36	Educational Interpreter/ Transliterators for Children and Youth Ages 3-21	12/21/2012	12/21/2022	
Section Ed 507.37	Classical Languages Teacher	5/18/2012	5/18/2022	
Section Ed 507.39	Music Teacher	5/18/2012	5/18/2022	
Section Ed 507.48	Comprehensive Marketing Educator	12/21/2012	12/21/2022	
Section Ed 507.49	Comprehensive Business Educator	12/21/2012	12/21/2022	
Part Ed 513	PROFESSIONAL DEVELOPMENT MASTER PLAN AND RECERTIFICATION			
Section Ed 513.01	Basic Requirement	12/21/2012	12/21/2022	
Section Ed 513.02	Criteria for State Approval of Local Professional Development Master Plan	12/21/2012	12/21/2022	
Section Ed 513.03	Individual Professional Development Plan	12/21/2012	12/21/2022	

**Rules Expiring Between 2019 and 2022
Not Yet in Committee
December 13, 2018**

Rule Number	Title	Effective Date	Expiration Date	Rulemaking Status
Section Ed 513.04	Criteria for Recertification of Educators under the Professional Development Master Plan	12/21/2012	12/21/2022	
Section Ed 513.05	Criteria for Recertification of Educators Not Under the Local Professional Development Master Plan	12/21/2012	12/21/2022	
Section Ed 513.06	Certified Paraeducators II, I	12/21/2012	12/21/2022	
Part Ed 514	REQUIREMENTS FOR INITIAL CERTIFICATION			
Section Ed 514.02	Validation Studies	9/16/2011	9/16/2019	
Part Ed 610	PROFESSIONAL EDUCATION			
Section Ed 610.02	Professional Education Requirements	12/17/2011	12/17/2019	
Part Ed 612	STANDARDS FOR SPECIFIC PREPARATION PROGRAMS (UNDER-GRADUATE)			
Section Ed 612.03	Early Childhood Education	5/18/2012	5/18/2022	
Section Ed 612.15	Classical Languages	5/18/2012	5/18/2022	
Section Ed 612.20	Music	5/18/2012	5/18/2022	
Section Ed 612.30	Theatre	5/18/2012	5/18/2022	
Part Ed 614	STANDARDS FOR SPECIFIC GRADUATE, SPECIALIST, AND ADMINISTRATOR PREPARATION PROGRAMS			
Section Ed 614.04	School Principals	12/21/2012	12/21/2022	
Section Ed 614.05	Superintendents	12/21/2012	12/21/2022	
Section Ed 614.11	Library Media Specialist	6/22/2012	6/22/2022	
Chapter Ed 1000	VOCATIONAL REHABILITATION PROGRAMS	1/19/2012	1/19/2022	

Expired Rules

**Expired Rules
December 13, 2018**

Rule Number	Title	Effective Date	Expiration Date	Rulemaking Status
Section Ed 504.031	Master Teacher Certification	12/17/2004	12/17/2012	Expired
Section Ed 507.10	Associate School Psychologist			Expired
Section Ed 507.13	Driver Education Teacher			Expired
Section Ed 612.02	Reading and Writing Program	10/15/2010	10/15/2018	Expired
Section Ed 614.01	Media Supervisors			Expired
Chapter Ed 700	ADULT HIGH SCHOOL, BASIC EDUCATION PROGRAM AND HIGH SCHOOL EQUIVALENCY PROGRAM			
Part Ed 701	DEFINITIONS			
Section Ed 701.01	Definitions – RESERVED	10/30/1996	10/30/2004	Expired
Part Ed 702	ADULT HIGH SCHOOL DIPLOMA PROGRAM			
Section 702.01	Establishment of an Adult High School Diploma Program	1/20/2010	1/20/2018	Expired
Section 702.02	Certification of Teachers	1/20/2010	1/20/2018	Expired
Section 702.03	Transfer from Day to Evening Programs	1/20/2010	1/20/2018	Expired
Section 702.04	Eligibility	1/20/2010	1/20/2018	Expired
Section 702.05	Credit Hours	1/20/2010	1/20/2018	Expired
Section 702.06	Sources of High School Credit	1/20/2010	1/20/2018	Expired
Section 702.07	Attendance Policies	1/20/2010	1/20/2018	Expired
Section 702.08	Graduation Requirements	1/20/2010	1/20/2018	Expired
Part Ed 703	ADULT BASIC EDUCATION			
Section Ed 703.01	Adult Basic Education	1/20/2010	1/20/2018	Expired
Section Ed 703.02	Student Eligibility	1/20/2010	1/20/2018	Expired
Part Ed 704	HIGH SCHOOL EQUIVALENCY PROGRAM			
Section Ed 704.01	Minimum Test Scores for High School Equivalency Certificate	6/15/2013	6/15/2023	Expired
Section Ed 704.02	Admission to Testing	6/15/2013	6/15/2023	Expired
Section Ed 704.03	Transcripts of the High School Equivalency Certificate	6/15/2013	6/15/2023	Expired

CHAPTER ED 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART ED 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Parts Ed 1401 through 1406 provide rules of practice and procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope. These rules shall apply to any for-profit or non-profit entity or any individual(s) that offers an educational program that meets the minimum standards for approval to grant credit leading to graduation.

PART ED 1402 DEFINITIONS

Ed 1402.01 Definitions.

- (a) “Commissioner” means the commissioner of the department of education.
- (b) “Department” means the department of education.
- (c) “Program” means a sequence of instruction over a period of time, which meets the requirements of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

PART ED 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant seeking state board approval for an alternative program shall complete and file the “Application for Establishing an Alternative Program for High School Graduation Credit” form, June 2018, to the department for review, and include:

- (1) The sponsoring organization’s purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications to instruct and a statement assuring that the instructor meets those requirements, which shall not be construed to imply that instructors require a New Hampshire educator license;
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11; and

(b) In addition to the application requirements outlined in 1403.01(b), an applicant shall also submit:

(1) In the area of instructional program:

- a. Identification of the program from Ed 306.31 through Ed 306.48 for which students completing the course subject will receive high school credit(s);
- b. An outline of each program for which approval is sought, which includes goals and a description of expected student outcomes;
- c. A plan for recording student progress in meeting expected student outcomes; and
- d. A description of how students will be assessed to determine that they have met the program requirements; and
- e. A description of the system for awarding grades to students, including, but not limited to:
 - i. Pass or fail;
 - ii. Letter grade system; and
 - iii. Competency-based number system 4-1;

(2) In the area of admission:

- a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law; and
- b. A policy that describes how the program will coordinate with the local education agency (LEA) for students with an education plan pursuant to section 504 of the rehabilitation act, an individual education plan (IEP), or both, for matters pertaining to any required special education programs, support services, or both, including methods of compliance with all federal and state laws pertaining to children with disabilities;

(3) In the area of minimum standards:

- a. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48; and
- b. Number of credits the program will fulfill; and

(4) In the area of facilities:

- a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program; and
- b. If applicable, a statement affirming that the facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to the follow, noting that the participation in this program shall not construe additional facility requirements not otherwise required by state or federal law:
 - i. Fire safety; and
 - ii. Barrier-free access under Abfd 300 and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Pursuant to RSA 541-A:29 the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(b) The department shall provide support to the program where available and needed;

(c) The department shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(t) program area outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals and methods for assessment that will be used to measure student progress toward meeting program goals;
- (5) An adequate description is provided for staff member qualifications;
- (7) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (6) A policy is in place to meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(d) Pursuant to RSA 541-A:29, within 60 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(e) The department shall submit an evaluation report to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in (c), the application shall be conditionally approved if the state board determines that the remaining issues can be readily addressed within timeframe specified by the state board, not longer than 90 days from notification, or it shall be denied.

(e) If the state board:

(1) Conditionally approves an application, the state board shall include in the notification:

- a. A written explanation of the reasons for conditional approval;
- b. The conditions the applicant shall meet for final approval; and
- c. The deadline for submission of the conditions that shall be met for final approval.

(2) Denies an application, the state board shall include in the notification:

- a. A written explanation of the reasons for the denial;
- b. The areas deemed deficient by the state board; and
- c. An explanation that the applicant may reapply for approval at any time.

(f) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(g) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) 90 days prior to the expiration of a provisional license or a full license, an applicant seeking license renewal of a program for high school graduation credit shall complete and submit the “Renewal Application for an Alternative Program for High School Graduation Credit” form, August 2018, as specified in Appendix II, along with:

- (1) A statement signed by the sponsor entity or individual(s) stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or
- (2) A statement signed by the sponsor entity or individual(s) stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

Ed 1403.04 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART 1404 ISSUANCE OF LICENSES, REVOCATION, AND WITHDRAWAL

Ed 1404.01 Issuance of Licenses.

(a) If the state board approves:

- (1) An initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a 1-year provisional license, which can be renewed following the procedures outlined in Ed 1403.04; and
- (2) A renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year license, which can be renewed every 5 years following the procedures outlined in Ed 1403.04.

(b) If the state board conditionally approves an initial or renewal application for establishing an alternative program for high school graduation credit, the state board shall issue a conditional license, not to exceed 180 days, with a specific deadline for conditions to be met.

(c) A list of approved alternative programs for high school graduation credit shall be maintained on the department's website.

PART 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Report Requirements.

(a) Each approved program shall annually, in September, submit to the state board an annual report which shall include, at a minimum, the following:

- (1) A brief statement explaining how the program is meeting the goals of its mission statement; and
- (2) Number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART 1406 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1406.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(b)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

- (1) Course title;
- (2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);
- (3) Number of credits awarded and the grade attained.

Ed 1406.02 Issuing Credit for Graduation.

(a) Certificates shall be used to grant credit for graduation.

(b) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(c) Approved New Hampshire schools shall grant students with valid completion certificates high school credit leading to graduation in the area enumerated.

PART 1407 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1407.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department under one or more of the following circumstances:

- (1) The program commits a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly employs a person in violation of Ed 1403.01(b)(6);
- (3) The program or sponsor organization fails to disclose or violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization makes a material misrepresentation in its application;
- (5) The program or sponsor organization becomes insolvent; or
- (6) The program is found to be in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated and upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(d) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(e) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1407.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a license if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program license prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1407.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) The state board may place a program on probationary status for up to one year if the board determines that the complaint can be addressed with the implementation of a remedial plan, after which, if the plan is unsuccessful, the license shall be revoked.

(d) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

Learn Everywhere is a program designed to build on existing New Hampshire educational philosophy, law and rule. At its most basic level, it is simply seeing and understanding our existing public education system and the learning that engages students, from another perspective.

In the book *Leaving to Learn*, Elliot Washor, author and founder of the alternative Met school and Big Picture Learning in Providence, R.I., asks the question, “What if there were ways to provide and give credit for learning wherever and whenever it occurred?” This concept of wherever and whenever has been a continuous pursuit of the state of New Hampshire for more than a decade now. The ideas and concepts are embedded in our educational philosophy, law, and rules, but it has been an elusive target with only marginal attainment.

Education consultant Sir Ken Robinson has stated, “First, education is always and inevitably personal. All students have their own reasons for staying in, or for pulling out of [disengaging from], school. Like you and me, they are living, breathing individuals with their own hopes, motivations, challenges, aptitudes and drives. The current [education] system is failing so many of them¹ because it is impersonal and standardized... The solution is to adopt forms of teaching that arouse students’ appetites for learning.”

Learn Everywhere is just that, an innovative approach to learning passed into law by the 2018 New Hampshire Legislature to capture existing student learning and create an eco-system of additional learning opportunities for our students, wherever and whenever they occur.

Today, the State Board of Education (“SBOE”) is the credentialing oversight board for teachers and schools. The SBOE credentials teachers in New Hampshire to be able to teach in our public schools. The SBOE also authorizes schools in New Hampshire to be able to provide an opportunity for a comprehensive adequate education. *Learn Everywhere* simply unbundles education and says, rather than authorize only entire schools, the state will authorize educational programs to offer part of comprehensive adequate education. If the SBOE credentials teachers, and if the SBOE credentials schools, why not also simply credential a course or a program as well?

¹ In New Hampshire, a top performing state, the “equity gap,” part of which is the disparity between socio economically advantaged students versus students in poverty (family earnings of less than 185% of the federal poverty level) is more than 20%, meaning that poor students consistently over the previous 20 years, have performed lower on standardized assessments, because the education system is not able to engage them.

Practically, what does that mean and what does that look like?

Learn Everywhere is built on a premise of win-win. It sees education as an expanding universe of opportunity that capitalizes on learning across the board.

While for the most part, school takes place from 7:30am – 2:30pm inside a school building for 180 days a year, students are learning outside of that time frame and outside of that location. Some of this “outside the school” learning is formalized, such as after-school tutoring or dance lessons, and some is less formalized, such as an after-school job where a student is gaining valuable capacity across a number of domains. *Learn Everywhere* creates a vehicle to capture all students learning and give students credit for it.

Compared to a zero-sum game, in which the addition of this program takes something away from our already strong public education system, *Learn Everywhere* expands the educational opportunity universe without taking anything away.

Example

Let’s consider a student who loves performing arts and participates in a local Boys and Girls Club (“BGC”) performing arts program. Let’s also assume that the BGC has enrolled its theater arts program as an approved *Learn Everywhere* program.

This student now has the option to participate in the BGC theater arts program for high school credit. While they are participating in the BGC performing arts program, they can also participate in their public school performing arts program, if they want (e.g., nothing is lost). However, if they find that practices at the BGC program, which are three nights a week until 9pm, do not give them enough time to do homework, they could elect to take a study hall in their public school (all schools have study halls in all time blocks) to do their homework so they do not have to do it at night after play practice at the BGC. This student may also decide to take an elective course during that period.

In addition to creating more educational options for the student, it can reduce the level of stress experienced by the student and family, stress representing an increasing problem in our current culture.

What is important to consider with this example is that with or without the *Learn Everywhere* option, the student is already participating in the BGC performing arts program. *Learn Everywhere* simply finds a way for that deep and engaging learning to count for academic credit.

Let's look at a few questions that one might have when considering this program for New Hampshire.

- *So how does the program work?*
 - Applicants interested in offering education opportunities for students will complete an application with information about the program, including the course credit that will be offered (from education rule 306, minimum standards), an outline of the program, how student progress will be monitored and how assessment and grading will be completed.
 - The New Hampshire Department of Education (“NHDOE”) will review the application for completeness. Once complete, applicants will appear before the SBOE and present their program for approval. The SBOE will approve, conditionally approve or deny the application. If the program meets the requirements, the SBOE will authorize the provider a one-year license to operate.
 - During that period, the NHDOE will complete a monitoring visit of the program to determine that it is being implemented as presented to the SBOE. If the NHDOE review is satisfactory, the SBOE will extend a five-year authorization to the program. After five years, the program will be subject to renewal through the initial application process.
 - As students complete the program, they will be awarded a certificate of completion and a grade that they will present to their home district for credit, if the student desires credit.
 - Annually, the programs will report participation and credits awarded to the NHDOE for reporting to the SBOE.

This *Learn Everywhere* process has been modeled after the current Charter School authorization program.

- *How does the Learn Everywhere affect school funding? Is this an unfunded mandate?*
 - *Learn Everywhere* does not affect school funding. Schools will continue to be funded under the current formulas. *Learn Everywhere* does not require the school to create any new programs or administrative supports. Students who complete a *Learn Everywhere* program will receive a certificate with a grade from the participating program. This certificate will be provided to the student's school by the student so that credit can be awarded.
 - Keep in mind that *Learn Everywhere* is simply capturing the learning that is already taking place through student participation in programs outside of school. *Learn Everywhere* creates a pathway for students to

apply that learning toward meeting the minimum standards for graduation established by the SBOE.

- *Shouldn't we require teachers in these programs to be credentialed so that we know the students are getting a good education?*
 - The SBOE and New Hampshire public schools have a long-established policy that is reflected in both law and rule to accept educational credit from non-certified teachers. There is no requirement for teachers in either private or home education settings to be certified. Public Charter schools require that only 50% of teachers be certified. Every year, many students coming out of these education settings transfer to traditional public school settings and higher-education pursuits, and the credits they bring with them are readily accepted.
 - *Learn Everywhere* captures the essence of state minimum education standards which state that we should “harness all available community resources.” (ED 306.04 (k) (6)) *Learn Everywhere* creates a framework to engage engineers to teach our students about engineering, math and physics, artists to engage them on the stage and in the studio, and entrepreneurs to open up the world of business to them. As Clay Christensen writes in the forward of Julie Freeland’s book *Who You know: Unlocking Innovations that Expand student Networks*, *Learn Everywhere* allows those not even part of our traditional education system to “mentor, support and inspire young people.”
 - The assumption that a credentialed educator always results in a better educational outcome is not born out by the underlying data. While that may be true in certain circumstances, the better measure of strong student outcomes is based on their level of engagement in their education. If they are engaged, they will perform better. State academic assessment results show that only about 50% of students in the traditional public school reach proficiency.

- *These programs would be unfair. If the program charged tuition, not every student could afford to pay.*
 - The SBOE has a long and established policy to permit families and students to access private educational options. Thousands of New Hampshire families pay tuition to private schools, affording those students access to a private school option that is not universally available to all New Hampshire students simply because of financial limitations.
 - Many of the programs that might become available to students through this program are offered for free or at reduced rates. In many cases they are readily available to families without financial resources

or are offered on a sliding scale based on capacity to pay. This includes programming through organizations like Boys and Girls Clubs, Girls, Inc. and through many of our public school after-school programs. *Learn Everywhere* has the ability to increase educational options for disadvantaged students and families.

- Many businesses, eager to source qualified employees for their businesses, support excellent learning opportunities, without cost, for those students who show an interest in a particular vocational field. Programs like *Learn Everywhere* will encourage the development of more of these work-based learning opportunities.
 - By unbundling these education options, a family that may not be able to afford a full private education, may be able to afford part of that education in the form of a specific program, resulting in increased access to education options for families.
- *Won't these programs limit opportunities for good teachers if students do some of their learning outside of the traditional school system?*
- Actually the opposite is true. Teachers interested in taking advantage of *Learn Everywhere* will have the ability to pursue teaching in its most pure form. A common refrain heard from teachers is frustration at an overly regulated and burdensome system that causes them to spend more time administrating students than instructing them. An inspired teacher may discover the entrepreneurial aspect of the program and can now set up their own learning program to instruct students. These teachers may teach at a traditional public school during the regular school day, but decide to add an independent program in the afternoon or on a weekend, to pursue teaching in a less restrictive form.
 - Many of the programs may seek out credentialed educators in an effort to provide high quality programming and to differentiate their instruction, creating expanded employment opportunities for educators.
- *But what about accountability? How will we know that students are learning what they need to know?*
- Accountability and assessment are an important part of the program application process. Applicants will describe how they will assess students across the competencies that the student is expected to attain in the same way charter schools do now.
 - One of the really great aspects of *Learn Everywhere* is how seamlessly it fits into and supports the existing public school system. Existing state and federal accountability systems are all still in place. Students are still required to take state and federal accountability assessments.

- *Doesn't Learn Everywhere cross the line and interfere with local control of education?*
 - *Learn Everywhere* does not create a state level high school diploma. The issuance of a diploma is the domain of the local school district. The determination of credit requirements for graduation is a responsibility of the local school board. The SBOE has authorized the minimum standards required for a high school diploma. *Learn Everywhere* is simply a program sanctioned by the SBOE for students to earn credits that count toward meeting those minimum standards that the SBOE has established leading to graduation. Local school boards will still be required to establish local graduation requirements that meet or exceed the minimum standards.

- *Won't this program put students with disabilities at a disadvantage?*
 - Like many other aspects of *Learn Everywhere*, supports for students with an Individual Education Plan (IEP) will follow the existing practice. Presently, when services or special education programs are called out in an IEP to support a student's learning, schools often contract with outside service providers. Authorized *Learn Everywhere* programs will function in the exact same manner. When an IEP team and parents believe that participation in a *Learn Everywhere* program is the right course of action for a student, and it is written into the IEP, *Learn Everywhere* program participants will coordinate with the school to accommodate appropriate services in support of the student. The same approach would apply for students with 504 plans.
 - Every day, schools in New Hampshire contract with outside providers to help students with IEP's in the areas of occupational therapy, physical therapy or speech therapy. *Learn Everywhere* simply expands options for math therapy, language arts therapy, and physical education therapy as well, when the IEP teams sees that as being in the student's best interest.

- *How do we know students will be safe in these alternative programs?*
 - This is a great and vitally important question. In working on this program, one thing discovered is that many families today participate in local student enrichment programs with little or no knowledge of basic safety precautions of the program. For example, parents may have no knowledge of the background checks performed for instructors. Or perhaps they know that background checks are not part of the routine, but close involvement with the program allows them to be comfortable with their student's participation. *Learn Everywhere* has established two basic controls in this area.

- Background checks are required for instructional staff. Instructional staff are prohibited from serving if they have violated or are pending disposition for a RSA 189:13-a V violation. Programs must develop a background check policy and provide that to participating families.
 - Facilities must meet federal and state health and safety requirements that apply if there were not an *Learn Everywhere* program.
- *Won't Administrators of schools oppose this, as they might perceive that they are losing some control over education?*
- The facts are that this program will not diminish administrator control. It will not affect their budgets. It will not affect the programs that they now offer to students. All New Hampshire students will still be offered the same academic opportunities afforded to them now.
 - Rather than losing control, administrators will see that they are gaining a valuable tool to help meet the goal that we share, bringing all students to strong outcomes and bright futures. Perhaps more than anyone else in our state, administrators of schools know the circumstances of students in our schools. They know how large and how persistent the equity gap is. They know that there are certain students who the current system is simply unable to reach or connect with. They often direct these students to alternative education programs to try to find ways to engage them in their education. Administrators will recognize that *Learn Everywhere* gives them yet another tool to be able to help all students succeed.
- *What if an emergency situation arises that requires the program to be suspended?*
- While the program authorization can only occur through the SBOE process, the NHDOE has authority to suspend a program's license to offer credit if they find that there is a public health, safety or welfare concern. When such a suspension occurs, its ultimate resolution will follow the RSA 541-A:30, III adjudicative process with appropriate due process measures to the program operator.

Amend Ed 306.18(c), effective 3-27-14 (Doc. #10556), cited as follows:

Ed 306.18 School Year.

(c) ~~The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.~~ ***The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).***

We assure the State Board of Education that our Professional Educator Preparation Programs (PEPPs) adhere to New Hampshire State regulations per the Ed 600s.