

**Consolidated State Application
Accountability Workbook
for
The State of New Hampshire**



Submitted on : JANUARY 31, 2003

Revised June 3, 2003

Amended July 22, 2003

by

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PRINCIPLE 1. A single statewide Accountability System applied to all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>1.1 How does the State Accountability System include every public school and LEA in the State?</p>	<p>Every public school and LEA is required to make adequate yearly progress and is included in the State Accountability System.</p> <p>State has a definition of “public school” and “LEA” for AYP accountability purposes.</p> <ul style="list-style-type: none"> The State Accountability System produces AYP decisions for all public schools, including public schools with variant grade configurations (e.g., K-12), public schools that serve special populations (e.g., alternative public schools, juvenile institutions, state public schools for the blind) and public charter schools. It also holds accountable public schools with no grades assessed (e.g., K-2). 	<p>A public school or LEA is not required to make adequate yearly progress and is not included in the State Accountability System.</p> <p>State policy systematically excludes certain public schools and/or LEAs.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

New Hampshire will produce AYP reports for all public schools.

In 1993, the New Hampshire Legislature enacted state law RSA 193-C. “There is established within the department of education a statewide education improvement and assessment program (New Hampshire Educational Improvement and Assessment Program – NHEIAP).” The State requires (RSA 193-C:6) all public school students in the designated grades (grades 3, 6 and 10) to participate in the assessment portion of this program.

New Hampshire will hold all public schools accountable for adequate yearly progress. New Hampshire has surveyed its public schools to make sure that all public alternative programs are connected to the existing public school structure. There are no public alternative schools within the state, just as there are no charter schools in the state.

Several New Hampshire schools have no grade level tested within the grade spans included in the school. Currently, these schools fall into three grade span categories: K-2, 4-5, and 7-8. In this case, schools will inherit school-level data from the school that receives the majority of their students. A study of school configurations has been conducted and the main receiving school has been identified for each of these sending schools. Once we assess grades 3 through 8, we will have to apply this policy only to K-2 schools.

In addition, New Hampshire has many small schools. Despite the small cell size of 11 for school and subgroup accountability, several schools are small enough so that their aggregate assessment data is confidential. Once we assess all grades 3-8, the number of schools that continue to have fewer than 11 students tested will decrease substantially, but not to zero. New Hampshire proposes to evaluate these schools with an on-site visit. The evaluation will be based primarily on student performance data including performance on the statewide assessment. Confidential student and school level data will remain confidential. The AYP status would become public as would a written rationale for the decision.

Not all public school students attend public schools in the state. A student is identified as a public school student provided public funds are used to pay for his or her education. These students fall within three categories.

1. Public school students who attend public schools out of state: these students are included in the assessment and accountability system of the state in which they are schooled. State law RSA 193-C:6 details the participation of students involved in interstate agreements.
2. Public school students who attend private in-state schools (usually these students are special education students and/or court ordered placements): these students are assessed and included in state level aggregate and disaggregate data. There is no provision under state or federal law to include private schools in the accountability system. Furthermore, these students do not fall within the “enrolled for a full academic year” clause for either the sending public school district or appropriate school.
3. Public school students who attend private out-of-state schools (also usually special education students and/or court ordered placements): these students participate in the assessment and accountability system for either New Hampshire or the receiving state. (Guidelines are established in Procedures for *Determining How Each Student Will Participate in the New Hampshire Educational Improvement and Assessment Program (NHEIAP)* available at www.ed.state.nh.us/Assessment/materials.htm)

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.2 How are all public schools and LEAs held to the same criteria when making an AYP determination?</p>	<p>All public schools and LEAs are systematically judged on the basis of the same criteria when making an AYP determination.</p> <p>If applicable, the AYP definition is integrated into the State Accountability System.</p>	<p>Some public schools and LEAs are systematically judged on the basis of alternate criteria when making an AYP determination.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All public schools and LEAs will be judged on a single AYP definition. AYP will be based on student performance on the statewide assessment, 95% participation rate, retention rate at the elementary/middle school level and graduation rate at the high school level. This definition has been included in new legislation presented to the 2003 New Hampshire Legislature: Public Education Accountability System, an act establishing a comprehensive statewide accountability system concerning an adequate education. This bill includes the following:</p> <p><i>193-G:2 Statewide Performance Targets.</i></p> <p><i>I. On or before the 2013-2014 school year, schools shall insure that all pupils are performing at the basic level or above on the statewide assessment as established in RSA 193-C.</i></p> <p><i>II. In addition to the requirements of paragraph I, schools shall meet statewide performance targets as established in rules adopted by the state board of education pursuant to RSA 541-A, relative to third grade reading.</i></p> <p><i>III. In addition to the requirements of paragraph I, schools shall meet statewide performance targets as established in rules adopted by the state board of education pursuant to RSA 541-A, relative to the statewide assessment.</i></p> <p><i>IV. In addition to the requirements of paragraph I, schools shall meet statewide performance targets as established in rules adopted by the state board of education pursuant to RSA 541-A, relative to retention rate.</i></p> <p><i>V. In addition to the requirements of paragraph I, schools shall meet statewide performance targets as established in rules adopted by the state board of education pursuant to RSA 541-A, relative to the percentage of pupils who graduate with a regular diploma from an approved high school.</i></p> <p>The full text of the bill SB 107 a www.gencourt.state.nh.us/ie/</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.3 Does the State have, at a minimum, a definition of <i>basic</i>, <i>proficient</i> and <i>advanced</i> student achievement levels in reading/language arts and mathematics?</p>	<p>State has defined three levels of student achievement: <i>basic</i>, <i>proficient</i> and <i>advanced</i>.¹</p> <p>Student achievement levels of <i>proficient</i> and <i>advanced</i> determine how well students are mastering the materials in the State’s academic content standards; and the <i>basic</i> level of achievement provides complete information about the progress of lower-achieving students toward mastering the <i>proficient</i> and <i>advanced</i> levels.</p>	<p>Standards do not meet the legislated requirements.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The New Hampshire accountability system is based on the New Hampshire Educational Improvement and Assessment Program (NHEIAP). The NHEIAP has four clearly defined proficiency levels: novice, basic, proficient, and advanced.</p> <p>New Hampshire reports assessment data in two forms: proficiency level (advanced, proficient, basic, and novice), and scaled score (200-300). The two statistics are connected as follows: advanced (scaled scores of 280-300), proficient (scaled scores of 260-278), basic (scaled scores of 240-258), and novice (200-238). At the student level, the acceptable performance range is basic or better. Novice represents unacceptable performance.</p> <p>Proficiency levels for each subject area at each grade level assessed are defined in the annual statewide assessment report: <i>Educational Assessment Report</i>.</p>		

¹ System of State achievement standards will be reviewed by the Standards and Assessments Peer Review. The Accountability Peer Review will determine that achievement levels are used in determining AYP.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>1.4 How does the State provide accountability and adequate yearly progress decisions and information in a timely manner?</p>	<p>State provides decisions about adequate yearly progress in time for LEAs to implement the required provisions before the beginning of the next academic year.</p> <p>State allows enough time to notify parents about public school choice or supplemental educational service options, time for parents to make an informed decision, and time to implement public school choice and supplemental educational services.</p>	<p>Timeline does not provide sufficient time for LEAs to fulfill their responsibilities before the beginning of the next academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>It is the Department's intent to provide accountability reports to all schools in a timely manner. In December representatives from the New Hampshire Department of Education met with our state assessment vendor, Measured Progress, and developed a multi-year plan to provide accountability reports to the schools in a timely manner.</p> <p>New Hampshire tests in the late spring (the testing period for 2003 is May 5-16). Standards based assessments at grade 3, 6, and 10 include an extended writing prompt in English Language Arts and constructed response items in ELA, Mathematics, Science, and Social Studies. Working in conjunction with our assessment contractor, the reporting of statewide assessment data has been moved to September 18 this year (2003) from mid October last year (2002). School and district level data is scheduled to be sent on August 29, 2003. This embargoed data is provided to districts for two reasons: (1) to provide districts with an opportunity to double check data prior to wide-spread state release of data, and (2) to provide districts with an opportunity to examine results and consider implications prior to the public display of data. Our assessment contractor and members of the Center for Assessment (our contractor for our Policy Advisory Committee (PAC) and Technical Advisory Committee (TAC)) will assist the department in processing pre-release data for two sets of schools: schools in need of improvement (9 schools currently on the list) and schools in danger of being classified as in need of improvement (21 schools currently on the list). We intend to have AYP calculations completed for these two sets of schools prior to the end of August.</p> <p>Those schools that must offer choice for the first time will be required to notify parents in the fall and the choice option will become available immediately. Schools already identified as in need of improvement will continue to offer choice and adhere to other appropriate sanctions.</p> <p>We will work with our assessment contractor to have both assessment results and AYP reports for all schools issued prior to the beginning of the school year starting with the 2003-2004 testing cycle.</p>		

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<p>1.5 Does the State Accountability System produce an annual State Report Card?</p>	<p>The State Report Card includes all the required data elements [see Appendix A for the list of required data elements].</p> <p>The State Report Card is available to the public at the beginning of the academic year.</p> <p>The State Report Card is accessible in languages of major populations in the State, to the extent possible.</p> <p>Assessment results and other academic indicators (including graduation rates) are reported by student subgroups</p>	<p>The State Report Card does not include all the required data elements.</p> <p>The State Report Card is not available to the public.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>New Hampshire produces, through enacted legislation (RSA 193-E:3), an annual report card for the State, LEAs and all public schools through the <i>NH School District Profiles</i> link on the NH Department of Education's website: www.ed.state.nh.us. It provides easy to understand information about schools and communities to the public. New Hampshire law requires the Department to provide attendance and drop-out rates; school environmental indicators and safety data; proportion of graduating students going on to post-secondary education and military service; and performance on the state assessment (NHEIAP). All data and information used to determine AYP will be added to the <i>NH School District Profiles</i> including disaggregated data about school performance which is currently sent to the LEAs. The additional data elements, regarding teacher information, are currently being collected so that they can also be added to the <i>NH School District Profiles</i>. The pending accountability legislation has amended the reporting requirements to include NCLB data elements.</p> <p>Pending accountability legislation (193-E:3(l)) requires: <i>By August 1, 2003, and annually thereafter, each school district shall report data to the department of education, at the school and districts levels for the previous school year, on the following indicators, provided that the department shall develop a reasonable schedule to phase-in the reporting of data that is not being collected systematically during school year 2002-2003.</i></p>		

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<p>1.6 How does the State Accountability System include rewards and sanctions for public schools and LEAs?²</p>	<p>State uses one or more types of rewards and sanctions, where the criteria are:</p> <ul style="list-style-type: none"> • Set by the State; • Based on adequate yearly progress decisions; and, • Applied uniformly across public schools and LEAs. 	<p>State does not implement rewards or sanctions for public schools and LEAs based on adequate yearly progress.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>Rewards and sanctions for all public schools, including Title I and Non-Title I schools, have been included in new legislation presented to the 2003 New Hampshire Legislature: <i>Public Education Accountability System</i>. This bill includes language that authorizes the Department to set up a consistent system of rewards and sanctions. The bill provides for a system of annual recognition and responses to school performance as set forth in rules: to assist local school staff with the analysis and use of school performance data, to assist in the implementation of local educational improvement and assessment plans, and to provide grants to school districts for local school improvement. This bill does not compromise any of the rewards and sanctions described in NCLB for Title I schools, however it does limit the option of State takeover.</p> <p>All Title I schools will be held to the requirements of section 1116 of No Child Left Behind.</p> <p>The full text of the bill SB 107 a www.gencourt.state.nh.us/ie/</p>		

² The state must provide rewards and sanctions for all public schools and LEAs for making adequate yearly progress, except that the State is not required to hold schools and LEAs not receiving Title I funds to the requirements of section 1116 of NCLB [§200.12(b)(40)].

PRINCIPLE 2. All students are included in the State Accountability System.

CRITICAL ELEMENT	EXAMPLES FOR MEETING STATUTORY REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
2.1 How does the State Accountability System include all students in the State?	All students in the State are included in the State Accountability System. The definitions of “public school” and “LEA” account for all students enrolled in the public school district, regardless of program or type of public school.	Public school students exist in the State for whom the State Accountability System makes no provision.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The accountability system includes <i>all students</i> in the grades that are currently assessed under our statewide assessment system. The following is taken from page 7 of the 2003 New Hampshire Educational Improvement and Assessment Program (NHEIAP) <i>Instruction Manual for Principals/Test Coordinators</i>.</p> <p><i>“Ensure that all students in grades 3, 6, and 10 participate in the general NHEIAP without accommodation(s), with accommodation(s), or in the NHEIAP-Alt.</i></p> <ul style="list-style-type: none"> • <i>This includes but is not limited to students with disabilities and limited-English proficient students. Refer to the current version of the Procedures for Determining How Each Student Will Participate in the NHEIAP and The Alternate Assessment Educator’s Guide, 2002–2003, available on the Department’s Web site at www.ed.state.nh.us.</i> • <i>If a student is repeating grade 3 or 6, or is enrolled in grade 10 at the time of the assessment, then that student must participate in the NHEIAP. Students may not be excluded because of poor academic performance or discipline problems.</i> • <i>If parents wish to have home-schooled students (who are not enrolled in school) take part in the NHEIAP, those students must come in to the school during the testing period to do so. If a home-schooled student’s parents want to administer the test to their child, they can do so; however, school personnel must be present. After the test has been administered, those students’ response booklets should be returned with your school’s test materials. Be sure that the “home-schooled” bubble has been darkened on the back cover of each home-schooled student’s response booklet. Include the number of participating home-schooled students in the “Home-Schooled” column on the Principal’s Certification of Proper Test Administration form. Do not include home-schooled students in the school’s enrollment or in the “Home-Schooled” column if they do not take part in the NHEIAP.”</i> 		

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<p>2.2 How does the State define “full academic year” for identifying students in AYP decisions?</p>	<p>The State has a definition of “full academic year” for determining which students are to be included in decisions about AYP.</p> <p>The definition of full academic year is consistent and applied statewide.</p>	<p>LEAs have varying definitions of “full academic year.”</p> <p>The State’s definition excludes students who must transfer from one district to another as they advance to the next grade.</p> <p>The definition of full academic year is not applied consistently.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>For the purpose of accountability reporting, a full academic year is defined for students as “<i>students who are continuously enrolled in the school /district since the first business day in October.</i>” The suspension of a student does not affect his or her enrollment status.</p> <p>The definition of full academic year is consistently applied to all schools and districts statewide.</p> <p>This definition may be revisited if the assessment timeframe changes.</p>		

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<p>2.3 How does the State Accountability System determine which students have attended the same public school and/or LEA for a full academic year?</p>	<p>State holds public schools accountable for students who were enrolled at the same public school for a full academic year.</p> <p>State holds LEAs accountable for students who transfer during the full academic year from one public school within the district to another public school within the district.</p>	<p>State definition requires students to attend the same public school for more than a full academic year to be included in public school accountability.</p> <p>State definition requires students to attend school in the same district for more than a full academic year to be included in district accountability.</p> <p>State holds public schools accountable for students who have not attended the same public school for a full academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The accountability system properly includes <i>mobile students</i>.</p> <ul style="list-style-type: none"> ▪ Students that are enrolled for a full academic year in the school will be included in the school accountability reporting. ▪ Students that are enrolled for a full academic year in the district will be included in the district accountability reporting. ▪ All students will be included in the state accountability reporting. This includes all students enrolled in the state on the first day of testing. 		

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.1 How does the State’s definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?</p>	<p>The State has a timeline for ensuring that all students will meet or exceed the State’s proficient level of academic achievement in reading/language arts³ and mathematics, not later than 2013-2014.</p>	<p>State definition does not require all students to achieve proficiency by 2013-2014.</p> <p>State extends the timeline past the 2013-2014 academic year.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>New Hampshire reports statewide assessment scores in four performance categories: Advanced, Proficient, Basic, and Novice. The AYP Task Force recommended that the top three categories define acceptable performance at the student level (see below). The AYP Task Force also recommended intermediate goals and annual measurable objectives be set to stay constant for three-year intervals as follows: 2002-2004, 2005-2007, 2008-2010, 2011-2013. Additionally, the task force recommended that the performance required by this step function be even increments from the starting point to 100%.</p> <p>Starting points and yearly expectations are figured separately for ELA and mathematics. Upon recommendation of the AYP Task Force, there are separate starting points for elementary/middle schools (K-8) and high schools.</p> <p>Please see the chart included in Section 3.2c</p> <p>Pending accountability legislation (193-G:2) requires that <i>On or before the 2013-2014 school year, schools shall ensure that all pupils are performing at the basic level or above on the statewide assessment as established in RSA 193-C.</i></p> <p>Define “Proficiency” for New Hampshire: In defining proficiency at the student level, the AYP Task Force focused on the NHEIAP proficiency levels: Novice, Basic, Proficient, and Advanced. The question to answer was: could the NHEIAP reporting terminology be used to meet the federal expectations for defining “proficiency?” The discussion centered on the definitions of Basic and Proficient. The task force concluded that consistently over time the state had established that students scoring Basic or above were considered to be performing at grade level. A study released in 1997 (Cioffi and Carney) noted that Basic and above, when compared to specific standardized test results, indicated that the “performing at grade level” statement was justified.</p>		

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?</p>	<p>For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators.</p> <p>However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.</p>	<p>State uses different method for calculating how public schools and LEAs make AYP.</p>

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STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

New Hampshire formed a Task Force to focus on two specific questions. What minimum number will/should be required for subgroup accountability to protect student privacy? What minimum number will/should be required for subgroup accountability to ensure statistical significance/reliability?

Issues discussed were as follows:

- The higher the cell size the fewer schools can be identified by a subgroup not making AYP
- By setting an appropriate cell size and therefore having subgroups on the radar screen, districts can address specific identifiable issues
- We must be able to identify schools in need of improvement with confidence
- We must not misidentify a significant percentage of schools
- We believe that a confidence interval approach can reduce the concerns associated with cell size as a determiner in AYP

Based on Task Force recommendations, New Hampshire will implement an AYP definition utilizing confidence intervals. Assessment scores vary each year for at least two reasons unrelated to what students know and are able to do: cohort variation (sampling error), and measurement error. Both affect school performance independently from the quality of teaching and learning. New Hampshire intends to make AYP decisions in a valid and reliable manner. By utilizing confidence intervals, cell size becomes a matter of policy rather than statistics.

New Hampshire intends to use a cell size of 11 for both status and improvement calculations. Aggregated assessment data is not released for groups with fewer than 11 students. The combination of a confidence interval approach with a minimal cell size allows the state to identify underperforming groups and subgroups without penalizing the many small schools and districts in the state for the increased variation in yearly assessment results that comes with smaller schools.

In choosing a level of confidence, New Hampshire examined variation in school performance scores for the period 1998 to 2002. During this time, percent of students meeting proficiency (basic or above) varied considerably. An average variation was computed for schools of various sizes and compared to confidence interval band widths for three levels of confidence: .90, .95 and .99. Across all grade levels and considering results for both English language arts and Mathematics, the best fit was .99.

New Hampshire intends to work towards a confidence level of .95 for the entire accountability system. The system consists of many decision points – 9 subgroups by 2 content areas assessed together with participation rates for these 18 subgroups and a decision about either graduation rate (for high schools) or retention rate (for K-8 schools). These are not independent decisions. None the less, the confidence level of individual decisions will need to be greater than .95 for the whole accountability system to have a confidence level of .95. The Center for Assessment will assist New Hampshire with calculating a confidence level for individual decisions that takes into account the subgroups that are visible in New Hampshire.

New Hampshire intends to use a cell size of 40 for calculation of participation rates. This permits some variation in context for small schools in the state.

New Hampshire intends to use a cell size of 40 for the other indicators: retention rate and graduation rate.

Safe harbor: If a school or district fails to meet the annual measurable objective, or if one or more of the subgroups fail to meet the annual measurable objective, then the school or district makes adequate yearly progress if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement of the State assessments for the year decreased by 10% of that percentage from the proceeding year; that group made progress on the additional indicators and had at least a 95% participation rate on the state assessment.

Most New Hampshire schools have small subgroups. The situation at the district level is not significantly different since many districts have only one school for each grade level. To keep these subgroups as visible as possible without compromising confidentiality of results, New Hampshire will use a cell size of 11 for safe harbor. This poses a problem in detecting with confidence a 10% reduction in the percent of students not meeting proficiency given the nature of cohort variation and measurement error. We will gather data to decide whether anchored subgroup performance will result in a cumulative improvement. This cumulative improvement is figured by reducing by 10% each year from the starting point the percent of students failing to meet proficiency expectations. After two years of data, the NH TAC we will make a recommendation on any adjustments to our method of calculating safe harbor.

In Need of Improvement Decision: A School or district will be identified as *in need of improvement* provided the school or district does not make AYP two years in a row in the same subject/ participation rate, or indicator.

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<p>3.2a What is the State's starting point for calculating Adequate Yearly Progress?</p>	<p>Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement.</p> <p>Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.</p> <p>A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).</p>	<p>The State Accountability System uses a different method for calculating the starting point (or baseline data).</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS																	
<p>To determine the method and conditions for defining the Starting Points for AYP:</p>																	
<p>The New Hampshire AYP Task Force recommended creating separate starting points for high schools and elementary/middle schools (K-8). Federal guidelines were followed for both ELA and mathematics (computing 20% enrollment method compared to subgroup method). In all four cases, the 20% enrollment method yielded a higher starting point.</p>																	
<table border="1"> <thead> <tr> <th colspan="3" data-bbox="261 1436 1336 1465">Starting Points (based on 2002 NHEIAP results)</th> </tr> <tr> <th data-bbox="261 1465 607 1495"></th> <th colspan="2" data-bbox="607 1465 1336 1495">% of students meeting proficiency expectations</th> </tr> <tr> <th data-bbox="261 1495 607 1524"></th> <th data-bbox="607 1495 898 1524">Grades 3-8</th> <th data-bbox="898 1495 1336 1524">High School</th> </tr> </thead> <tbody> <tr> <td data-bbox="261 1524 607 1554">English language arts</td> <td data-bbox="607 1524 898 1554">60</td> <td data-bbox="898 1524 1336 1554">70</td> </tr> <tr> <td data-bbox="261 1554 607 1583">Mathematics</td> <td data-bbox="607 1554 898 1583">64</td> <td data-bbox="898 1554 1336 1583">52</td> </tr> </tbody> </table>			Starting Points (based on 2002 NHEIAP results)				% of students meeting proficiency expectations			Grades 3-8	High School	English language arts	60	70	Mathematics	64	52
Starting Points (based on 2002 NHEIAP results)																	
	% of students meeting proficiency expectations																
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<p>3.2b What are the State’s annual measurable objectives for determining adequate yearly progress?</p>	<p>State has annual measurable objectives that are consistent with a state’s intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State’s academic assessments.</p> <p>The State’s annual measurable objectives ensure that all students meet or exceed the State’s proficient level of academic achievement within the timeline.</p> <p>The State’s annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.</p>	<p>The State Accountability System uses another method for calculating annual measurable objectives.</p> <p>The State Accountability System does not include annual measurable objectives.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The State will use a consistent method for establishing annual measurable objectives based on the starting point and a twelve year timeline. It will be applied to all subgroups, schools, LEAs and the State. (see 3.2c for a table that includes annual measurable objectives)</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	<p>State has established intermediate goals that increase in equal increments over the period covered by the State timeline.</p> <ul style="list-style-type: none"> • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years. 	<p>The State uses another method for calculating intermediate goals.</p> <p>The State does not include intermediate goals in its definition of adequate yearly progress.</p>

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

The AYP Task Force recommended that the intermediate goals be set at years 2005, 2008, 2011 and 2014. Each one increases by one quarter of the difference between the starting point and 100%.

The goals are set separately for English language arts and mathematics for grades three through eight and high school.

Annual Measurable Objectives and Intermediate Goals				
	Grades 3-8		High School	
	ELA	Math	ELA	Math
Starting point (2002)	60	64	70	52
2003	60	64	70	52
2004	60	64	70	52
2005	70	73	77	64
2006	70	73	77	64
2007	70	73	77	64
2008	80	82	85	76
2009	80	82	85	76
2010	80	82	85	76
2011	90	91	92	88
2012	90	91	92	88
2013	90	91	92	88
2014	100	100	100	100

PRINCIPLE 4. State makes annual decisions about the achievement of all public schools and LEAs.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
4.1 How does the State Accountability System make an annual determination of whether each public school and LEA in the State made AYP?	AYP decisions for each public school and LEA are made annually. ⁴	AYP decisions for public schools and LEAs are not made annually.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>AYP decisions will be made annually for each public school and all school districts that operate schools in New Hampshire. (New Hampshire has approximately 12 school districts that do not operate schools but choose to tuition them to other school districts.) Beginning with the 2002-2003 state assessment data, the State will produce an AYP report for each school and school district in the state. The State will publish the list of schools and districts that are in need of improvement on its web site. Schools that do not meet the cell size for pupil reporting will be given an AYP designation based on a visit – a small school protocol based primarily an academic indicators will be used.</p> <p>Small school protocol: New Hampshire has 14 “small schools” in the 2002-2003 school year. These schools have a total enrollment of less than 11 students in the grades tested. A “Small School Review Team” will review school data in these schools during the month of August. The team will evaluate summative student performance data based on, but not limited to, the following: the two most recent years of statewide assessment data, norm reference test, and other standards based assessment tools used by the school such as Reading Running Records, Reading First assessments, Reading Excellence assessments, and mathematics performance assessments. The review process will be a collaborative effort between the department and the school/district, and include school improvement, accountability, and curriculum and assessment consultants. Based on the evidence from the review process, the final report will indicate whether the school is meeting the annual measurable objectives in each content area. An AYP determination will be made at that point.</p>		

⁴ Decisions may be based upon several years of data and data may be averaged across grades within a public school [§1111(b)(2)(J)].

PRINCIPLE 5. All public schools and LEAs are held accountable for the achievement of individual subgroups.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
<p>5.1 How does the definition of adequate yearly progress include all the required student subgroups?</p>	<p>Identifies subgroups for defining adequate yearly progress: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency.</p> <p>Provides definition and data source of subgroups for adequate yearly progress.</p>	<p>State does not disaggregate data by each required student subgroup.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All public schools and school districts will be accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students – through AYP determination, provided the subgroup meets the minimum group size requirement.</p> <p>Starting with the administration of the NH State Assessment for the 2001-2002 school year, New Hampshire collected and disaggregated the data on each required subgroup for AYP, enabling school districts to compare achievement levels and plan instructional interventions. School districts receive a report for each of its schools containing the required disaggregated data. See attachment Disaggregated Data Report.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.2 How are public schools and LEAs held accountable for the progress of student subgroups in the determination of adequate yearly progress?</p>	<p>Public schools and LEAs are held accountable for student subgroup achievement: economically disadvantaged, major ethnic and racial groups, students with disabilities, and limited English proficient students.</p>	<p>State does not include student subgroups in its State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>New Hampshire requires that schools and districts report student race, ethnicity, gender, disability status, migrant status, English proficiency and economic status along with student assessment results.</p> <p>New Hampshire will disaggregate and hold schools and LEAs accountable for the performance of the following student subgroups that meet the minimum cell size requirement for accountability purposes:</p> <p>All Students</p> <p>Major Racial/Ethnic Groups: Asian, Black, White, Hispanic, Native American</p> <p>Economically Disadvantaged: Identified as eligible for Free and Reduced Priced Meal Program under the USDA National School Lunch Act.</p> <p>Limited English Proficient: Students who exhibit limited comprehension of English in one or more of the four domains of listening, speaking, reading or writing.</p> <p>Students with Disabilities: As defined under section 602(3) of <i>the Individuals with Disabilities Act</i>.</p> <p>For each school and LEA, the State will determine for each subgroup of sufficient size whether the subgroup achieved the annual measurable objective or met the "Safe Harbor" provision of NCLB and met the 95% participation rate criteria. For a school or LEA to make AYP, every group for which a school or LEA is accountable must make AYP.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.3 How are students with disabilities included in the State’s definition of adequate yearly progress?</p>	<p>All students with disabilities participate in statewide assessments: general assessments with or without accommodations or an alternate assessment based on grade level standards for the grade in which students are enrolled.</p> <p>State demonstrates that students with disabilities are fully included in the State Accountability System.</p>	<p>The State Accountability System or State policy excludes students with disabilities from participating in the statewide assessments.</p> <p>State cannot demonstrate that alternate assessments measure grade-level standards for the grade in which students are enrolled.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>All students with disabilities in New Hampshire must participate in the statewide assessments, either the general version (NHEIAP) with or without testing accommodations, or alternate (NHEIAP-Alternate).</p> <p>Each student’s Individualized Education Program (IEP) team decides how the student will participate in the state assessment program. The state has developed participation guidelines for IEP teams to use as they make participation decisions. These guidelines stress factors such as cognitive ability and adaptive behavior skill levels. The student’s IEP team meets prior to the state assessment to determine the nature of the student’s participation for each assessment used. Students may take:</p> <ul style="list-style-type: none"> ▪ the assessment without accommodations, under conditions routinely used; ▪ the assessment with accommodations; or ▪ NHEIAP-Alternate for students with disabilities who meet the criteria for alternate assessment. <p>NHEIAP-Alternate is intended for a very small percentage of students who require significantly different instructional and technological supports to measure the progress in their learning. Alternate achievement standards were generated by convening a panel of school district personnel to identify the essential core of the content standards in English language arts and mathematics. These alternate achievement standards are assessed through an alternate portfolio system that emphasizes program and growth within standards. Students are scored using the same performance labels as those in the regular statewide assessment system: advanced, proficient, basic, and novice. A student’s portfolio is judged as demonstrating acceptable performance if it earns a score of basic or better. Scores from the portfolio assessment and regular assessment are reported both separately and combined when reporting assessment results.</p> <p>Currently at the state level, approximately two-thirds of a percent of all students enrolled in the grades tested participate in the alternate portfolio system. But New Hampshire has many small schools, and many districts that have only 1 school for each grade level. Special education students allowed to show proficiency through the alternate portfolio system will be limited to 1% of students enrolled in the grades tested.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.4 How are students with limited English proficiency included in the State's definition of adequate yearly progress?</p>	<p>All LEP student participate in statewide assessments: general assessments with or without accommodations or a native language version of the general assessment based on grade level standards.</p> <p>State demonstrates that LEP students are fully included in the State Accountability System.</p>	<p>LEP students are not fully included in the State Accountability System.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>New Hampshire expects all students enrolled in grades 3, 6, or 10 to participate in the statewide assessment. This includes LEP students. New Hampshire has a very small population of LEP students. The LEP students represent 1.58 % of the total student population. With over 150 languages spoken by LEP students in our public schools, it is not practicable for New Hampshire to offer native language assessments as part of the NHEIAP. No student will be exempt from the statewide assessment, including LEP students. If an LEP student does not take the state assessment they will be counted as not participating.</p> <p>Accommodations are provided to LEP students in order to facilitate their participation in the statewide assessment. New Hampshire requires schools and districts to identify LEP students when reporting student assessment results. A wide range of accommodations are available for all students (see <i>Procedures for Determining How Each Student Will Participate in the New Hampshire Educational Improvement and Assessment Program (NHEIAP)</i>). Standard procedures and guidelines for determining which accommodations are appropriate for LEP students have been developed and are being used by school districts. Two particular accommodations for LEP students are available: C10 (with the student using a bilingual dictionary or word list for students whose primary language is not English), and D6 (A translator/interpreter was used to give directions or ask questions in the student's native language). Approved accommodations do not affect student scores.</p> <p>New Hampshire is studying new ways to assess LEP student's English proficiency that would allow us to judge their performance relative to our ELA curriculum standards. In addition, we are seeking help in assessing LEP student's proficiency in mathematics through our collaboration with the New England Compact.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>5.5 What is the State's definition of the minimum number of students in a subgroup required for reporting purposes? For accountability purposes?</p>	<p>State defines the number of students required in a subgroup for reporting and accountability purposes, and applies this definition consistently across the State.⁵</p> <p>Definition of subgroup will result in data that are statistically reliable.</p>	<p>State does not define the required number of students in a subgroup for reporting and accountability purposes.</p> <p>Definition is not applied consistently across the State.</p> <p>Definition does not result in data that are statistically reliable.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Minimum n for reporting at the school and district level is 11. Minimum n for status and safe harbor calculations is 11. Minimum n for participation rate, graduation rate, and retention rate is 40. The department acknowledges the mismatch between a cell size of 11 for reporting, and a cell size of 40 for the other indicators: graduation rate and retention rate. Since we are utilizing confidence intervals on status, the department is able to report statewide performance results reliably at the low level of 11 students. This is necessary if subgroups are to be visible. The USED has established that confidence intervals are not permissible for the other indicators. Thus a larger cell size is necessary to maintain reliability. This issue will be addressed at our upcoming TAC meeting in June. With the help of the USED and our TAC, we will resolve the issue and notify the USED of the results.</p> <p>These definitions are applied to all schools, districts, and the state as a whole. Statistical reliability is established through a confidence interval approach.</p> <p>See section 3.2 for discussion of status and safe harbor calculations.</p>		

⁵ The minimum number is not required to be the same for reporting and accountability.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
5.6 How does the State Accountability System protect the privacy of students when reporting results and when determining AYP?	Definition does not reveal personally identifiable information. ⁶	Definition reveals personally identifiable information.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>New Hampshire State Law (193-C:11) states “Individual names or codes contained in the statewide assessment results, scores, or other evaluative materials shall be deleted for the purposes of records maintenance and storage of such results or scores at the Department of Education, unless a parent or legal guardian provides written authorization, or as required under federal law.” Such student identifiers reside within the individual schools and the assessment contractor. School and district scores are not reported publicly when the scores are based on fewer than 11 students. In addition, the Department will not report summative performance for a group or subgroup at less than 10% nor greater than 90% if such reporting would compromise the confidentiality of students.</p>		

⁶ The Family Education Rights and Privacy Act (FERPA) prohibits an LEA that receives Federal funds from releasing, without the prior written consent of a student’s parents, any personally identifiable information contained in a student’s education record.

PRINCIPLE 6. State definition of AYP is based primarily on the State’s academic assessments.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>6.1 How is the State’s definition of adequate yearly progress based primarily on academic assessments?</p>	<p>Formula for AYP shows that decisions are based primarily on assessments.⁷</p> <p>Plan clearly identifies which assessments are included in accountability.</p>	<p>Formula for AYP shows that decisions are based primarily on non-academic indicators or indicators other than the State assessments.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>In 1993, New Hampshire passed legislation that enacted the statewide education and improvement program. The aim of this program was to define what students should know and be able to do, develop and implement methods for assessing that learning and its application, report assessment results to all citizens of New Hampshire, help provide accountability at all levels, and to use the results, at both state and local levels, to improve instruction and advance student learning. This legislation produced the New Hampshire curriculum frameworks and an assessment system called New Hampshire Educational Improvement and Assessment Program (NHEIAP). An excerpt from the law reflects its intent: “At each grade level assessed, the standards and expectations shall be the same for every New Hampshire student.” It is this historical context that provides the basis as we move forward. Adequate Yearly Progress (AYP) will be based primarily on the English language arts and mathematics scores derived from the statewide assessments given at grades 3, 6 and 10 (until such time as the state commences the annual assessments at the additional grades).</p> <p>The 95% participation rate will be derived from assessment data. Currently our statewide participation rate is over 95%.</p> <p>Graduation rate at high school and retention rate at elementary/middle school will be incorporated into the AYP definition.</p>		

⁷ State Assessment System will be reviewed by the Standards and Assessments Peer Review Team.

PRINCIPLE 7. State definition of AYP includes graduation rates for public High schools and an additional indicator selected by the State for public Middle and public Elementary schools (such as attendance rates).

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.1 What is the State definition for the public high school graduation rate?</p>	<p>State definition of graduation rate:</p> <ul style="list-style-type: none"> • Calculates the percentage of students, measured from the beginning of the school year, who graduate from public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years; or, • Uses another more accurate definition that has been approved by the Secretary; and • Must avoid counting a dropout as a transfer. <p>Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause⁸ to make AYP.</p>	<p>State definition of public high school graduation rate does not meet these criteria.</p>

⁸ See USC 6311(b)(2)(I)(i), and 34 C.F.R. 200.20(b)

STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS

Currently New Hampshire reports drop-out rates. NH will use a modified NCES definition of graduation (does not include GED) rate until such time as a data collection system allows us to gather more accurate graduation rates. This will be in effect until the 2005-2006 school year. The Department intends to transition to a graduation rate definition consistent with NCLB requirements.

New Hampshire's graduation rate will be calculated as the percentage of students who complete high school and earn a regular diploma within the standard number of years. The standard numbers of years for students with IEP/504 plans are specified in those documents.

$$\text{NH Graduation Rate} = \text{Completer Rate} \times \text{Regular Diploma Rate}$$

Where,

$$\text{Completer Rate} = 100\% - \text{Cumulative Dropout Rate}\%$$
 and

$$\text{Regular Diploma Rate in the standard \# of years} = \frac{\text{\# of completers with regular diplomas earned in the standard \# of years}}{\text{Number of completers with regular + nonstandard diplomas}}$$

The dropout definition is consistent with the NCES definition. Dropouts are defined as students who leave school prior to graduation for reasons other than transfer to another school or death of student.

In New Hampshire, four is the standard number of years for students who do not have IEPs or 504 plans. An additional year may be considered for completion to accommodate variations across districts and schools including, but not limited to:

(a) the number of credits required for graduation from public schools,

New Hampshire Code of Administrative Rules 306.23 establishes a minimum number of credits for high school graduation. Many high schools go beyond the minimum number of credits for graduation. For example, a student may transfer from a school requiring 20 credits to a school requiring 23 credits, a public school may not accept all credits from a private school, or variations in course offerings may make it necessary for a student to take a few courses during the fifth year.

(b) the number of credits from private schools that are accepted when a student transfers to a public school, and

(c) the needs of students who are enrolled in Dropout Recovery/Intervention Programs developed at the local level.

Students attending public schools in New Hampshire districts that have an active drop-out recovery program may need a fifth year to complete high school graduation requirements. If this is not allowed there would be a disincentive to recover students before they permanently drop-out.

Graduation rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP [See USC 6311(b)(2)(l)(i) and 34 CFR 200.20(b)].

Graduation rate has been incorporated into the AYP definition in the pending New Hampshire Legislature's Public Education Accountability System Bill. *"The percentage of pupils who graduate with a regular diploma from an approved high school shall be an indicator of whether a school district has made satisfactory progress."*

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>7.2 What is the State's additional academic indicator for public elementary schools for the definition of AYP? For public middle schools for the definition of AYP?</p>	<p>State defines the additional academic indicators, e.g., additional State or locally administered assessments not included in the State assessment system, grade-to-grade retention rates or attendance rates.⁹</p> <p>An additional academic indicator is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP.</p>	<p>State has not defined an additional academic indicator for elementary and middle schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>New Hampshire will use attendance rates as the other indicator. Attendance rate has been defined as the Average Daily Membership (ADM) reported to the NH Department of Education. Any school with an attendance rate lower than 95% will not make AYP.</p> <p>Attendance rate is included (in the aggregate) for AYP, and disaggregated (as necessary) for use when applying the exception clause to make AYP [See USC 6311(b)(2)(l)(i) and 34 CFR 200.20(b)].</p> <p>Attendance as the other indicator is reflected in New Hampshire's single state accountability legislation - now Chapter 314 of the Laws of 2003. Section 314:6 is the accountability portion of the bill. It creates a new chapter in our statutes, RSA 193-H. The legislation took effect on July 22, 2003.</p>		

⁹ NCLB only lists these indicators as examples.

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF <i>NOT</i> MEETING REQUIREMENTS
7.3 Are the State's academic indicators valid and reliable?	<p>State has defined academic indicators that are valid and reliable.</p> <p>State has defined academic indicators that are consistent with nationally recognized standards, if any.</p>	<p>State has an academic indicator that is not valid and reliable.</p> <p>State has an academic indicator that is not consistent with nationally recognized standards.</p> <p>State has an academic indicator that is not consistent within grade levels.</p>
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The NH DOE has contracted with the Center for Assessment to establish an Assessment/Accountability Technical Advisory Committee. It will be the responsibility of this group to review all academic indicators for validity and reliability.</p>		

PRINCIPLE 8. AYP is based on reading/language arts and mathematics achievement objectives.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>8.1 Does the state measure achievement in reading/language arts and mathematics separately for determining AYP?</p>	<p>State AYP determination for student subgroups, public schools and LEAs separately measures reading/language arts and mathematics.¹⁰</p> <p>AYP is a separate calculation for reading/language arts and mathematics for each group, public school, and LEA.</p>	<p>State AYP determination for student subgroups, public schools and LEAs averages or combines achievement across reading/language arts and mathematics.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>Currently the state assessment (NHEAIP) measures student performance in English language arts and mathematics separately at grades 3, 6, and 10. Accountability measures will be reported for student subgroups, public schools and LEAs in English language arts and mathematics separately. We will continue to measure and report English language arts and mathematics separately as we transition to annual assessments.</p>		

¹⁰ If the state has more than one assessment to cover its language arts standards, the State must create a method for including scores from all the relevant assessments.

PRINCIPLE 9. State Accountability System is statistically valid and reliable.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.1 How do AYP determinations meet the State's standard for acceptable reliability?</p>	<p>State has defined a method for determining an acceptable level of reliability (decision consistency) for AYP decisions.</p> <p>State provides evidence that decision consistency is (1) within the range deemed acceptable to the State, and (2) meets professional standards and practice.</p> <p>State publicly reports the estimate of decision consistency, and incorporates it appropriately into accountability decisions.</p> <p>State updates analysis and reporting of decision consistency at appropriate intervals.</p>	<p>State does not have an acceptable method for determining reliability (decision consistency) of accountability decisions, e.g., it reports only reliability coefficients for its assessments.</p> <p>State has parameters for acceptable reliability; however, the actual reliability (decision consistency) falls outside those parameters.</p> <p>State's evidence regarding accountability reliability (decision consistency) is not updated.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>AYP determinations will be based primarily on assessment results from the statewide assessment system, NHEIAP. Annually NHEIAP goes through a complete evaluation of reliability (Standard Errors of Measurement, Accuracy and Consistency). The results are published in the NHEIAP Technical Manual (2001-2002 NHEIAP Technical Manual is available upon request).</p> <p>The NH DOE has contracted with the Center for Assessment to establish an assessment/accountability Technical Advisory Committee. It will be the responsibility of this group to review all the academic indicators for validity and reliability and to ensure the integrity of the process as we transition into annual assessments.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
9.2 What is the State's process for making valid AYP determinations?	State has established a process for public schools and LEAs to appeal an accountability decision.	State does not have a system for handling appeals of accountability decisions.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
<p>The process for making AYP determinations will be widely publicized (NH DOE website, Superintendent's Key Messages monthly e-mail, New Hampshire NCLB list serve).</p> <p>A report of assessment data is sent to all schools for verification (two weeks) prior to its public release. Data from schools that will form the basis of our graduation rates and retention rates, data are reviewed and confirmed by the superintendents. AYP determinations will be made based on this information and reports will be sent to all schools. A school wishing to appeal its AYP designation will have 30 days to present an appeal to their district. A district wishing to appeal its AYP designation will have 30 days to present an appeal to the Commissioner of Education or his designee. Guidelines for the appeal process will appear on the NH DOE website and will be given to every school that has not made AYP.</p> <p>The NH DOE has established an Assessment / Accountability Policy Advisory Group It will be the responsibility of this group to audit the appeal process.</p>		

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CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>9.3 How has the State planned for incorporating into its definition of AYP anticipated changes in assessments?</p>	<p>State has a plan to maintain continuity in AYP decisions necessary for validity through planned assessment changes, and other changes necessary to comply fully with NCLB.¹¹</p> <p>State has a plan for including new public schools in the State Accountability System.</p> <p>State has a plan for periodically reviewing its State Accountability System, so that unforeseen changes can be quickly addressed.</p>	<p>State's transition plan interrupts annual determination of AYP.</p> <p>State does not have a plan for handling changes: e.g., to its assessment system, or the addition of new public schools.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>The NH DOE has contracted with the Center for Assessment to form a Technical Advisory Committee. It will be the responsibility of this group to develop policy for anticipated changes to AYP as we move to annual assessments and add new public schools.</p>		

¹¹ Several events may occur which necessitate such a plan. For example, (1) the State may need to include additional assessments in grades 3-8 by 2005-2006; (2) the State may revise content and/or academic achievement standards; (3) the State may need to recalculate the starting point with the addition of new assessments; or (4) the State may need to incorporate the graduation rate or other indicators into its State Accountability System. These events may require new calculations of validity and reliability.

PRINCIPLE 10. In order for a public school or LEA to make AYP, the State ensures that it assessed at least 95% of the students enrolled in each subgroup.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
<p>10.1 What is the State's method for calculating participation rates in the State assessments for use in AYP determinations?</p>	<p>State has a procedure to determine the number of absent or untested students (by subgroup and aggregate).</p> <p>State has a procedure to determine the denominator (total enrollment) for the 95% calculation (by subgroup and aggregate).</p> <p>Public schools and LEAs are held accountable for reaching the 95% assessed goal.</p>	<p>The state does not have a procedure for determining the rate of students participating in statewide assessments.</p> <p>Public schools and LEAs are not held accountable for testing at least 95% of their students.</p>
<p>STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS</p>		
<p>New Hampshire collects student demographic data on every student enrolled on the first day of the statewide assessment. Participation rates for every group and subgroup at the school, district, and state level will be calculated based on the total enrollment on the first day of testing. Due to the large number of small schools and small districts in the state, a cell size for participation rate accountability will be 40. Subgroups that fall under the cell size at the school level may still show up at the district level and will show up at the state level. New Hampshire does not intend to use confidence intervals on the 95% participation requirement.</p>		

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
10.2 What is the State's policy for determining when the 95% assessed requirement should be applied?	State has a policy that implements the regulation regarding the use of 95% allowance when the group is statistically significant according to State rules.	State does not have a procedure for making this determination.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		
See section 10.1		

Appendix A

Required Data Elements for State Report Card

1111(h)(1)(C)

1. Information, in the aggregate, on student achievement at each proficiency level on the State academic assessments (disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged, except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
2. Information that provides a comparison between the actual achievement levels of each student subgroup and the State's annual measurable objectives for each such group of students on each of the academic assessments.
3. The percentage of students not tested (disaggregated by the student subgroups), except that such disaggregation shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.
4. The most recent 2-year trend in student achievement in each subject area, and for each grade level, for the required assessments.
5. Aggregate information on any other indicators used by the State to determine the adequate yearly progress of students in achieving State academic achievement standards disaggregated by student subgroups.
6. Graduation rates for secondary school students disaggregated by student subgroups.
7. Information on the performance of local educational agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement under section 1116.
8. The professional qualifications of teachers in the State, the percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes in the State not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools which (for this purpose) means schools in the top quartile of poverty and the bottom quartile of poverty in the State.