



New Hampshire Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- New Hampshire uses a data dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, a performance level between 1 and 4; in addition, it uses a weighted-average of achievement and growth to identify schools for comprehensive and additional targeted support and improvement (CSI/ATS).
- New Hampshire uses the 5-year adjusted cohort graduation rate for annual differentiation and identification of low-graduation rate CSI schools.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and "all students" using all indicators, beyond CSI/TSI schools)		
<input checked="" type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
Not applicable		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap		
ELP English language proficiency/progress	✓	
4-year graduation rate		
EAR Early learning		
WRE Well-rounded education	✓	
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)	✓	
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate		
SEL Social-emotional learning		
CHR Chronic absenteeism		

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 11 for accountability, N = 11 for reporting)
Major racial/ethnic subgroups
American Indian or Alaskan Native
Asian or Pacific Islander
Black
Hispanic
Multiracial
White
Other required subgroups
Economically disadvantaged
Students with disabilities
English learners
Nonrequired subgroups
Lowest-performing 25% of students (for student growth calculation)




Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science			
Social studies			
Other			



Annual Differentiation System





New Hampshire uses a data dashboard to annually differentiate across all public schools by assigning, to each individual accountability measure, a performance level between 1 and 4. To identify schools for CSI and ATS, New Hampshire uses either the weighted average of the proficiency index and all growth measures combined (elementary/middle schools) or the weighted average of the proficiency index and career and college readiness measure (high schools).

New Hampshire Composite Index for Determination of CSI/ATS Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Performance Levels for Dashboard and Weightings for CSI/ATS Determination	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency index (ELA, math)	For CSI bottom 5% and ATS identification: 40% Performance level 1 to 4	For CSI bottom 5% and ATS identification: 60% Performance level 1 to 4
 Other academic	Student growth, all students (SGP for ELA, math)	For CSI bottom 5% and ATS identification: 60% for combined growth measures Performance level 1 to 4	--
ELP English language proficiency progress	ELP growth (SGP)	Performance level 1 to 4	Performance level 1 to 4
SQSS School quality or student success	Student growth, lowest-performing 25% (SGP for ELA, math)	Performance level 1 to 4	--
	Career and college readiness	--	For CSI bottom 5% and ATS identification: 40% Performance level 1 to 4
 Graduation rate	5-year graduation rate	--	For CSI low graduation schools: Title I schools with graduation rate less than 67% Performance level 1 to 4

Note: ELA=English language arts; SGP=student growth percentile

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (ELA and math)	Weighted average performance level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • Level 1: 1 point • Level 2: 2 points • Level 3 (proficient): 3 points • Level 4: 4 points
	<i>Participation rate inclusion</i>	The denominator of the proficiency calculation is the higher of the number of students actually participating or 95% of enrolled students in participating grades and subjects.
 Other academic	Student growth, all students (ELA and math)	Student growth percentile (SGP) that ranks year-to-year change in annual statewide assessment results for each participating student. The final score is the median SGP.
 Graduation rate	5-year graduation rate	The percentage of students within an adjusted cohort who graduate within 5 with a regular high school diploma (4-year rate is reported).
ELP English language proficiency progress	ELP growth	Student growth percentile (SGP) that ranks year-to-year change in annual statewide ELP assessment results for each participating student. The final score is the median SGP.
 School quality or student success	Student growth, lowest-performing 25% (ELA, math)	SGP that ranks year-to-year change in annual statewide assessment results for each participating student performing in the bottom quartile in the previous year. The final score is the median SGP.
	Career and college readiness	Percentage of students graduating who attain participation and/or performance benchmarks for any of the following activities: <ul style="list-style-type: none"> • NH Scholars program of study (standard, STEM, or arts) • Dual enrollment coursework • SAT/ACT exams • Advanced Placement/International Baccalaureate exams • Career and technical education industry-recognized credential • Career and technical education pathway program of student • Armed forces qualifying test (ASVAB) • ACT National Career Readiness Certificate

Note: ELA=English language arts.

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: Bottom 5% of Title I schools as ranked by weighted average of: <ul style="list-style-type: none"> For high schools, proficiency index (60%) and career and college readiness (40%) For elementary middle schools, combined growth measures (60%) and proficiency index (40%) Low graduation rate school: Title I schools with 5-year graduation rate less than 67% Chronically underperforming subgroup (i.e., 2 years failure to exit ATS status) 	Any school with consistently underperforming subgroup(s) due to, for 2 consecutive years: <ul style="list-style-type: none"> For proficiency, ELP progress <u>or</u> graduation rate, misses ambitious annual interim goal and score is below state average (and the all students group <u>meets</u> the goal) and Has median SGP across the combined growth measures less than 50% 	Any school meeting both of the following criteria: <ul style="list-style-type: none"> Identified for TSI status for 2 consecutive years Has subgroup that on its own would be identified using the criteria for identification of bottom 5% of Title I CSI schools based on all students
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and every 3 years thereafter 2022–23 for chronically underperforming subgroup schools and every annually thereafter 	2018–19 and annually thereafter	2020–21 and annually thereafter
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	2 consecutive years of improvement required to exit TSI status	2 years of improvement required to exit ATS status

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		