Additional Targeted Support
Cutler, Gilsum, and MTC

Similar to the rules during No Child Left Behind(NCLB), under the new federal education law, Every Student Succeeds Act (ESSA), the state is required to identify schools that require support in some way. Unlike NCLB, the state is looking at more than just proficiency levels; they monitor four indicators for elementary and middle schools:

- Achievement (NHSAS, SAT, DLM)
- Growth - (over multiple years)
- Equity (are our lowest achieving 25% off students growing at the same level or greater than the other 75%?)
- English Language Proficiency - Students who do not speak language improving on their english language skills.

Schools are rated (1-4) on each of the indicators and the schools that show the most need based on these indicators are identified as Comprehensive Support and Intervention schools (CSI). The good news is that none of our schools have made this list!

There is, however, another list that some of our schools are on. It is called the Additional Targeted Support schools and it is based on subgroups. Along with whole school ratings using the above indicators, the state also monitors subgroups using the same indicators. The subgroups that they are looking at are IEP/SWD, SES, Hispanic, Asian/Pacific Island, Black, More than one race, American Indian, and English Language Learners. Only subgroups that have more than 11 members are counted and if a student fits into more than one subgroup they are counted in each subgroup.

Schools identified as Additional Targeted Support schools do not need to make a plan or work directly with the state to make improvements. The schools will be offered professional development and guidance specific to the subgroup that lead to the identification. The schools that are identified will be reassessed in 3 years. If improvements have not been made, they will be identified as a CSI school and will have much more intervention from the state to ensure improvements are made.

We were notified via an email from the state on Friday November 8th. It was not until the following Tuesday (November 13th) that we learned what this all means and which subgroups were included.

Principals have been notified and have notified their staff of this identification.

**MRSD Additional Targeted Support
Prepared for MRSD School Board**

Glossary of Acronyms:

ATS	Additional Targeted Support
CSI	Comprehensive Support and Improvement
DLM	Dynamic Learning Maps -Alternative State Assessment
ESSA	Every Child Succeeds Act
IEP	Individualized Education Program
NCLB	No Child Left Behind
NHSAS	New Hampshire Statewide Assessment System
SAT	Schoolastic Assessment Test
SES	Socioeconomic Status - Free/Reduced Lunch
SWD	Students With Disabilities

New Hampshire
Department of Education

Public Guide to ESSA Accountability
(Every Student Succeeds Act)

The Purpose of ESSA

The ESSA is a federal US education law passed in December 2015 that governs the United States K-12 public education policy. The law replaced the *No Child Left Behind Act* and is a reauthorization of the *1965 Elementary and Secondary Education Act.* ESSA gives states more of a say in how schools evaluate school quality—beyond standardized assessment scores. ESSA requires states to pay special attention to achievement gaps and the performance of students in key groups:

-Economically Disadvantaged
-Racial/Ethnic
-Students with Disabilities
-English Learners

Under ESSA, states get to decide the education plans for their schools within a framework provided by the federal government.

New Hampshire's Consolidated State Plan can be found on our website;

www.education.nh.gov

New Hampshire's Consolidated State Plan

ESSA requires states to develop a Consolidated State Plan to address areas such as; accountability and improvement, educator support, and assistance to our most vulnerable youth. Since March 2016, the New Hampshire Department of Education (NH DOE) has been collaborating with stakeholders in an effort to write a state plan for ESSA that aligns with NH priorities for its schools and students.

On September 18, 2017, the New Hampshire Department of Education submitted a final ESSA Consolidated State Plan that was based on feedback from hundreds of citizens and educators from the Granite State over the course of a year and a half.

On January, 19, 2018, the NH DOE received approval for its plan from the U.S. Department of Education. The final plan along with the approval letter and press release can be found on our website:

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

To meet the minimum requirements of ESSA, the accountability system is required to identify:
Comprehensive Support and Improvement Schools (CSI)
Targeted Support and Improvement Schools (TSI)
Additional Targeted Support Schools (ATS)

	Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
Designation	- Lowest performing 5% of Title 1 schools. Performance based on several indicators of student success - High schools with graduation rates at or below 67% - Additional Targeted Support Title I Schools not exiting that status within 4 years	- Schools with a subgroup* in the bottom 5% of all schools for that subgroup (as measured with the same indicators used for CSI determination) - The subgroup must be in the bottom 5% two consecutive years	- Schools with a subgroup* whose performance on all indicators were at or below the level of the CSI schools bottom 5% of Title I schools) - Schools that are designated as ATS for four years in a row will automatically move into Comprehensive Support and Improvement.
Frequency of Identification	- Identified every 3 years - First year of identification is Fall 2018	- Identified annually to serve as an early warning - First year of identification is Fall 2019	- Identified every 3 years - First year of identification is Fall 2018

*Subgroups include: Economically Disadvantaged, Racial/Ethnic, Students with Disabilities, and English Learners. Subgroup scores are calculated with 11 or more students in that subgroup that are enrolled in the school. Index scores are reported for subgroups as low as 11 students, depending on the index component.

What Happens Once a School is Identified for Support by the Accountability System?

While all schools will receive support, the type of support and resources available may differ depending on a school's designation category (CSI, TSI, or ATS). Depending upon the status, exit criteria have been defined so a school can demonstrate their improvement.

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
- Schools have to demonstrate progress on any one of the indicators that caused the school to be identified in the first place – for two years - Additionally, the school must show improvement in acheivement or growth - Demonstration of progess is examined annually and the NH DOE will provide ongoing technical assistance and reviews of resource allocations to support school improvement in each school	- Schools will be required to work with their district leadershop to establish an improvement plan that establishes strategies for improving performance of underperformaing subgroups - These plans will be reviewed and approved by the LEA - NH DOE will support districts with identified schools in developing personalized learning approaches that focus on maximizing the learning of each student - The list of schools will be reset each year based upon the entry criteria described above	- Schools have to demonstrate progress for two consecutive years on the performance of the subgroups that caused the school to be identified in the first place. - Demonstration of progress is examined annually

Please visit our website; www.education.nh.gov for additional resources and information

MRSD Additional Targeted Support Prepared for MRSD School Board Publication date October 2018 11/15/18

Guidance to Reporting on School Performance

The New Hampshire Consolidated State Plan

ESSA requires states to develop a Consolidated State Plan to address areas such as; accountability and improvement, educator support, and assistance to our most vulnerable youth.

On September 18, 2017, the New Hampshire Department of Education submitted a final ESSA Consolidated State Plan based on feedback from hundreds of citizens and educators across the Granite State over the course of a year and a half.

On January 19, 2018, the NH DOE received approval for its plan from the U.S. Department of Education. The final plan along with the approval letter and press release can be found on our website:
https://www.education.nh.gov/essa/index.htm

Additional information regarding reporting indicators for ESSA school determination can be found by visiting our website at;

www.education.nh.gov

School performance is reported on each of the following indicators. Performance on each indicator ranges from Level 1 (lowest) to Level 4 (highest). Performance is reported for the school as a whole in addition to how key subgroups within the school are performing. More information regarding each of the indicators and the range of performance that is associated with each reported level is located on the next page.

Elementary/Middle School:

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

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

High School:

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

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

Elementary/Middle School Indicators

Academic Achievement
Academic Achievement is measure of student performance on the English Language Arts and Mathematics statewide assessments in grades 3-8 and in grade 11.

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

Growth
NH uses the Student Growth Percentile (SGP) model as a growth indicator for the accountability system. A growth indicator evaluates how students improve from year to year as compared to students who have similar achievement histories.

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

English Language Proficiency (ELP)
The mean Student Growth Percentile (MGP) for the students who are English Learners (ELs) in each school on English Language Proficiency Exam. This indicator ensures students whose first language is not English are improving in their English literacy. Note: If a school does not have at least 11 students with two years of scores on the exam, then this indicator is not included.

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

Equity
This indicator is designed to focus additional attention on the growth of the lowest achieving students in each school. This indicator encourages schools to ensure their lowest performing students are making progress.

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

High School Indicators

Academic Achievement
Academic Achievement is measure by student performance in English Language Arts and Mathematics results on the statewide assessments in grades 3-8 and in grade 11.

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

Graduation Rate
This indicator is an average of a school's 4-year average cohort graduation rate (ACGR) and the extended 5-year ACGR.

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

English Language Proficiency (ELP)
The mean Student Growth Percentile (MGP) for the students who are English Learners (ELs) in each school on English Language Proficiency Exam. This indicator ensures students whose first language is not English are improving in their English literacy. Note: If a school does not have at least 11 students with two years of scores on the exam, then this indicator is not included.

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

College and Career-Readiness
This indicator is the percentage of 12 grade students meeting at least two markers for career or college readiness. Example readiness markers include; college courses, advanced placement courses, career and technical education programs and certifications, and armed forces vocational aptitude.

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

Please visit our website; www.education.nh.gov for additional resources and information

Publication date: October 2018

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

November 8, 2018

Cutler School
Lisa Witte
31 S. Winchester Street
Swanzey, NH, 03446

Dear Lisa Witte,

The Every Student Succeeds Act (ESSA) requires the NH Department of Education (DOE) to notify local education agencies when schools have a subgroup performing - on its own - at or below the lowest performing five percent of schools in the State. These schools are now known as *Additional Targeted Support* (or ATS) schools. Please refer to the attached overviews for more information about the State's Federal accountability system.

After reviewing the 2017-18 data, **Cutler School** in the **Monadnock Regional** is now a member of this cohort. This notification is designed to provide you with additional information for your ongoing improvement planning. **We ask that you share this information as soon as possible with your school principal.**

Disaggregated data from the 2017-18 school year has been posted here:
https://www.education.nh.gov/instruction/assessment/results.htm, and the State's redesigned school profiles will be posted the first week of December. The NH DOE's accountability team is also working on developing a short module to explain the new accountability system and we will let you know when the module will be available. In addition, the NH DOE will provide opportunities in the winter and spring of 2019 to participate in regional and statewide technical assistance sessions with an external partner focused on improving student performance.

The NH DOE will identify ATS schools every three years after the initial identification happens this year. Schools can exit ATS status by demonstrating progress for two consecutive years on the performance of one of the subgroups that caused the school to be identified in the first place.

If you have any data related questions used in the identification of your ATS school, please contact Melissa Valence at melissa.valence@doe.nh.gov or (603) 271-2831. You can reach me at bridget.pare@doe.nh.gov or (603) 271-2298 with any other questions you may have.

Thank you,

Bridget M. Paré
Bridget M. Paré, Administrator
Office of Title I and the Education of Homeless Children and Youth
Bureau of Instructional Support

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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TEL. (603) 271-3495
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November 8, 2018

Gilsum Elementary School
Lisa Witte
Po Box 38
Gilsum, NH, 03448

Dear Lisa Witte,

The Every Student Succeeds Act (ESSA) requires the NH Department of Education (DOE) to notify local education agencies when schools have a subgroup performing - on its own - at or below the lowest performing five percent of schools in the State. These schools are now known as *Additional Targeted Support* (or ATS) schools. Please refer to the attached overviews for more information about the State's Federal accountability system.

After reviewing the 2017-18 data, **Gilsum Elementary School** in the **Monadnock Regional** is now a member of this cohort. This notification is designed to provide you with additional information for your ongoing improvement planning. **We ask that you share this information as soon as possible with your school principal.**

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Thank you,

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November 8, 2018

Mount Caesar School
Lisa Witte
585 Old Homestead Hwy
Swanzey, NH, 03446

Dear Lisa Witte,

The Every Student Succeeds Act (ESSA) requires the NH Department of Education (DOE) to notify local education agencies when schools have a subgroup performing - on its own - at or below the lowest performing five percent of schools in the State. These schools are now known as *Additional Targeted Support* (or ATS) schools. Please refer to the attached overviews for more information about the State's Federal accountability system.

After reviewing the 2017-18 data, **Mount Caesar School** in the **Monadnock Regional** is now a member of this cohort. This notification is designed to provide you with additional information for your ongoing improvement planning. **We ask that you share this information as soon as possible with your school principal.**

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Thank you,

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Bridget M. Paré, Administrator
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School Name	Subgroup	Number of Students	Achievement Level	Equity Level	Growth Level
Dr. George S. Emerson Elementary School	All students	74	2	3	3
	IEP/SWD	11	1		2
	SES	32	2		3

School Name	Subgroup	Number of Students	Achievement Level	Equity Level	Growth Level
Gilsum Elementary School	All students	24	2		1
	SES	13	1		1

School Name	Subgroup	Number of Students	Achievement Level	Equity Level	Growth Level
Cutler School	All students	260	2	2	2
	IEP/SWD	46	1	1	2
	SES	97	2	2	2

MRSD Additional Targeted Support
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School Name	Subgroup	Number of Students	Achievement Level	Equity Level	Growth Level
Troy Elementary School	All students	79	3	4	3
	IEP/SWD	14	1		4
	SES	34	3		3

School Name	Subgroup	Number of Students	Achievement Level	Equity Level	Growth Level
Monadnock Regional Middle School	All students	210	2	1	2
	IEP/SWD	40	1	1	2
	SES	79	2	1	2

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