

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (7/1/06-6/30/07)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 77.00%	L: 77.00% A:	L: 85.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	State and Local Administrative Records	B: 64.00%	L: 64.00e A:	L: 76.00% A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p align="center">2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>		<p align="center">B:</p>	<p align="center">L:</p> <p align="center">A:</p>	<p align="center">L:</p> <p align="center">A:</p>
<p align="center">3S1 Secondary School Completion 113(b)(2)(A)(iii)(I- III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>		<p align="center">B:</p>	<p align="center">L:</p> <p align="center">A:</p>	<p align="center">L:</p> <p align="center">A:</p>

<p align="center">4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p align="center">State and Local Administrative Records</p>	<p align="center">B: 75.00%</p>	<p align="center">L: Will be pre-populated at the request of the State</p> <p align="center">A: 75.00%</p>	<p align="center">L: Will be pre-populated at the request of the State</p> <p align="center">A: 75.00%</p>
<p align="center">5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>		<p align="center">B:</p>	<p align="center">L:</p> <p align="center">A:</p>	<p align="center">L:</p> <p align="center">A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		<p>B:</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>		<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		<p>B:</p>	<p>L: A:</p>	<p>L: A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:



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MEMORANDUM

To: John Haigh, Chief, Performance and Accountability Branch, Office of Vocational and Adult Education, Department of Education

Fr: Virginia O'Brien Irwin, State Director, New Hampshire

Re: Waiving Baselines and Performance Goals for Indicators Aligned with NCLB Accountability Requirements

Date: May 2, 2007

Circumstance: New Hampshire is not in a position to establish baselines for two of the three performance indicators that are aligned with accountabilities required under the No Child Left Behind (NCLB) Act. A baseline for the graduation rate is possible, but performance data for the other two measures, Reading/Language Arts (1S1) and Mathematics (2S1), will not be available for setting baselines before July 1, 2008. In addition, a change in the assessment instruments will create a gap of more than one year, during which New Hampshire will not be able to set baselines and performance goals.

The US Department of Education has tentatively approved a proposal from the New Hampshire Department of Education to transition to a new assessment instrument—the New England Comprehensive Program (NECAP)—in meeting reporting requirements under NCLB. A provision of the proposal is to change the timing of the assessments to a later date--in the fall of grade eleven instead of the spring of grade ten.

Unfortunately, these changes rule out the possibility of obtaining performance data that will be of use in setting baselines during the transition year and the year that follows. Performance data from assessments conducted under the “old” assessment program, the New Hampshire Educational Improvement and Assessment Program (NHEIAP), will have no value in establishing performance goals for subsequent years; the new assessments will almost certainly yield incomparable performance data.

The change in the timing of assessments will create a full year in which no performance data required by NCLB will be available for establishing accountabilities under Perkins IV. Students in the class of 2009 were assessed in the spring of 2007, with valid and reliable results to be released in August of 2007. Students in the class of 2010 will be assessed in the fall of 2008, with results to be released in the spring of 2009. Between the spring of 2007 and the fall of 2009 there will be no assessments. These dates prohibit New Hampshire from obtaining needed data.

Recommendation: The gap in the availability of data needed to set baselines and subsequent performance goals leaves New Hampshire with only one option; to request a waiver for the accountability requirements for the two academic attainment performance indicators for both Program Years 2007 and 2008. The data needed to meet these requirements will either be of no use (NHEIAP) or non-existent (NECAP). Such a waiver can be justified on the grounds that it is an inevitable and unavoidable consequence of changes in the assessments used for NCLB reporting that would allow New Hampshire to be granted this waiver by the US Department of Education.

Thank you for allowing an appeal of the planning requirements for the Transition Plans under Perkins IV. I look forward to your response. Should you have any questions about this request, feel free to contact Stephen Bos, Ph.D., at (603) 271-3729 as I will not be available until May 7, 2007.

