



# **INTER-LAKES SCHOOL DISTRICT**

## **Growth & Proficiency Goals 2024-2025 School Year**



# EXECUTIVE SUMMARY

The Inter-Lakes School District strives to enhance the overall quality of education to better prepare all learners for future success. It is through analyzing our data, setting goals, and tracking our progress that we adjust strategies to ensure all learners are meeting high expectations of achievement. This continuous cycle of improvement provides a process that supports incremental improvements over time. ***The Inter-Lakes School District is making consistent progress, over time, as we strive toward excellence.***

Our overall proficiency was slightly above the state average in the spring of 2024. We have been making gradual, incremental gains in overall proficiency in English Language Arts (ELA), Mathematics, and Science over the past three school years. Within the averages, there are many bright spots, the most important one being participation. Although the federal government requires a participation rate of 95% per school, the the **New Hampshire Department of Education, NHED** allows families to opt out of statewide assessment. Any school falling below this rate receives a score of 0 for each learner falling below this threshold, impacting a school's achievement score. Last spring, the district average participation rate was 95% in ELA and Math.

We continue our commitment to academic excellence, which includes:

- Deep analysis of local and state data
- Targeted facilitation of professional development opportunities
- Increased preparation for statewide assessment
- Rigorous progress monitoring and responsive practices

We are confident this continued commitment will deliver the aggressive growth targets we have set, and the achievement of the established accountability goals set by **NHED**. The School District has set the following growth and proficiency goals for the 2024-25 school year:

- [NHED Accountability 2025 Goals](#): ELA 67.69% & Math 52.70%
  - as measured by NH SAS (Grades 3-8 & 11) and the SAT (Grade 11)
  - as measured by NWEA MAP Growth Spring RIT scores falling within or beyond the 61st percentile (Grades K-2)
- 70% of learners will meet their growth target as measured by the NWEA: Spring to Spring (K-8) and pre- and post- (Grade 9)

- Actions to Support Continuous Growth: **pages 3-5**
- Goals, Demographics, and Recent Performance: **pages 6-12**
- Federal Accountability: **pages 13-16**
- Definitions of Key Terminology: **pages 17-18**

## **DISTRICT-WIDE ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY**



- All staff responsible for supporting the administration of the **NH SAS** completed the Test Administration Certification in the fall of 2024 in order to facilitate increased integration of **NH SAS** practice modulars.
- Professional development during the school year opening engaged all staff members in a 4-year historical **NH SAS** Deep Data Dive. This historical data analysis resulted in the creation of **SMART** goals in each school, grade-level, and content area.
- Regular district communication of engagement opportunities for staff to attend state-sponsored professional development events in the areas of math, science, English language arts, **NH SAS** modulars, data analysis, etc.
- The Curriculum Coordinator has joined the State Assessment Advisory Group and NH Accountability Task Force to deepen understanding, engage, and support changes to state and federal practices.
- District and School Administrators attended the second annual Statewide Assessment and Accountability Conference.
- District and school staff attended the Content Advisory Committee to deepen understanding of and provide technical feedback to the development of test questions used on the **NH SAS**.
- Routine integration of the **NH SAS** modulars is integrated into the 2024-2025 Assessment Menu.
- Facilitated **Collaborative Planning Blocks**, Faculty Meeting time, and **Principal Advisory Council** agendas to focus on statewide assessment strategies, calibration, and professional learning.
- District leadership engaged in action research of statewide assessment data from districts of comparable demographics with higher proficiency levels than Inter-Lakes.
- Creation of educator resources to support statewide assessment.
- Integration of content leads from the Department of Education to support and facilitate professional development time in the areas of science and mathematics.
- Facilitation of science curriculum review.
- Year three of offering opportunities to engage in **Math Empowered** professional development focused on developing engaging teaching practices.
- Following the development of the [Mathematics Learning Communities](#).
- Administrative Team Members attended renewed professional development in NWEA during the spring of 2024.
- Expanded integration of **Self-Regulated Strategy Development** for writing, **SRSD** in all schools.
- Year three of supporting the state-sponsored **Language Essentials for Teachers of Reading and Spelling (LETRS)** professional learning courses.
- Reallocation of human resources to support student growth and achievement in grade 7 during the 2024-25 school year to support targeted instruction and smaller class sizes.
- Creation of the position of Student Services Coordinator at Inter-Lakes Elementary School and Inter-Lakes Middle High School.
- Realignment of the position of Dean of Learning to the Inter-Lakes Middle High School.
- Deepening our commitment to excellence through building new and fostering stronger existing relationships with the support of **NH Listens**.
- Focusing on meeting *and exceeding* our legal responsibilities in the areas of special education, 504 plans, and student supervision.

## INTER-LAKES ELEMENTARY SCHOOL ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



- Grades 3 through 6 are routinely practicing **modulars** with their students in class prior to the spring summative assessment.
- Maintained 30-minute daily block for practice and intervention in English Language Arts and Mathematics.
- Each grade level established a yearlong **SMART** goal based on trend data from a 4-year historical analysis of our statewide assessment results.
- Year three of implementing Master Track as a diagnostic tool to identify and remediate gaps in mathematics skills.
- Year five of the core program, Wonders, to support a coherent English Language Arts scope and sequence in grades K-6.
- Year five of calibrating on the implementation of evidence-based instructional practices in the area of literacy.
- Year two of implementing a systematic core phonics program, 95% Group, in grades K-2 and year one in grade 3.
- Professional learning for all K-3 educators to support the implementation of a new systematic core phonics program.
- Year two of in-house **data wall** management, overseen by the Reading Specialist.
- Strategic assessment calendars at each grade level are designed collaboratively by educators and administrators.
- Increased literacy oversight and instructional support provided by the Reading Specialist and administration during **Collaborative Planning Blocks** and Professional Development days.
- Year one of implementing **Self Regulated Strategy Development**, **SRSD** writing strategies.
- Growing Roots provides increased access to mental health services.
- School counseling lessons designed to proactively and responsively support school-wide needs; lessons are integrated for all learners.

## SANDWICH CENTRAL SCHOOL ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



- Grades 3 through 6 are routinely practicing **modulars** with their students in class prior to the spring summative assessment.
- Each grade level established a yearlong **SMART** goal based on trend data from a 4-year historical analysis of our statewide assessment results.
- Year five of calibrating on the implementation of effective instructional practices in the area of literacy.
- Year two of implementing a systematic core phonics program, the University of Florida, in grades K-2 as well as in our intervention programming. Year one of including grade three in these instructional practices.
- Professional learning for all K-2 educators to support the implementation of a new systematic core phonics program.
- Year two of in-house **data wall** management overseen by the school Reading Specialist.
- Strategic assessment calendars at each grade level are designed collaboratively by educators and administrators.
- Increased literacy oversight and instructional support provided by Reading Specialists and administration during **Collaborative Planning Blocks** and Professional Development days.
- Year two of implementing **Self Regulated Strategy Development**, **SRSD** writing strategies.
- School counseling lessons designed to proactively and responsively support school-wide needs; lessons are integrated for all learners.

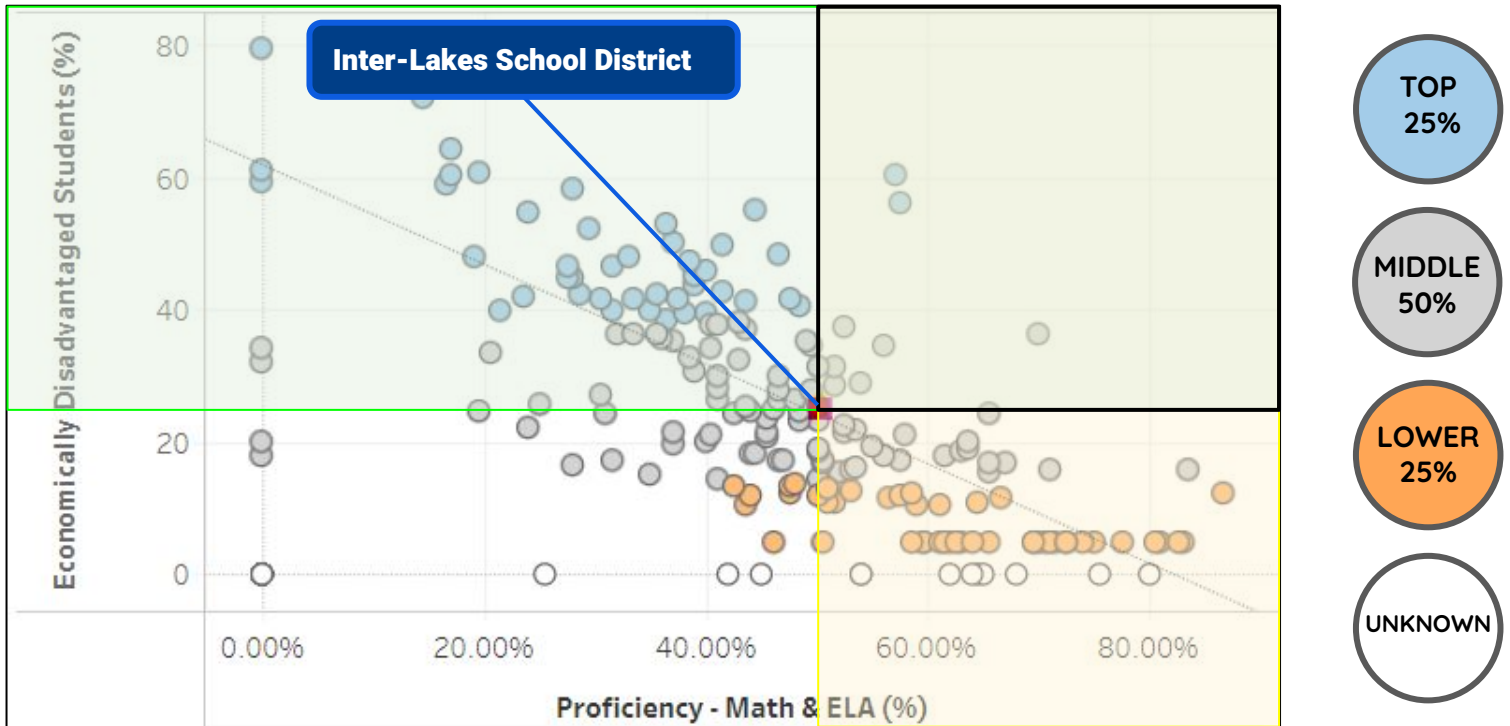
## INTER-LAKES MIDDLE HIGH SCHOOL ACTIONS TO SUPPORT CONTINUED GROWTH & PROFICIENCY



- Expanded integration of **Self-Regulated Strategy Development** for writing, **SRSD** in 7th grade classes across all subject areas.
- Each grade level established a yearlong **SMART** goal based on trend data from a 4-year historical analysis of our statewide assessment results.
- Full-time Reading Intervention Paraeducator working directly with the Reading Specialist delivering literacy interventions.
- The Reading Specialist and Special Educators are working directly with 7th grade ELA teachers to provide differentiated instruction.
- We are incentivizing **NH SAS** practice hours for our students in grades 7-8 and 11.
- Grades 7 & 8 teachers are routinely practicing between 5-7 **modulars** with their students in class prior to the spring summative assessment.
- One day weekly time during Office Hours is being used to prepare grade 11 learners for the **NH SAS** Science assessment and the testing platform.
- Targeted alignment of science units in K-12 to align with the blueprint of the **NH SAS**.
- Growing Roots provides increased access to mental health services.
- School counseling lessons designed to proactively and responsively support school-wide needs; lessons are integrated for all learners.

# DEMOGRAPHICS - ECONOMICALLY DISADVANTAGED

During the 2024 school year, the Inter-Lakes School District fell within the Middle 50% of the State for the percentage of **economically disadvantaged** learners, at 25.32%. This fell at about the state average of 26.2%. Each dot in the graph below represents a district within New Hampshire. Each district shown in the quadrant highlighted has a higher percentage of **economically disadvantaged** learners *and* a higher percentage of overall proficiency than Inter-Lakes.

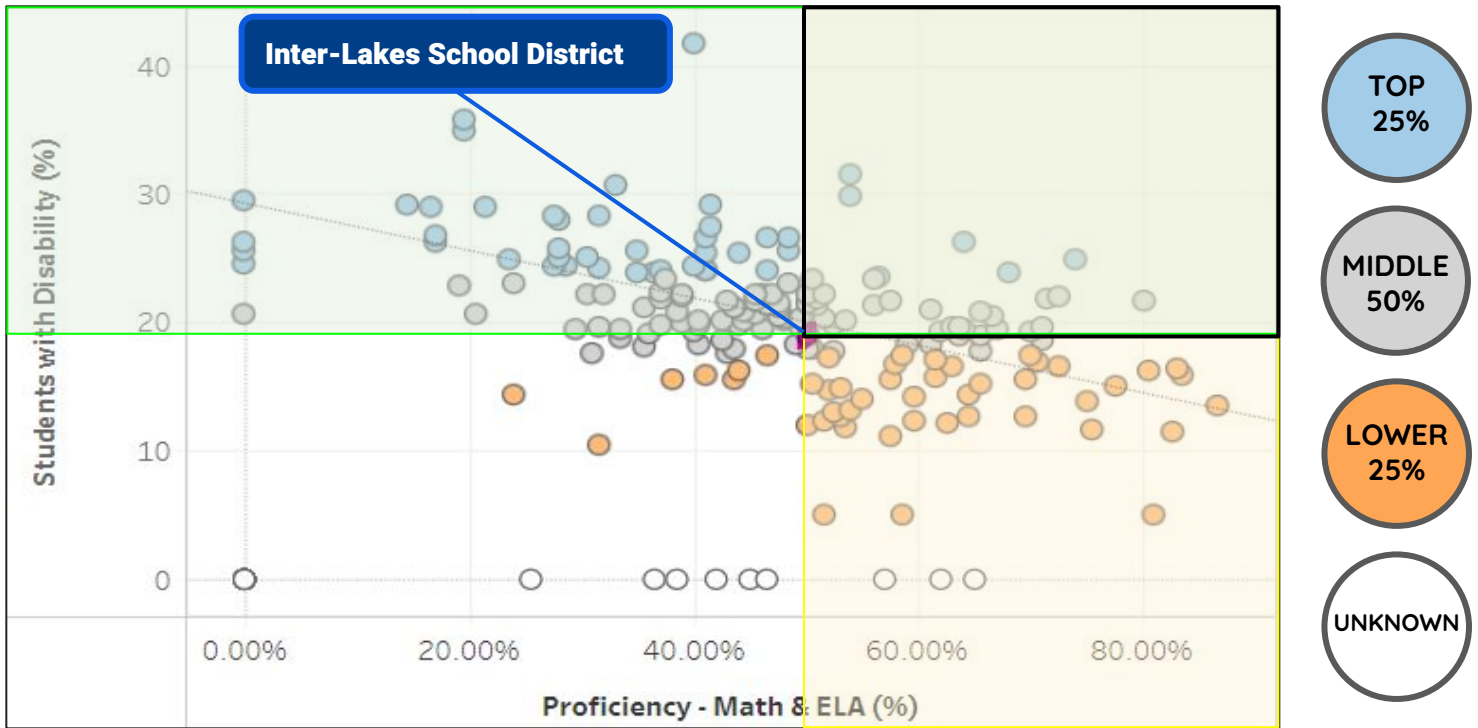


The following chart shows how each school's percentage of economically disadvantaged learners contributes to our district's average.

Economically Disadvantaged by School 2023-2024			
ILES	SCS	ILMS	ILHS
31.38%	SUPRESSED DUE TO SAMPLE SIZE	22.97%	20.85%

# DEMOGRAPHICS - LEARNERS WITH A DISABILITY

During the 2024 school year, the Inter-Lakes School District fell within the Middle 50% of the State for the percentage of **learners with a disability**, at 19.07%. This fell at about the State average of 20.3%. Each dot in the graph below represents a district within New Hampshire. Each district shown in the quadrant highlighted has a higher percentage of **learners with a disability** and a higher percentage of overall proficiency than Inter-Lakes.



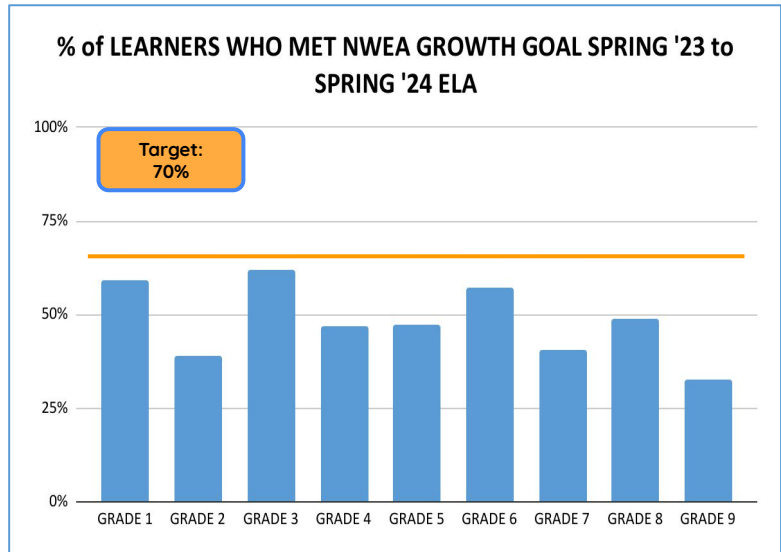
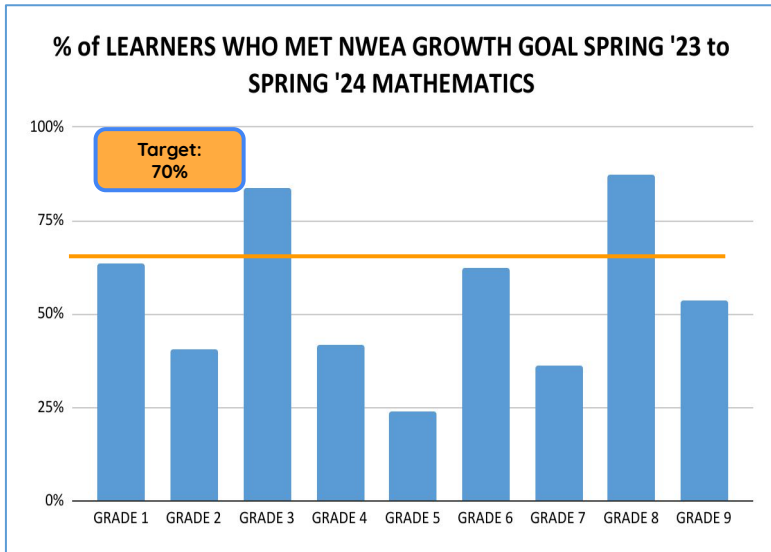
The following chart shows how each school's percentage of learners with a disability contributes to our district's average.

Learners with Disability by School			
ILES	SCS	ILMS	ILHS
23.99%	15.79%	17.57%	13.43%

# Measurements of GROWTH

Our district has created growth goals, in addition to proficiency goals.

- **70% of learners will meet their growth target as measured by the NWEA: Spring to Spring (K-8) and pre- and post-course (Grade 9)**



Each year the **NHED**, analyzes the Mean Growth Percentile, a measurement of academic growth, which compares students' growth with that of their academic peers. The chart below shows our district's growth in ELA and mathematics over a three-year history.

	2022	2023	2024	
<b>ELA Growth</b>	44	56	55	<b>TOP 25%</b>
<b>Math Growth</b>	41	46	51	<b>MIDDLE 50%</b>
				<b>LOWER 25%</b>

Within our growth averages, there are many bright spots, including:

- In mathematics, learners in grades 3 and 8 exceeded the NWEA growth goal.
- On the NH SAS, in ELA, few learners fell into the lowest mean growth percentile in each grade level; no learners fell into the lowest percentile in grade 7.
- On the NH SAS, in mathematics, our grade 8 cohort experienced *significant growth*, with 60% of learners falling into the highest mean growth percentile.

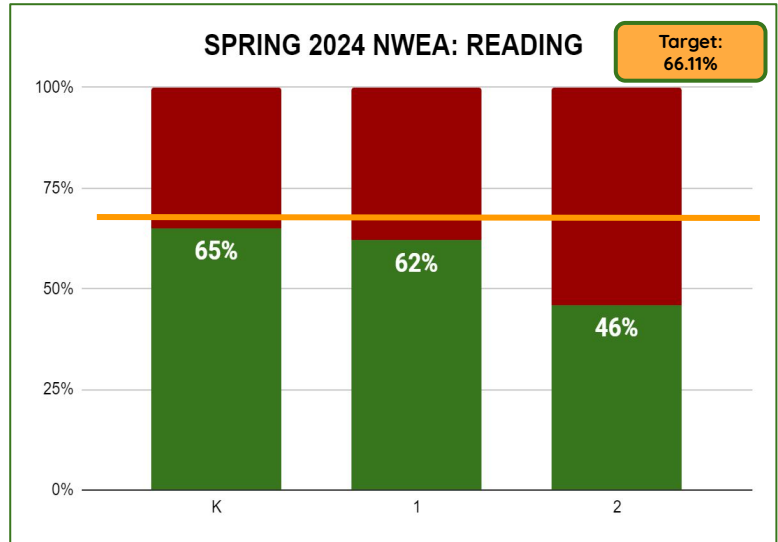
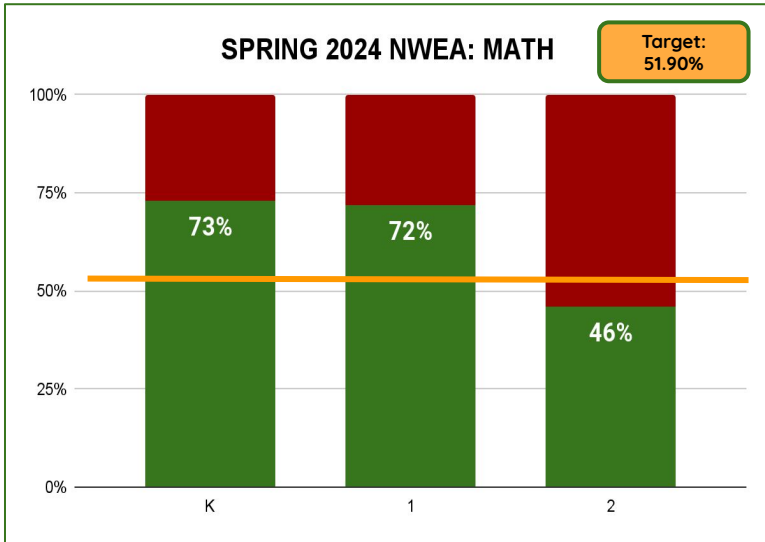


# Measurements of PROFICIENCY

Our district proficiency goals are in alignment with the targets set forth by the **NHED**. In grades K-3 we measure proficiency by the **NWEA MAP** assessments. Historically we have defined proficiency by reaching the 41st percentile; last spring we raised this benchmark to the 61st percentile to align with emergent research from the field showing the correlation between **RIT scores** and statewide assessment proficiency in grade 3 and beyond.

- **By spring 2024, 51.90% of K-2 learners will demonstrate proficiency in Mathematics.**
- **By spring 2024, 66.11% of K-2 learners will demonstrate proficiency in Reading.**

The graph below reflects the proficiency targets as well as our results from spring of 2024.



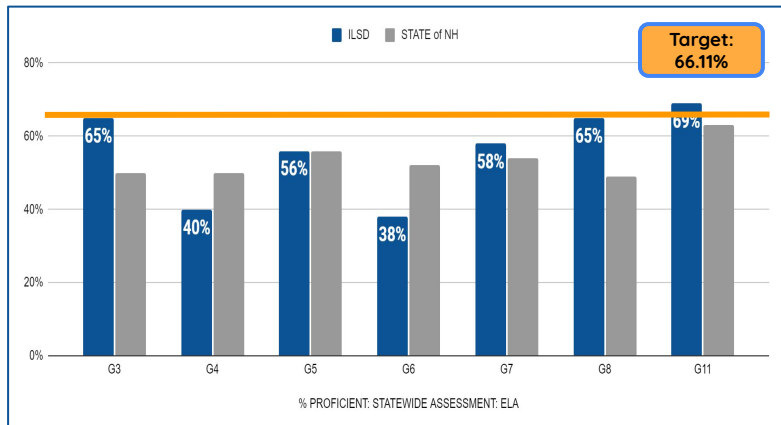
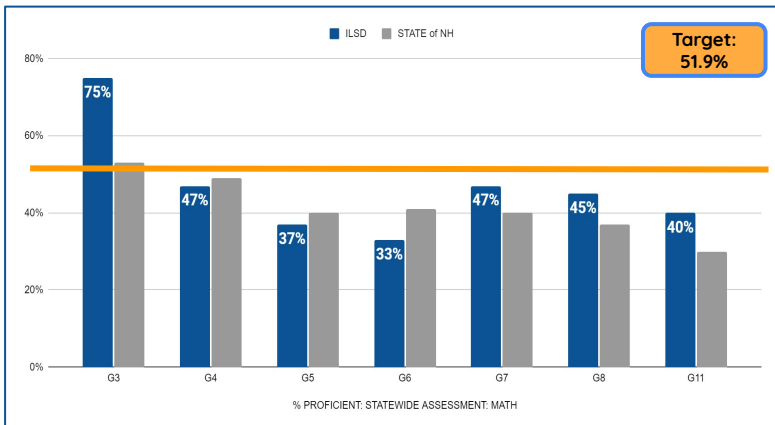
**By spring 2024, learners in grades 3-8 & 11 will demonstrate proficiency as measured by the NH statewide assessment, NH SAS & SAT:**

- **51.9% in Mathematics**
- **66.11% in English Language Arts**

Last spring, in Mathematics, grade 3 exceeded the statewide proficiency goal. Grades 3, 7, 8, and 11 exceeded the statewide average proficiency. In ELA, grade 11 exceeded the statewide proficiency goal. Grades 3, 5, 7, 8, and 11 met or exceeded the statewide average proficiencies.

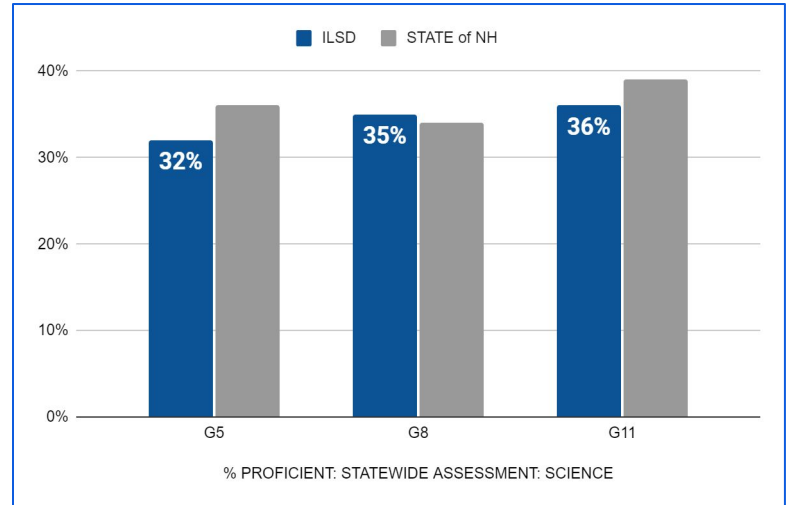
Within our proficiency averages, there are many bright spots, including:

- The performance of learners in grades 3, 7, 8, and 11 was higher than the statewide averages in both ELA and mathematics.
- Grade 3 exceeded the federal accountability proficiency goal in mathematics.
- Grade 11 *far* exceeded the federal accountability proficiency goal in ELA.
- In Grade 11, 40% of learners met proficiency in *both* ELA and mathematics benchmarks as measured by the SAT; the statewide average was 29%.

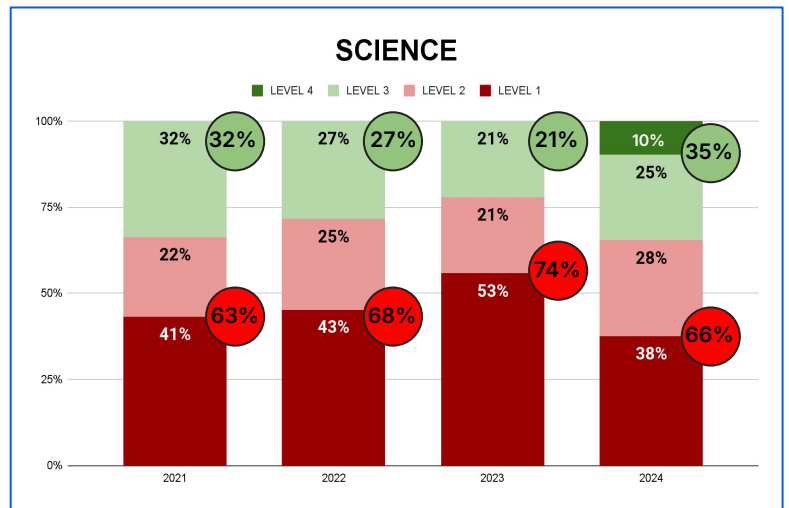


# Science Snapshots of GROWTH & PROFICIENCY

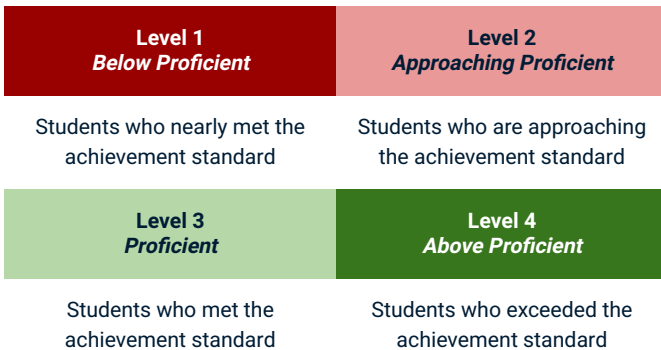
While the State of New Hampshire assesses learners in Science in grades 5, 8, and 11, these results are not part of Federal Accountability reporting requirements. We routinely analyze our proficiency performance as measured by the NH SAS to inform decisions and promote continuous improvement. Looking back at our 2024 results, grade 8 exceeded the statewide average.



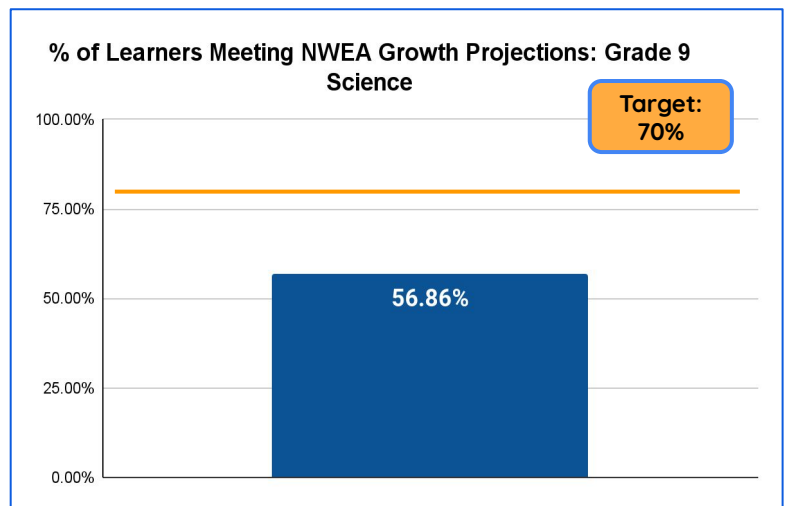
The bar chart to the right shows the School District's four-year, historical results on the NH SAS. While the percentage of learners scoring a level 2 has increased over time, the percentage of those scoring a level 1 has significantly decreased. The percentage of learners meeting or exceeding proficiency in 2024 is the highest percentage in our four-year history.



### NH SAS Score Key



In addition to proficiency goals, we also monitor learner growth as measured by the NWEA. The bar chart to the right shows the percentage of learners who met their growth projections from spring 2023 to spring 2024.



Within our science averages, there are many bright spots, including:

- 10% of learners scored a level 4 (the highest level) on the statewide assessment in 2024; no learners scored a level 4 the three years prior.
- Grade 8 performed higher than the statewide average.
- District performance made a considerable improvement from the 22-23 school year to last year, increasing overall proficiency levels by 8%.

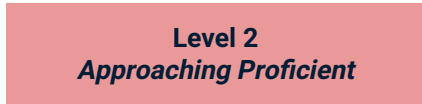
# HISTORICAL MEASUREMENTS OF PROFICIENCY

In addition to analyzing performance each school year, we engage in historical analysis to inform decisions made throughout the School District. The following graphs provide a four-year, historical view of our results on the NH SAS in ELA and Mathematics. Similar to our trend in Science, the percentage of learners earning a level 4 has increased in both content areas.

## NH SAS Score Key



Students who nearly met the achievement standard



Students who are approaching the achievement standard

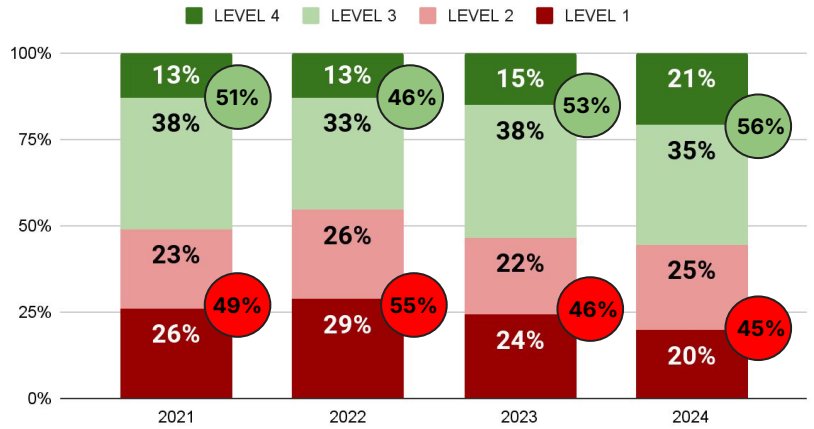


Students who met the achievement standard

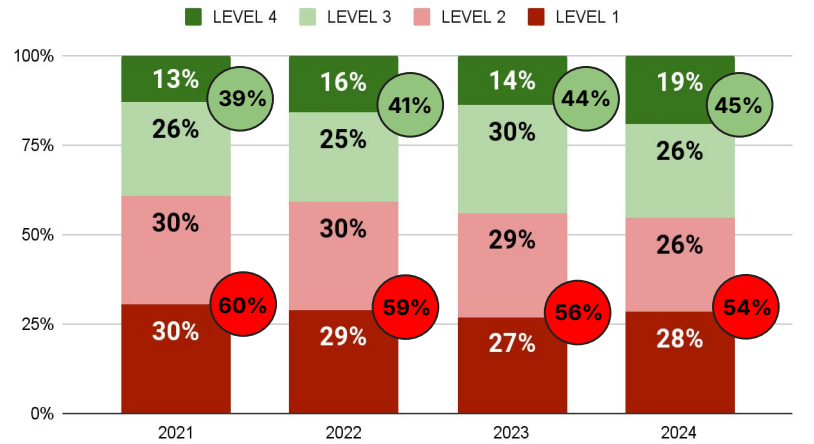


Students who exceeded the achievement standard

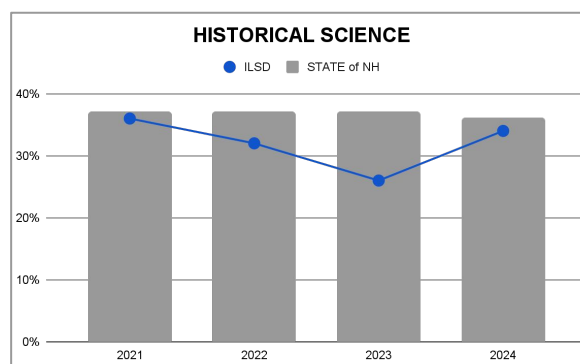
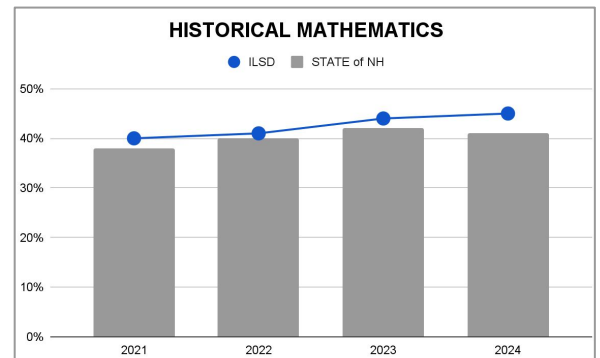
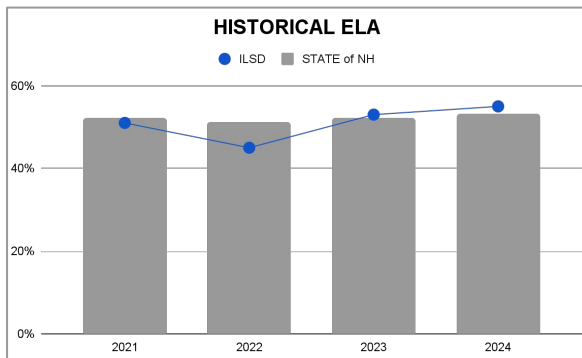
## ENGLISH LANGUAGE ARTS



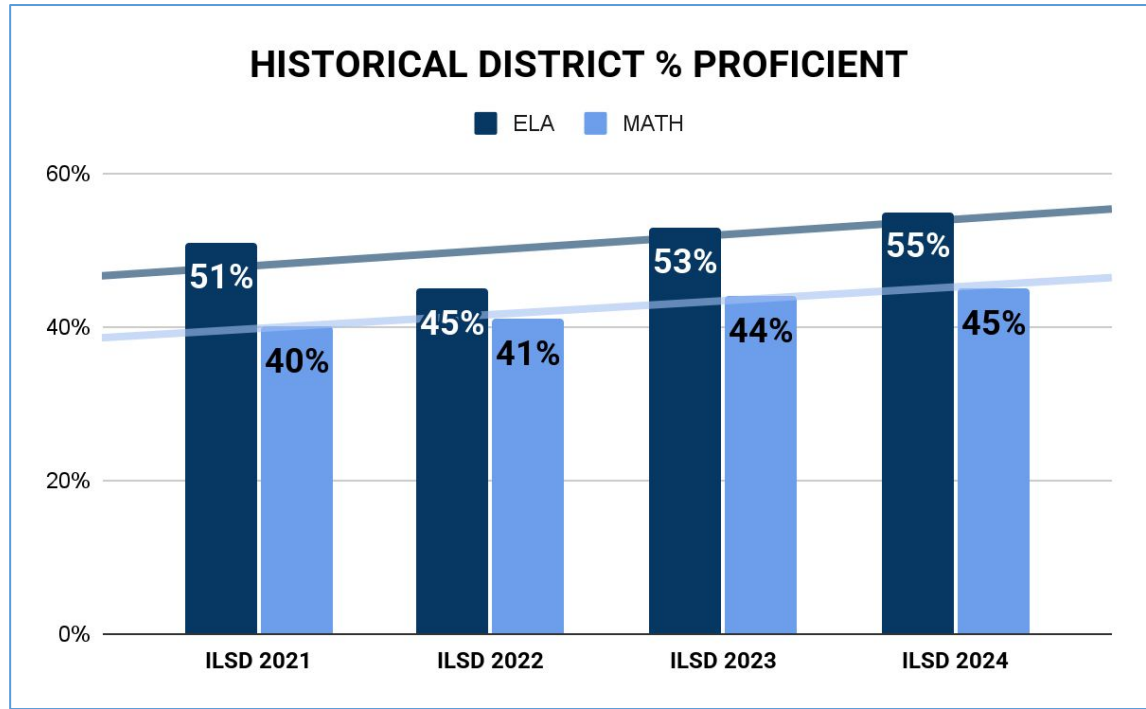
## MATHEMATICS



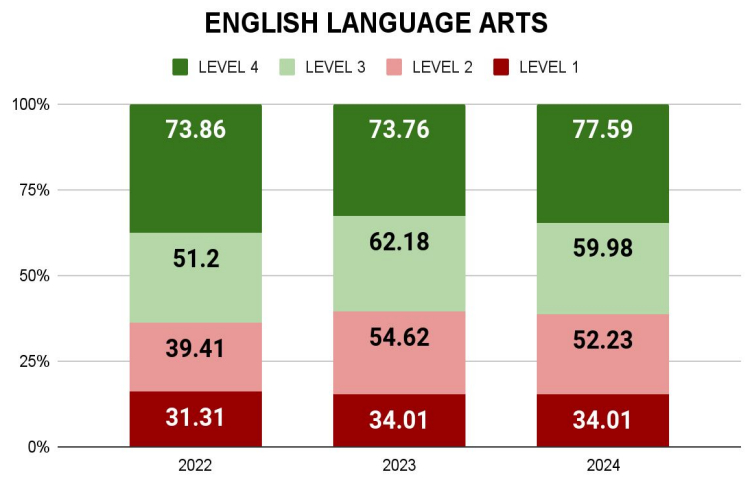
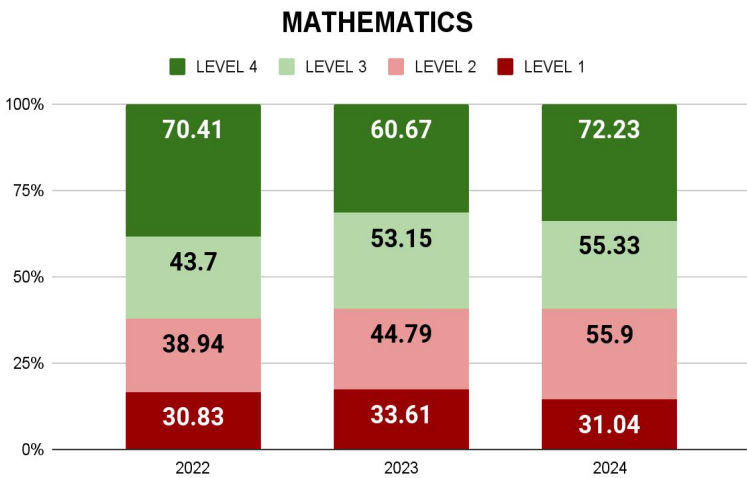
Analyzing our district's four year history, in comparison to the state averages we can complement our consistent progress story. Not only are we making consistent progress over time, but we are also making increased gains above the state in math and ELA.



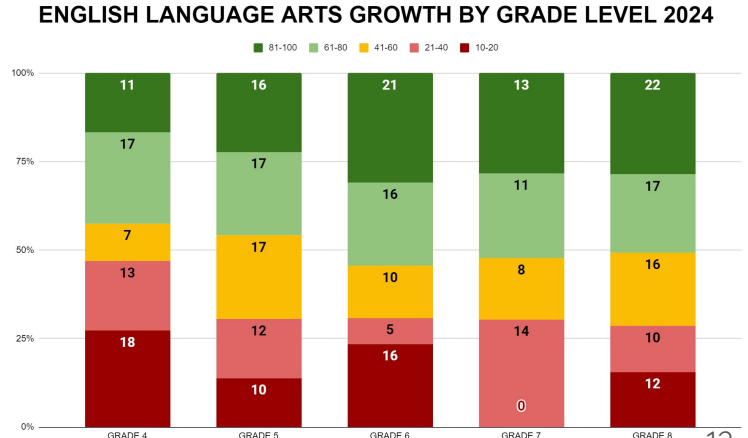
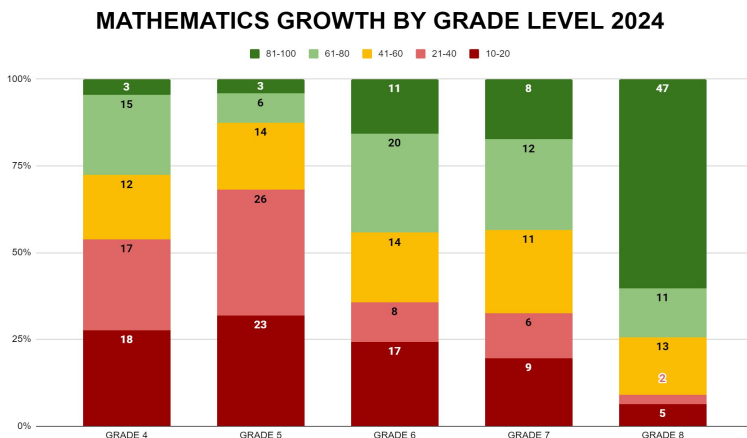
The Inter-Lakes School District is making consistent progress, over time, as we strive toward excellence as evidenced in our four-year history. The trendlines reflect our consistent progress in both ELA and mathematics. School improvement efforts through a gradual, continuous approach is strongly backed by research, which shows that schools thrive when they prioritize incremental, data-informed changes over rapid reforms.



The following graphs provide a three-year, historical view of our School District's Mean Growth Percentile trends on the NH SAS in ELA and Mathematics.



The following graphs provide a breakdown of our School District's Mean Growth Percentile trends on the NH SAS in ELA and Mathematics from our 2024 results by grade level.



# NHED FEDERAL ACCOUNTABILITY

## PROFICIENCY GOALS

ELA

MATH

70.61%

54.21%

STATE: 51%  
INTER-LAKES: 45%

**2022 GOALS**  
ELA: 62.54%  
MATH: 50.14%

STATE: 40%  
INTER-LAKES: 41%

STATE: 52%  
INTER-LAKES: 53%

**2023 GOALS**  
ELA: 64.40%  
MATH: 51.05%

STATE: 42%  
INTER-LAKES: 44%

STATE: 53%  
INTER-LAKES: 55%

**2024 GOALS**  
ELA: 66.11%  
MATH: 51.90%

STATE: 41%  
INTER-LAKES: 45%

STATE: TBD  
INTER-LAKES: TBD

**2025 GOALS**  
ELA: 67.69%  
MATH: 52.70%

STATE: TBD  
INTER-LAKES: TBD

STATE: TBD  
INTER-LAKES: TBD

**2026 GOALS**  
ELA: 69.19%  
MATH: 53.47%

STATE: TBD  
INTER-LAKES: TBD

STATE: TBD  
INTER-LAKES: TBD

**2027 GOALS**  
ELA: 70.61%  
MATH: 54.21%

STATE: TBD  
INTER-LAKES: TBD

# FEDERAL ACCOUNTABILITY

The Every Student Succeeds Act (ESSA) requires states to develop an accountability system that measures the academic progress of students and identifies schools in need of the most support. There are many components of the federal accountability system. The long-term and interim goals guide the statewide effort to support all New Hampshire schools and students. Schools in need of the most support are identified by measuring certain indicators required under ESSA. The indicator data are reported publicly on the State Report Card for all students and subgroups. Identified schools receive technical assistance and other support to improve their performance. To protect students' personally identifiable information, data points that do not meet the minimum n-size of 11 are suppressed.

ESSA requires states to identify three types of schools and for each level, identification criteria have been established. The NHED has created an evaluation tool to help streamline the identification process. This tool takes each of the indicators used and translates ranges of performance into one of four levels. Each school receives four level ratings, one for each criterion. The same indicators are used for subgroups, for example, economically disadvantaged, racial/ethnic groups, students with disabilities, and English language learners. Ratings are then populated into a decision matrix that is used to make decisions regarding needed support by rank-ordering schools. It is important to note that some performance criteria can immediately flag a school in need of support, an example being the graduation rate. Any high school whose graduation rate falls at or below 67% is identified as in need of comprehensive support and improvement.

ESSA requires states to establish and measure indicators for academic achievement, growth, graduation rate, progress in achieving English language proficiency (ELP), and school quality and student success. New Hampshire measures the achievement and ELP indicators for all schools. The additional indicators are growth and equity for elementary/middle schools, and graduation rate, and college and career readiness (CCR) for high schools. While the Inter-Lakes Middle High School includes grades 7 through 12, our data is separated into two separate schools for federal accountability.

***Resource: [The NHED, Bureau of Assessment and Accountability](#)***

The following page shows each of our schools' criteria ratings over a three-year history for each of the indicators used to determine school quality and student success.

# FEDERAL ACCOUNTABILITY INDICATORS: ELEMENTARY & MIDDLE SCHOOLS

**Academic Achievement**  
Student performance (Grades 3-8) on ELA & Math on the NH SAS or alternate assessments

**Growth**  
Measure of how students are improving annually in comparison to students with similar achievement histories

**English Language Proficiency (ELP)**  
English Learners' growth on the WIDA ACCESS 2.0 assessment

**Equity**  
Measure indicating how the lowest achieving students are improving

Level	Range	Level	Range	Level	Range	Level	Range
Level 1	0.0 - < 2.11	Level 1	1 - < 40.01	Level 1	0.0 - < 50	Level 1	0 - < 45
Level 2	2.11 - < 2.60	Level 2	40.01 - < 50.00	Level 2	50 - < 60	Level 2	45 - < 55
Level 3	2.60 - < 3.01	Level 3	50.00 - < 61.00	Level 3	60 - < 70	Level 3	55 - < 66
Level 4	3.01 - 4.00	Level 4	61.00 - 99.99	Level 4	70 - 99.99	Level 4	66 - 99.99

	2022	2023	2024
ILES	2.5	2.29	2.28
SCS	2.45	2.41	2.87
ILMS	2.09	2.41	2.55

	2022	2023	2024
ILES	43.97	48.65	46.05
SCS	44.58	54.20	52.92
ILMS	41.14	53.15	62.94

N/A DUE TO SAMPLE SIZE

	2022	2023	2024
ILES	49.00	51.68	48.86
SCS	42.46	49.98	56.13
ILMS	46.22	57.26	65.61

# FEDERAL ACCOUNTABILITY INDICATORS: HIGH SCHOOLS

**Academic Achievement**  
Student performance (Grade 11) on ELA & Math on the SAT or alternate assessments

**Graduation Rate**  
Mean of a school's 4- & 5-year Adjusted Cohort Graduation Rate (ACGR)

**English Language Proficiency (ELP)**  
English Learners' growth on the WIDA ACCESS 2.0 assessment

**College & Career Readiness (CCR)**  
Percentage of 12th graders meeting  $\geq$  two CCR requirements (i.e. AP courses, ACT scores, CTE programs)

Level	Range	Level	Range	Level	Range	Level	Range
Level 1	0.0 - < 2.11	Level 1	0 - < 70%	Level 1	0 - < 50	Level 1	0 - < 53%
Level 2	2.11 - < 2.60	Level 2	70% - < 90%	Level 2	50 - < 60	Level 2	53 - < 65%
Level 3	2.60 - < 3.01	Level 3	90% - < 94%	Level 3	60 - < 70	Level 3	65 - < 80%
Level 4	3.01 - 4.00	Level 4	$\geq$ 94%	Level 4	70 - 99.99	Level 4	$\geq$ 80%

2022	2023	2024
2.26	2.29	2.51

2022	2023	2024
86.45%	86.08%	88.74%





N/A DUE TO SAMPLE SIZE

2022	2023	2024
31%	65%	78%

# 2024 FEDERAL ACCOUNTABILITY STANDING





## FEDERAL ACCOUNTABILITY INDICATORS: ELEMENTARY & MIDDLE SCHOOLS



	 <b>Academic Achievement</b> Student performance (Grades 3-8) on ELA & Math on the NH SAS or alternate assessments	 <b>Growth</b> Measure of how students are improving annually in comparison to students with similar achievement histories	 <b>English Language Proficiency (ELP)</b> English Learners' growth on the WIDA ACCESS 2.0 assessment	 <b>Equity</b> Measure indicating how the lowest achieving students are improving	Overall Level
SCS	LEVEL 3	LEVEL 3	N/A DUE TO SAMPLE SIZE	LEVEL 3	GOOD STANDING
ILES	LEVEL 2	LEVEL 2	N/A DUE TO SAMPLE SIZE	LEVEL 2	GOOD STANDING
ILMS	LEVEL 2	LEVEL 4	N/A DUE TO SAMPLE SIZE	LEVEL 3	GOOD STANDING

## FEDERAL ACCOUNTABILITY INDICATORS: HIGH SCHOOLS



	 <b>Academic Achievement</b> Student performance (Grade 11) on ELA & Math on the SAT or alternate assessments	 <b>Graduation Rate</b> Mean of a school's 4- & 5-year Adjusted Cohort Graduation Rate (ACGR)	 <b>English Language Proficiency (ELP)</b> English Learners' growth on the WIDA ACCESS 2.0 assessment	 <b>College &amp; Career Readiness (CCR)</b> Percentage of 12th graders meeting ≥ two CCR requirements (i.e. AP courses, ACT scores, CTE programs)	Overall Level
ILHS	LEVEL 2	LEVEL 2	N/A DUE TO SAMPLE SIZE	LEVEL 3	GOOD STANDING

Within our federal accountability ratings, there are many bright spots, including:

- Academic proficiency has increased at Sandwich Central School, the Middle School, and the High School.
- Academic growth at the Middle School has significantly and consistently increased over the last three years.
- Equity ratings at Sandwich Central School and the Middle School have significantly and consistently increased over the last three years.
- The percentage of learners meeting two or more college and career readiness markers at the High School has significantly and consistently increased over the last three years.



# Definitions of Key Terminology

**DATA WALL:** The data wall is a grade-level, organized collection of each of our learner's historical assessment results from all required and recommended assessments that are administered. The wall is visually coded to reflect areas of celebration as well as of concern and is used to focus reflections and conversations with our educators. Our Reading Specialists manage our data walls in each of our schools.

**GROWTH TARGET:** The growth target is an individualized goal that is set for each learner based on their historical performance data. The target is a prediction of how much a learner will grow over a specified period of time. The prediction is based on the average performance of learners and considers the baseline score, grade level, and when in the academic year the two tests used to estimate growth are administered.

**LANGUAGE ESSENTIALS for TEACHERS of READING and SPELLING, LETRS:** LETRS training is comprehensive professional learning designed to provide early childhood and elementary educators with deep knowledge of literacy and language experts. Teachers learn the skills needed to master the foundational fundamentals of reading and writing instruction: phonological awareness, phonics, fluency, vocabulary, comprehension, and written language.

**MATH EMPOWERED:** Karolyn Wurster, Founder of Math Empowered, has applied the research of Dr. Peter Liljedahl's [Building Thinking Classrooms in Mathematics](#) in a wraparound professional development experience for educators organized across the state; this includes active instructional modeling, coaching, and feedback as well as resource development.

**NHED:** The **New Hampshire Education Department** oversees the state's public school system and is headquartered in Concord, NH. The NHED is led by the Commissioner of Education.

**NH Listens:** A community engagement initiative of the Carsey School of Public Policy at the University of New Hampshire. The district's Culture & Climate Committee made the recommendation to partner with NH Listens with the goal of building new and fostering stronger existing relationships.

**NH SAS:** The New Hampshire Statewide Assessment System refers to the general assessment of English Language Arts, Mathematics, and Science used across the state of New Hampshire. The NH SAS is developed by Cambium Assessment and has been the statewide assessment since 2016. This assessment is administered in grades 3-8 in English Language Arts and Mathematics as well as in grades 5, 8, and 11 in Science. The **Scholastic Aptitude Test**, or **SAT**, became the statewide assessment in 2016 and this is administered during grade 11 as an assessment of English Language Arts and Mathematics. The statewide assessment system includes alternative assessments which are used to measure the growth and proficiency of learners who receive specialized educational services. These assessments include the **World-class Instructional Design and Assessment, WIDA** to measure the language proficiency of our multilingual learners and the **Dynamic Learning Maps, DLM** which measures what our learners with the most significant cognitive disabilities know and can do in the areas of English Language Arts, Mathematics, and Science.

# Definitions of Key Terminology

**NH SAS MODULAR:** The New Hampshire Department of Education works to provide our educators with resources to help prepare our learners for the statewide assessment, such as scoring rubrics, standard blueprints, sample student work, and key vocabulary lists. The modular is a practice environment on the computer that mirrors the statewide assessment experience. These practice questions help our learners understand how to navigate the computer and all of the various tools available to support them, such as spellcheck, embedded calculator, and dictionary access. For our learners on a 504 or IEP, this is also a great way to practice any accommodations that are set up on the platform. Teachers receive the results of learner performance and can use that information to continue to drive instruction.

**NWEA:** The Northwest Evaluation Assessment is used as a local assessment tool that helps educators identify unique student learning needs, track skill mastery, and measure academic growth over time. The suite of assessments includes the **Measures of Academic Progress, MAP Growth**, and the MAP Reading Fluency assessments. These assessments are used in grades K through 9 in Reading and Mathematics as well as in grade 9 Science.

**RIT SCORE:** The **Rasch Unit** score is a measurement of a student's academic achievement and growth that is used in the NWEA MAP Growth test. It is an estimate of a learner's instructional level or the level at which they are likely to answer questions correctly 50% of the time.

**SMART GOAL:** The SMART Goal is a structure used by many organizations to help construct clear goals that are specific, measurable, and actionable. The acronym SMART provides guidance on the construct of the goal statement, identifying the 5 criteria:  
**Specific, Measurable, Achievable, Relevant, and Time-Bound.**

**SELF-REGULATED STRATEGY DEVELOPMENT for WRITING, SRSD:** The **Self-Regulated Strategy Development** is an approach geared to improve students' academic skills through a six-step process that teaches learners specific academic strategies and self-regulation skills. This process is designed to help students learn, use, and adopt the strategies used by skilled writers.