

HB 627-FN - AS INTRODUCED

2023 SESSION

23-0722

10/04

HOUSE BILL **627-FN**

AN ACT relative to local education improvement plans and disparities in education.

SPONSORS: Rep. A. Lekas, Hills. 38; Rep. Moffett, Merr. 4

COMMITTEE: Education

ANALYSIS

This bill revises the strategic responses of a school district in a local education improvement plan. The bill also requires the commissioner of education to establish statewide targets for addressing persistent disparities in achievement among students.

Explanation: Matter added to current law appears in ***bold italics***.
 Matter removed from current law appears ~~[in brackets and struckthrough]~~
 Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty Three

AN ACT relative to local education improvement plans and disparities in education.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 School Performance and Accountability; Local Education Improvement Plan; Strategic
2 Responses. RSA 193-H:4 is repealed and reenacted to read as follows:

3 193-H:4 Local Education Improvement Plan; Strategic Responses.

4 I. Each public school shall have until July 1, 2024 to take action to remedy identified
5 problems at the local level and improve education overall.

6 II. The superintendent of the district, with approval by the commissioner, shall create an
7 improvement plan for the school.

8 III. In creating the improvement plan, the superintendent shall base the plan on provisions
9 intended to maximize the rapid academic achievement of students at the school, and, to the extent
10 practicable, base the plan on student outcome data, including, but not limited to performance on
11 statewide assessment tests, graduation rates and attendance rates for different subgroups of
12 students, including students eligible for free and reduced price lunch, English language learners and
13 students receiving special education. In developing the plan the superintendent shall consider the
14 recommendations of the local stakeholder group. Local stakeholders may include students,
15 parents/guardians, teachers and administrators, the school board, and advisory boards.

16 IV. The superintendent shall also include in the creation of the improvement plan, after
17 considering the recommendations of the local stakeholder group, the following:

18 (a) Steps to address social service and health needs of students at the school and their
19 families, to help students arrive and remain at school ready to learn; provided, however, that this
20 may include mental health and substance abuse screening;

21 (b) Steps to improve or expand child welfare services and, as appropriate, law
22 enforcement services in the school community, in order to promote a safe and secure learning
23 environment;

24 (c) Steps to improve workforce development services provided to students and their
25 families at the school, to provide students and families with meaningful employment skills and
26 opportunities;

27 (d) Steps to address achievement gaps for English learners, special education students
28 and low-income students;

29 (e) Alternative English language learning programs for English learners; and

30 (f) A financial plan for the school, including any additional funds to be provided by the
31 district, state, federal government or other sources.

V. To assess the school across multiple measures of school performance and student success, the improvement plan shall include measurable annual goals including, but not limited to:

- (a) Student attendance, dismissal rates, and exclusion rates;
- (b) Student safety and discipline;
- (c) Student promotion, graduation, and dropout rates;
- (d) Student achievement on the statewide assessment test;
- (e) Progress in areas of academic under-performance;
- (f) Progress among subgroups of students, including students eligible for free and reduced price lunch, English language learners, and students receiving special education;
- (g) Reduction of achievement gaps among different groups of students;
- (h) Student acquisition and mastery of 21st century skills;
- (i) Development of college readiness, including at the elementary and middle school levels;
- (j) Parent and family engagement;
- (k) Building a culture of academic success among students;
- (l) Building a culture of student support and success among school faculty and staff; and
- (m) Developmentally appropriate child assessments.

2 New Section; School Performance and Accountability; Persistent Disparities. Amend RSA 193-H by inserting after section 5 the following new section:

193-H:6 Persistent Disparities.

I. The commissioner shall establish statewide targets for addressing persistent disparities in achievement among student subgroups in the aggregate and within subcategories, including, but not limited to, subject matter and relevant grade levels. The targets shall include annual benchmarks on the progress expected to be achieved in the aggregate and by subcategory.

II. Each district shall establish targets for addressing persistent disparities in achievement among student subgroups consistent with the targets established by the department. Each district shall develop an evidence-based 3-year plan to meet its targets. Each district's plan shall be developed by the superintendent in consultation with the school board and shall consider input and recommendations from parents and other relevant community stakeholders, including but not limited to, special education and English learner parent advisory councils, school improvement councils and educators in the school district.

III. The 3-year plan shall be submitted in a form and manner prescribed by the department and shall include, but not be limited to:

- (a) A description of how the approved district budget will be allocated among schools in the district to be used in support of the plan, including how other local, state, federal and grant-based funding sources will be used; provided, however, that the description shall include an

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1 explanation of the relationship between the allocation of the funds and the educational needs of
2 English learners, low-income students, and special needs students;

3 (b) A description of the evidence-based programs, supports and interventions that the
4 school district will implement to address persistent disparities in achievement among student
5 subgroups, including, but not limited to:

- 6 (1) Expanded learning time in the form of a longer school day or school year;
- 7 (2) Increased opportunity for common planning time for teachers;
- 8 (3) Social services to support students' social-emotional and physical health;
- 9 (4) Hiring school personnel that best support improved student performance;
- 10 (5) Increased or improved professional development;
- 11 (6) Purchase of curriculum materials and equipment that are aligned with the
12 statewide curriculum frameworks;
- 13 (7) Expanding early education and pre-kindergarten programming within the
14 district in consultation or in partnership with community-based organizations;
- 15 (8) Diversifying the educator and administrator workforce, including but not limited
16 to diversity of experience, background, and political point of view;
- 17 (9) Developing additional pathways to strengthen college and career readiness; and
- 18 (10) Any other program determined to be evidence-based by the commissioner;
19 provided, however, that if a district elects not to implement the evidence-based programs described
20 in subparagraphs (1)-(10), the district plan shall specify the reasons for electing not to implement
21 said programs including a description of why said programs would not effectively address persistent
22 disparities in achievement among student subgroups;

23 (c) Identification of outcome metrics to be used by the district to measure success in
24 addressing persistent disparities in achievement among student subgroups; provided, however, that
25 the department shall develop standard metrics that may be incorporated in district plans and may
26 include:

- 27 (1) Results from the statewide student assessment including student growth;
- 28 (2) Results from the English proficiency assessment administered to English
29 learners;
- 30 (3) Grade-level completion and attendance data;
- 31 (4) Participation in advanced coursework; and
- 32 (5) Other indicators of district and school climate, diversity and performance; and

33 (d) A description of how the district will effectuate and measure increased parent
34 engagement, including, but not limited to, specific plans targeted to parents of students eligible for
35 free and reduced price lunch, English language learners and students with disabilities.

36 IV. Each district shall submit its plan to the department every 3 years. Upon receipt of a
37 district plan, the commissioner shall review the plan to ensure that it sets forth clear and achievable

1 goals and measurable standards for student improvement that comply with the requirements of this
2 section; provided, however, that the district shall amend any plan deemed not to conform with the
3 requirements of this section. Following the submission of a 3-year plan, each district shall annually,
4 not later than April 1, submit to the department: (a) relevant data, pursuant to its plan, to assess
5 success in addressing persistent disparities in achievement among student subgroups; and (b)
6 amendments to the plan that reflect changes deemed necessary to improve district performance in
7 meeting plan goals. Each plan shall be made publicly available on both the submitting district's
8 website and the department's website.

9 V. Annually, not later than December 31, the commissioner shall submit a report to the
10 clerks of the house of representatives and the senate and the chairs of the house and senate
11 committees on education on the progress made in addressing persistent disparities in achievement
12 among student subgroups in the aggregate and within subcategories on a statewide basis; provided,
13 however, that district and school-level data shall be made available on the department's website
14 along with the report.

15 3 Effective Date. This act shall take effect July 1, 2023.

HB 627-FN- FISCAL NOTE
AS INTRODUCED

AN ACT relative to local education improvement plans and disparities in education.

FISCAL IMPACT:

The Office of Legislative Budget Assistant is unable to complete a fiscal note for this bill, as introduced, as it is awaiting information from the Department of Education. The Department was initially contacted on 12/22/22 for a fiscal note worksheet. When completed, the fiscal note will be forwarded to the Clerk's Office.

AGENCIES CONTACTED:

Department of Education