

STUDENT QUESTIONNAIRE DEMOGRAPHICS DLSC PHASE 2

2016

TOTAL NUMBER OF STUDENT QUESTIONNAIRES = 128

Target Populations	Frequency	Percent
Free/reduced lunch	57	45%
SPED	25	20%

Gender	Frequency	Percent
Male	69	54%
Female	58	46%

Race/Ethnicity	Frequency	Percent
Asian or Asian American	-	-
Black or African American	-	-
Hispanic or Latino/Latina	-	-
White or European American	108	85%
Two or more races	8	6%

What grade are you in?	Frequency	Percent
9th	43	34%
10th	40	31%
11th	27	21%
12th	18	14%

2017

TOTAL NUMBER OF STUDENT QUESTIONNAIRES = 114

Target Populations	Frequency	Percent
Free/reduced lunch	48	42%
SPED	21	18%

Gender	Frequency	Percent
Male	58	51%
Female	56	49%

Race/Ethnicity	Frequency	Percent
Asian or Asian American	-	-
Black or African American	-	-
Hispanic or Latino/Latina	-	-
White or European American	98	86%
Two or more races	8	7%

What grade are you in?	Frequency	Percent
9th	39	34%
10th	31	27%
11th	25	22%
12th	19	17%

2018

TOTAL NUMBER OF STUDENT QUESTIONNAIRES = 106

Target Populations	Frequency	Percent
Free/reduced lunch	35	33%
SPED	18	17%

Gender	Frequency	Percent
Male	57	54%
Female	49	46%

Race/Ethnicity	Frequency	Percent
Asian or Asian American	-	-
Black or African American	-	-
Hispanic or Latino/Latina	-	-
White or European American	85	80%
Two or more races	-	-

What grade are you in?	Frequency	Percent
9th	27	26%
10th	30	29%
11th	29	28%
12th	19	18%

TEACHER QUESTIONNAIRE DEMOGRAPHICS DLSC PHASE 2

2016

TOTAL NUMBER OF TEACHER QUESTIONNAIRES = 32

Subject Area	Frequency	Percent
Mathematics	-	-
ELA/English	-	-
Science	-	-

Grade Level(s)	Frequency	Percent
9th	19	59%
10th	15	47%
11th	13	51%
12th	14	44%

2017

TOTAL NUMBER OF TEACHER QUESTIONNAIRES = 22

Subject Area	Frequency	Percent
Mathematics	-	-
ELA/English	-	-
Science	-	-

Grade Level(s)	Frequency	Percent
9th	16	73%
10th	13	59%
11th	14	64%
12th	11	50%

2018

TOTAL NUMBER OF TEACHER QUESTIONNAIRES = 19

Subject Area	Frequency	Percent
Mathematics	-	-
ELA/English	-	-
Science	-	-

Grade Level(s)	Frequency	Percent
9th	11	58%
10th	12	63%
11th	10	53%
12th	9	47%

* Data suppressed to ensure confidentiality

DLSC Phase 2: College and Career Readiness Indicators

Deeper Learning

Mastery of Core Academic Content

PSAT: English Reading, Writing Mean on a scale of 200-800				PSAT: Math Mean on a scale of 200-800				SAT: Critical Reading Mean on a scale of 200-800				SAT: Writing Mean on a scale of 200-800				SAT: English Reading, Writing Mean on a scale of 200-800				SAT: Math Mean on a scale of 200-800				SAT: Reading, Grade 11 % proficient or above				SAT: Math, Grade 11 % proficient or above				
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2014-15	2015-16	2016-17	2017-18	Change	2014-15	2015-16	2016-17	2017-18	Change	2014-15	2015-16	2016-17	2017-18	Change	2014-15	2015-16	2016-17	2017-18	Change	2014-15	2015-16	2016-17	2017-18	Change
442	437	451	+14	444	451	461	+17	428	429	435	438	+9	392	408	417	425	+17	407	409	417	427	+18	50%	52%	52%	52%	0%	20%	20%	20%	20%	0%

Note: PSAT scores released in 2015-16. Scores from 2014-15 are omitted. Source: https://www.education.nh.gov/data/documents/2017_a_student_out_integrated_report.pdf

Learning How to Learn

Student Engagement SQ Composite Mean (Scale of 1-4 with 4 strongly agree)				Academic Tenacity SQ Composite Mean (Scale of 1-4 with 4 strongly agree)			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
2.74	2.79	2.46	-0.33	2.37	2.34	2.76	+0.42

Developing Academic Mindsets SQ Composite Mean (Scale of 1-4 with 4 strongly agree)				Teacher and Adult Support SQ Composite Mean (Scale of 1-4 with 4 strongly agree)			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
2.75	2.71	2.51	-0.24	2.70	2.79	2.76	-0.03

Developing Academic Mindsets SQ Composite Mean (Scale of 1-4 with 4 strongly agree)				Teacher and Adult Support SQ Composite Mean (Scale of 1-4 with 4 strongly agree)			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
2.75	2.71	2.51	-0.24	2.70	2.79	2.76	-0.03

Classroom Scaffolding SQ Composite Mean (Scale of 1-5 with 5 strongly agree)				Student Use of Technology to Personalize Learning SQ Composite Mean (Scale of 1-4 with 4 strongly agree)			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
3.25	3.18	3.32	+0.07	3.75	3.79	3.76	-0.03

Equitable Access to and Scaffolds to Succeed in High Level Learning Opportunities

Scaffolding and Support

Classroom Scaffolding SQ Composite Mean (Scale of 1-5 with 5 strongly agree)				Student Use of Technology to Personalize Learning SQ Composite Mean (Scale of 1-4 with 4 strongly agree)			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
3.25	3.18	3.32	+0.07	3.75	3.79	3.76	-0.03

Capacity for (evidence of) Anytime, Anywhere Learning				Student Use of Technology to Personalize Learning			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
55%	44%	42%	-2%	37%	39%	37%	-2%

Capacity for (evidence of) Anytime, Anywhere Learning				Student Use of Technology to Personalize Learning			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
55%	44%	42%	-2%	37%	39%	37%	-2%

Access to Success in High-Level Coursework				Student Attendance			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
50%	58%	31%	-27%	29%	30%	25%	-5%

Access to Success in High-Level Coursework				Student Attendance			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change
50%	58%	31%	-27%	29%	30%	25%	-5%

Post-Graduate Readiness and Success				College Enrollment and Persistence			
2015 Cohort	2017 Cohort	2018 Cohort	Change	2014 Cohort	2015 Cohort	2016 Cohort	Change
40%	30%	30%	0%	90%	92%	92%	2%

Post-Graduate Readiness and Success				College Enrollment and Persistence			
2015 Cohort	2017 Cohort	2018 Cohort	Change	2014 Cohort	2015 Cohort	2016 Cohort	Change
40%	30%	30%	0%	90%	92%	92%	2%

Post-Graduate Readiness and Success				College Enrollment and Persistence			
2015 Cohort	2017 Cohort	2018 Cohort	Change	2014 Cohort	2015 Cohort	2016 Cohort	Change
40%	30%	30%	0%	90%	92%	92%	2%

Post-Graduate Readiness and Success

College Enrollment and Persistence

% of students enrolled in college in the fall immediately after high school				% of students enrolled in college at any time during the first year following graduation				% of students enrolled in college at any time during the first two years after graduation				% of students who return for second year of college (data unavailable)			
2015 Cohort	2017 Cohort	2018 Cohort	Change	2014 Cohort	2015 Cohort	2016 Cohort	Change	2014 Cohort	2015 Cohort	2016 Cohort	Change	2014 Cohort	2015 Cohort	2016 Cohort	Change
40%	30%	30%	0%	90%	92%	92%	2%	90%	92%	92%	2%	90%	92%	92%	2%

Note: 2016 data unavailable. Source: District communication. Data was not reported by the state or available from data. Data suppressed to ensure confidentiality. Empty cells indicate unavailable data.

DLSC Phase 2: Systems Level Change Indicators - Teacher Data
Assessment

Range of Assessments and Use of Assessments

Full assessment responses and assessment rubrics are available from the DLSC website for assessing teacher performance.

Traditional systems use				Public institutions and competing entities				Classroom participation				Institutions or end users' courses				Extended (more than a week long) individual projects				Extended (more than a week long) collaborative projects				Daily homework and daily check-ins				Student writing projects, reports, etc.				Journals, lab books, or notebooks				Student presentation to the class				Student presentation at a public event or a panel of students, teachers, administrators or other community members			
2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change	2015-16	2016-17	2017-18	Change				
100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-	100%	100%	100%	-

Collaborative Culture

Professional Learning Infrastructure

Professional Learning Infrastructure
 DLSC Rubric Score
 Score: 3.00 (range of 1.0-5.0) (average)

2015-16	2016-17	2017-18	Change
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-

Shared Vision/Understanding and Coherent Practice

Shared Vision/Understanding and Coherent Practice
 DLSC Rubric Score
 Score: 3.00 (range of 1.0-5.0) (average)

2015-16	2016-17	2017-18	Change
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-

Personalization and Scaffolding

Reliance on Formative and Informal Assessment to Personalize Instruction and to Increase Student Learning

DLSC Rubric Score
 Score: 3.00 (range of 1.0-5.0) (average)

2015-16	2016-17	2017-18	Change
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-

Access to Rigorous Content

DLSC Rubric Score
 Score: 3.00 (range of 1.0-5.0) (average)

2015-16	2016-17	2017-18	Change
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-
3.00	3.00	3.00	-

DLSC Rubric Score
 Score: 3.00 (range of 1.0-5.0) (average)