

Parent and Community Brief: Every Student Succeeds Act (ESSA)

In September 2017 the New Hampshire Department of Education will submit the state’s Every Student Succeeds Act (ESSA) consolidated plan. This plan is a requirement of federal law, and represents some – but not all – of the work going on throughout New Hampshire in education. The plan was developed through a year-long collaboration with parents, educators, partners, and community leaders, and will enable the state to achieve its broader vision for equity, accountability and success for every student. This summary highlights stakeholder input that was used to inform the development of the state’s plan. This summary is not exhaustive, but provides a high level overview of some of the plan’s key elements.

What our students are learning

What we heard	What we’re doing
<ul style="list-style-type: none"> ▪ All students should be held to universally high expectations regardless of achievement level or disability. ▪ All students should be taught to be independent thinkers. ▪ Students should graduate equipped with work study practices such as creativity, leadership and self-discipline. ▪ Students need to learn <i>how</i> to think, not just <i>what</i> to think. ▪ All students need to be provided with opportunities to learn in ways that meet their needs, including extended learning opportunities. 	<ul style="list-style-type: none"> ▪ Teaching students to master and understand content, not just memorize facts. ▪ Ensuring all students reach their potential by offering extended and personalized learning opportunities and performance assessment components. ▪ Creating career pathways aligned to industry needs. ▪ Providing professional learning opportunities in competency development, performance-based tasks and Universal Design for Learning. ▪ Offering training to address cultural bias in our schools, curriculum and education system in general.



How we’ll know how they’re doing

What we heard	What we’re doing
<ul style="list-style-type: none"> ▪ Standardized test data alone is not a sufficient method to judge student achievement or school performance. ▪ Measure the degree to which schools offer collaborative projects that require students to demonstrate creativity, leadership and other 21st century skills. ▪ Students need to develop skills and knowledge that will enable them to succeed. 	<ul style="list-style-type: none"> ▪ Engaging educators in the development and design of a competency-based assessment system. ▪ Selecting universal tools to support social and emotional development. ▪ Improving the ability of all teachers to provide appropriate accommodations for English language learners and children with disabilities.





What we're going to do to improve

What we heard	What we're doing
<ul style="list-style-type: none"> Evaluate professional learning for impact and quality. Provide ways for families and youth in homeless situations to access all services and support available in school and in the community. Consider additional criteria to exit English language services outside of standardized test scores. Ensure that NH educators are prepared to assist their students in becoming fully engaged in the educational process. Develop an accountability system that will help parents and educators design an appropriate educational path for every student. 	<ul style="list-style-type: none"> Providing tools to evaluate professional learning and the plans that determine the needs of individual educators and schools. Bringing school, community agencies and homeless providers together to find ways for families and youth in homeless situations to access services. Updating state ESOL guidance around English learners. Increasing knowledge of Universal Design for Learning and tools and strategies for providing multiple means of representation, expression, and engagement. Building an accountability system designed to create a student-centered environment, and determine the best educational path for each student.



Supports for every student

What we heard	What we're doing
<ul style="list-style-type: none"> Educators should have the background and support to meet the needs of diverse learners. Families and students experiencing homelessness don't know what supports are available or how to access them. Consider English learners' and multilingual learners' starting points/characteristics when measuring their progress toward English language proficiency. Students are experiencing numerous challenges outside of the classroom that make it difficult for them to learn. 	<ul style="list-style-type: none"> Assisting schools as they develop professional development master plans and assessing the plans for coherence and rigor. Strengthening NH's approach to student academic achievement and overall wellness utilizing strategic, evidence based approaches at both the state and local level. Ensuring students in homeless situations get credit for course work successfully completed at a previous school or district and know how to access the supports and resources available to them. Increasing knowledge of student wellness and tools and strategies for mitigating risk factors and increasing protective factors.