

Public Guide to ESSA Accountability

(Every Student Succeeds Act)

The Purpose of ESSA

The ESSA is a federal US education law passed in December 2015 that governs the United States K-12 public education policy. The law replaced the *No Child Left Behind Act* and is a reauthorization of the *1965 Elementary and Secondary Education Act*. ESSA gives states more of a say in how schools evaluate school quality—beyond standardized assessment scores. ESSA requires states to pay special attention to achievement gaps and the performance of students in key groups:

- Economically Disadvantaged
- Racial/Ethnic
- Students with Disabilities
- English Learners

Under ESSA, states get to decide the education plans for their schools within a framework provided by the federal government.

New Hampshire's Consolidated State Plan can be found on our website;

www.education.nh.gov

New Hampshire's Consolidated State Plan

ESSA requires states to develop a Consolidated State Plan to address areas such as; accountability and improvement, educator support, and assistance to our most vulnerable youth. Since March 2016, the New Hampshire Department of Education (NH DOE) has been collaborating with stakeholders in an effort to write a state plan for ESSA that aligns with NH priorities for its schools and students.

On September 18, 2017, the New Hampshire Department of Education submitted a final ESSA Consolidated State Plan that was based on feedback from hundreds of citizens and educators from the Granite State over the course of a year and a half.

On January, 19, 2018, the NH DOE received approval for its plan from the U.S. Department of Education. The final plan along with the approval letter and press release can be found on our website:

<https://www.education.nh.gov/essa/index.htm>

To meet the minimum requirements of ESSA, the accountability system is required to identify:
 Comprehensive Support and Improvement Schools (CSI)
 Targeted Support and Improvement Schools (TSI)
 Additional Targeted Support Schools (ATS)

	Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
Designation	<ul style="list-style-type: none"> - Lowest performing 5% of Title 1 schools. Performance based on several indicators of student success - High schools with graduation rates at or below 67% - Additional Targeted Support Title I Schools not exiting that status within 4 years 	<ul style="list-style-type: none"> - Schools with a subgroup* in the bottom 5% of all schools for that subgroup (as measured with the same indicators used for CSI determination) - The subgroup must be in the bottom 5% two consecutive years 	<ul style="list-style-type: none"> - Schools with a subgroup* whose performance on all indicators were at or below the level of the CSI schools bottom 5% of Title I schools) - Schools that are designated as ATS for four years in a row will automatically move into Comprehensive Support and Improvement.
Frequency of Identification	<ul style="list-style-type: none"> - Identified every 3 years - First year of identification is Fall 2018 	<ul style="list-style-type: none"> - Identified annually to serve as an early warning - First year of identification is Fall 2019 	<ul style="list-style-type: none"> - Identified every 3 years - First year of identification is Fall 2018

*Subgroups include: Economically Disadvantaged, Racial/Ethnic, Students with Disabilities, and English Learners. Subgroup scores are calculated with 11 or more students in that subgroup that are enrolled in the school. Index scores are reported for subgroups as low as 11 students, depending on the index component.

What Happens Once a School is Identified for Support by the Accountability System?

While all schools will receive support, the type of support and resources available may differ depending on a school's designation category (CSI, TSI, or ATS). Depending upon the status, exit criteria have been defined so a school can demonstrate their improvement.

Comprehensive Support and Improvement (CSI)	Targeted Support and Improvement (TSI)	Additional Targeted Support (ATS)
<ul style="list-style-type: none"> - Schools have to demonstrate progress on any one of the indicators that caused the school to be identified in the first place – for two years - Additionally, the school must show improvement in achievement or growth - Demonstration of progress is examined annually and the NH DOE will provide ongoing technical assistance and reviews of resource allocations to support school improvement in each school 	<ul style="list-style-type: none"> - Schools will be required to work with their district leadership to establish an improvement plan that establishes strategies for improving performance of underperforming subgroups - These plans will be reviewed and approved by the LEA - NH DOE will support districts with identified schools in developing personalized learning approaches that focus on maximizing the learning of each student - The list of schools will be reset each year based upon the entry criteria described above 	<ul style="list-style-type: none"> - Schools have to demonstrate progress for two consecutive years on the performance of the subgroups that caused the school to be identified in the first place. - Demonstration of progress is examined annually