



How NEW HAMPSHIRE Is RESPONDING TO THE EVERY STUDENT SUCCEEDS ACT

History of ESEA

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- The Elementary and Secondary Education Act (ESEA) was signed into law in 1965 by President Johnson, who believed that "full educational opportunity" should be "our first national goal." From its inception, ESEA was a civil rights law.
- ESEA offered new grants to districts serving low-income students, federal grants for textbooks and library books, funding for special education centers, and scholarships for low-income college students. Additionally, the law provided federal grants to state educational agencies to improve the quality of elementary and secondary education.

No Child Left Behind

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- The ESEA was last reauthorized in 2002 as No Child Left Behind (NCLB).
- As of 2015, the law was 8 years overdue for reauthorization.
- This reauthorization put in place measures that exposed achievement gaps among traditionally underserved students and their peers and spurred an important national dialogue on education improvement.
- This focus on accountability has been critical in ensuring a quality education for all children, yet also revealed challenges in the effective implementation of this goal.

NCLB continued

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- Parents, educators, and elected officials across the country recognized that a strong, updated law was necessary to expand opportunity to all students; support schools, teachers, and principals; and to strengthen our education system and economy.

- In 2012, the U.S. Department of Education began granting flexibility (ESEA Flexibility Waivers) to states regarding specific requirements of NCLB in exchange for rigorous and comprehensive state- developed plans designed to close achievement gaps, increase equity, improve the quality of instruction, and increase outcomes for all students.

Every Student Succeeds Act (ESSA)

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The Every Student Succeeds Act (ESSA) became law (replacing NCLB) in December 2015, and creates stable federal policy that gives states and districts additional flexibility and encourages innovation, while at the same time holding us accountable for results. The new law:

- Advances equity by upholding critical protections for America's disadvantaged and high-need students.
- Ensures that vital information is provided to educators, families, students, and communities through annual statewide assessments that measure students' progress toward college- and career-ready standards.

ESSA continued

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- Helps to support and grow local innovations—including evidence-based and place-based interventions developed by local leaders and educators.

- Maintains an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time.

Academic Standards

- ESSA reinforces state authority (as opposed to federal authority) over standards, accountability, and other key education policies.
- It prohibits any U.S. Secretary of Education from requiring states to adopt specific standards, assessments, teacher evaluation methods, or other key policies.
- The law does require that state standards are aligned with college and career skills, but defers to states on how to define such alignment.

Assessments

- Each state is required to have implemented a set of high-quality student academic assessments in mathematics, English language arts/reading, and science.
- Assessment timelines from current law are maintained.
 - 3-8 and 11th grade for mathematics and English language arts/reading (once a year)
 - 4, 8 and 11th grade for science (once a year)
- Assessments may, at the state's discretion, measure individual student growth.

Accountability

- ❖ Each statewide system must “meaningfully differentiate” schools using:
 - Academic proficiency on state assessments
 - Graduation rates for high school
 - English Language Proficiency
 - Growth or another statewide academic indicator for K-8 schools
 - Not less than 1 other state-set indicator of school quality or student success
 - 95% assessment participation rate

School Improvement

- **Comprehensive Support and Improvement:**
 - Lowest-performing 5% of Title I schools on state accountability index;
 - High schools with <67% graduation rates; and
 - Schools with underperforming subgroups that do not improve after a state-determined number of years.
- **Targeted Support and Improvement:**
 - Schools with consistently underperforming subgroups (largest achievement gaps), as defined by the state.
- States and schools must use **evidence-based interventions**. Specific school improvement models from NCLB are no longer required.

Teacher and Leader Quality

- The Every Student Succeeds Act does not require specific educator evaluation measures or methods.
 - The law does allow, but does not require, states and school districts to use Title II funds to implement teacher evaluations
- The law reauthorizes the Teacher Incentive Fund, a competitive grant to support innovative educator evaluation systems.

Teacher and Leader Quality

- ESSA authorizes new allowable federal funding for states to develop and implement:
 - Teacher and School Leader Academies;
 - Activities to support principals (new 3% Title II set-aside);
 - Educator training on the use of technology and data privacy;
 - Reform of state certification, licensure and tenure systems;
 - Development and implementation of teacher evaluation and support systems; and
 - Other educator workforce priorities.

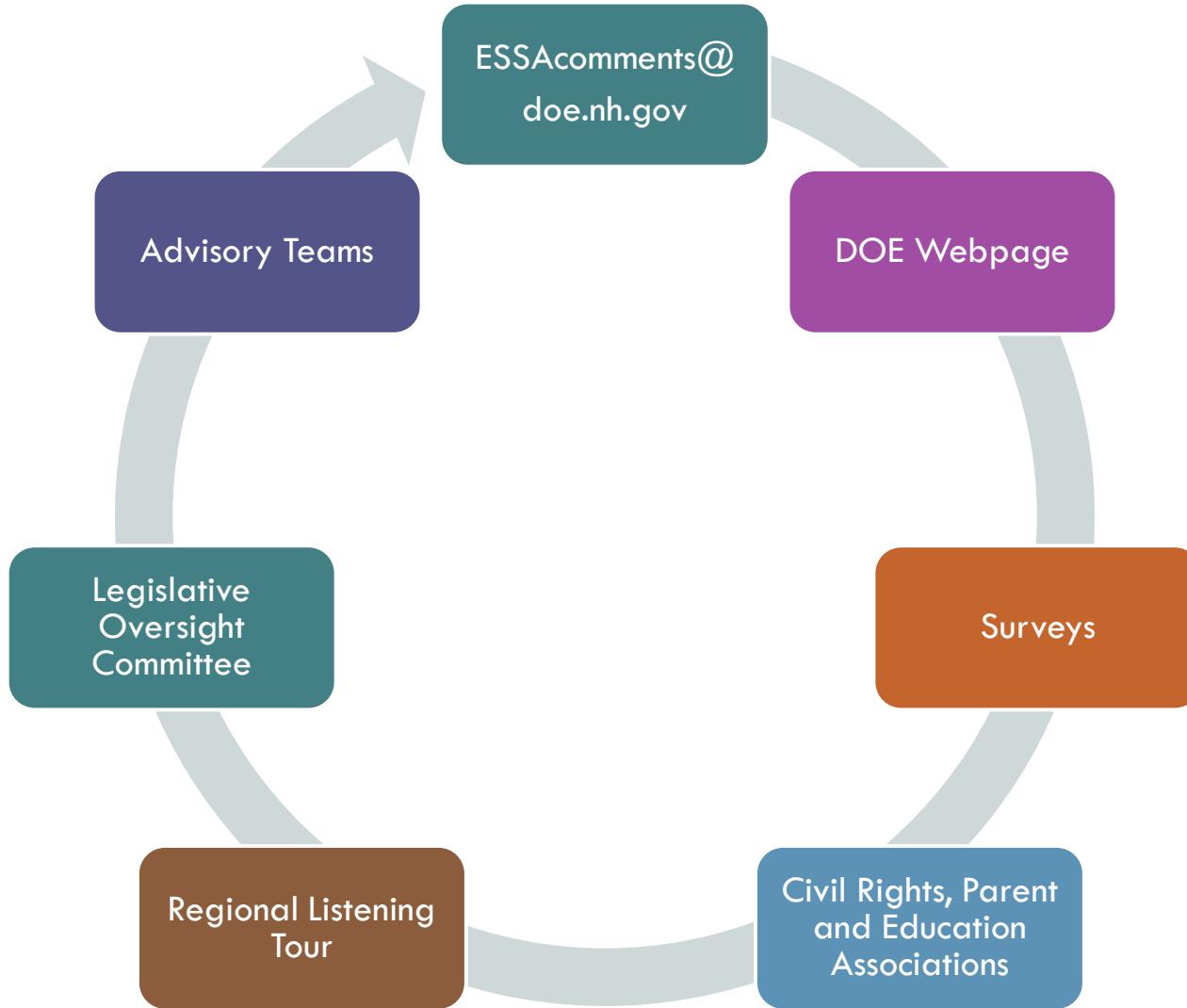
Student Support and Academic Enrichment State Grants (Title IV-A)

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- Activities to Support:
 - ▣ Well-rounded Educational Opportunities
 - ▣ Safe and Healthy Students
 - ▣ Effective use of Technology
- Currently not appropriated
- If funded, we may receive an estimated \$2,425,000 total for the state (then allocated to districts).

Consultation Structure

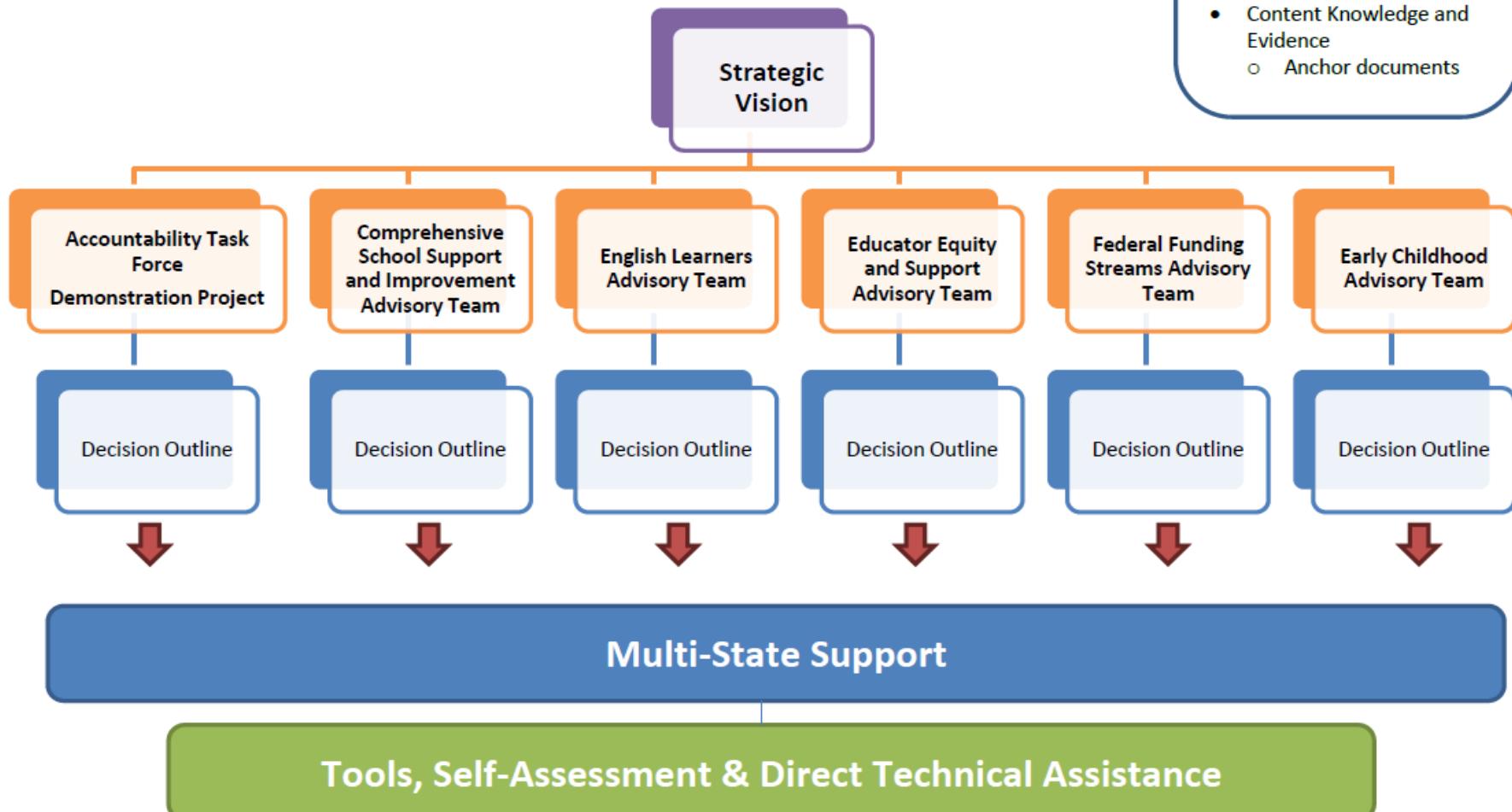
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New Hampshire's ESSA Implementation Framework

Cross-Cutting Actions (Decision Outline Includes)

- Equity
- Communication
- Data Use and Technology Supports
- Stakeholder Engagement
- Advocacy
- Continuous Improvement
- Content Knowledge and Evidence
 - Anchor documents



ESSA State Plan DRAFT* Timeline

* Subject to Change

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- The ESSA Consolidated Plan must be sent out for public comment for at least **30 days** before submission.
- The Governor has **30 days** to sign-off on the ESSA Consolidated Plan.
- The “FINAL” regulations provide two deadlines for the submission of initial consolidated State plans under the new Act:
 - April 3, 2017 and
 - **September 18, 2017.**
- The U.S. Department of Education has **120 days** (approx. 4 months) to approve the plan.

DRAFT Timeline Review

Subject to Change

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- *January, 2017 – New administration commences*
- January 31, 2017 – All Advisory Teams build consensus on their proposals and team leads ensure that all plan requirements have been address completely based on Regulations
- February 28, 2017 – All Advisory Team plans are due
- March 1-19, 2017 – State plan is put together in one document for first draft
- March 20, 2017 – Final State Plan draft is posted with survey for 30-day public comment requirement (possible 2nd listening tour)
- April 14, 2017 – Public comment session is completed and comments summarized
- May 12, 2017 – Draft of State Plan is sent to the Governor for 30-day review
- July 3, 2017 - Final State Plan is submitted