

# NEW HAMPSHIRE

## Report Card

### The Every Student Succeeds Act (ESSA)

gave all states an opportunity to be creative, ambitious and inclusive with their new education plans to best meet the needs of students with disabilities and close achievement gaps for all students. But did New Hampshire take full advantage of this opportunity?

#### NEW HAMPSHIRE'S RATINGS:

**Accountability Systems:** Does New Hampshire's accountability system under ESSA include students with disabilities?

**Support for School Improvement:** Will New Hampshire help struggling schools by providing supports that work for students with disabilities?

**Inclusive Planning:** Did New Hampshire align its ESSA plan with special education initiatives?

#### KEY:

- **Green** = Meaningful support
- **Yellow** = Partial support
- **Red** = Not supportive

#### HIGHLIGHTS OF NEW HAMPSHIRE'S PLAN:

- Includes clear descriptions of evidence-based interventions to support struggling schools.
- Includes a strong description of how the state will use a Multi-tiered System of Supports to addressing bullying issues.

#### HOW CAN NEW HAMPSHIRE IMPROVE IT'S ESSA PLAN?

- Work together across state programs to make sure special education and general education improvement plans are aligned.

#### LONG-TERM GOALS FOR NEW HAMPSHIRE

##### Graduation Rate Goals for 2022

**93.96%**  
ALL STUDENTS

**79.62%**  
STUDENTS WITH DISABILITIES

States set long-term goals for each group of students under ESSA. Setting ambitious goals for all students is essential to making sure all students can succeed.

In addition to setting lower graduation rate goals for students with disabilities New Hampshire also set lower achievement goals.

#### SCHOOL RATINGS

Under ESSA, most states do not include the performance of students with disabilities in their school performance ratings. This means a school could earn a high score, even if students with disabilities and other subgroups are doing very poorly.



New Hampshire does not include subgroup performance in its school rating system.



# New Hampshire Report Card

## WHAT CAN YOU DO TO MAKE SURE YOUR DISTRICT HAS AN EQUITABLE PLAN FOR STUDENTS WITH DISABILITIES UNDER ESSA?

### ADVOCATE FOR STRENGTHS-BASED IEPs

- A strengths-based IEP uses students' abilities to improve weaknesses.
- IEP goals are built around the students' skills.
- Helping students identify and leverage their strengths, interests and preferences can lead to more self-awareness and self-advocacy.

### ASK YOUR DISTRICT TO...

1. Use strengths-finders to identify abilities, interests and preferences
2. Prepare students to participate in IEP meetings and advocate for their needs
3. Start every IEP meeting with a discussion about strengths
4. Update IEP forms to include space to talk about strengths
5. Weave strengths into IEP goals as a way to set high expectations

Get started by visiting [u.org/schoolwide](http://u.org/schoolwide) and downloading our advocacy tools

**Strengths-Based IEPs: Fact Sheet**

**A strengths-based IEP is not...**

- A superficial look at strengths. Abilities are thoughtfully woven into IEP goals.
- An adults-only process. Students are encouraged to help identify strengths and actively participate in IEP meetings.
- Just about strengths and weaknesses. It also focuses on interests and preferences.

**How IEP teams talk about—and use—strengths**

For example, for students who struggle in math, what do they do well in that subject? Are they good at using a calculator? Do they prefer to work independently or in groups? Strengths-based IEPs aim to start with a strength for each of the skill sets described in the student's present level of performance.

**How IEP teams can help schools work on...**

- Helping weave strengths into IEP goals as a way to set high expectations
- Expanding IEP templates to focus on strengths, interests and preferences

**Parent Toolkit: How to Ask for Schoolwide Teacher Training to Help Kids With Learning & Attention Issues**

Easy-to-use resources to help you make the case for why your child's school needs more teacher training in four key areas—strengths-based IEPs, multi-tier system of supports, personalized learning and Universal Design for Learning—each of which can help kids with learning and attention issues thrive.

**Design for Learning (UDL): UDL is not...**

- A curriculum or technology platform.
- One method of teaching all students. A variety of methods are used to give all students an equal opportunity to succeed.
- An "us" vs. "them" resource. UDL benefits all kids, not just those who struggle.

**UDL helps optimize lesson plans for all learners**

Information in more than one format—like audio, video and hands-on access material in ways best suited to their learning strengths.

Offer flexibility in how kids interact with the material and show what posing to take a test, give an oral report or do a group project.

Different ways to motivate students and sustain their interest, like and giving them assignments that feel relevant to their lives.

**UDL helps schools work on...**

- Using technology and other tools that align UDL principles
- Making assessments accessible to all and providing timely interventions
- Maintaining high expectations for kids with IEPs and English language learners

**UDL**

Using new skills and collaborating. Here are some ways New Hampshire School started transitioning to UDL in 2009:

- Made time for teachers to work together to identify which skills they want to target
- Piloted different presentation formats and different options to demonstrate learning
- Enabled teachers to meet regularly to help evaluate and refine these approaches

**Understood** National Center for Learning Disabilities [u.org/schoolwide](http://u.org/schoolwide)

