



Every Student Succeeds Act (ESSA) in New Jersey



NJ Department of Education (NJDOE)

State Plan Overview



Presentation Contents and Purpose

New Jersey Framework: Introduction and Context

- Describes New Jersey's approach to improve school and district accountability in an effort to close the achievement gap and raise overall student performance throughout the state
- Explains how stakeholder feedback will be reflected in New Jersey's accountability system

PART 1: New Jersey's Proposed *ESSA* State Plan

- Provides an overview on the development of the State Plan, which is available from mid-February to mid-March for public comment
- Summarizes parts of the proposed State Plan in an easy-to-read format, specifically the description of the accountability and school improvement systems
- Elicits feedback on the proposed State Plan from stakeholders, inclusive of New Jersey parents, students, educators and community members, before the NJDOE submits the plan to the U.S. Department of Education by April 3, 2017

PART 2: New Jersey's Proposed *ESSA* State Plan

- Builds upon Part 1 to summarize remaining components of the State Plan, specifically a description of some of New Jersey's supports for all students, educators, schools, and districts



New Jersey Framework: Introduction and Context

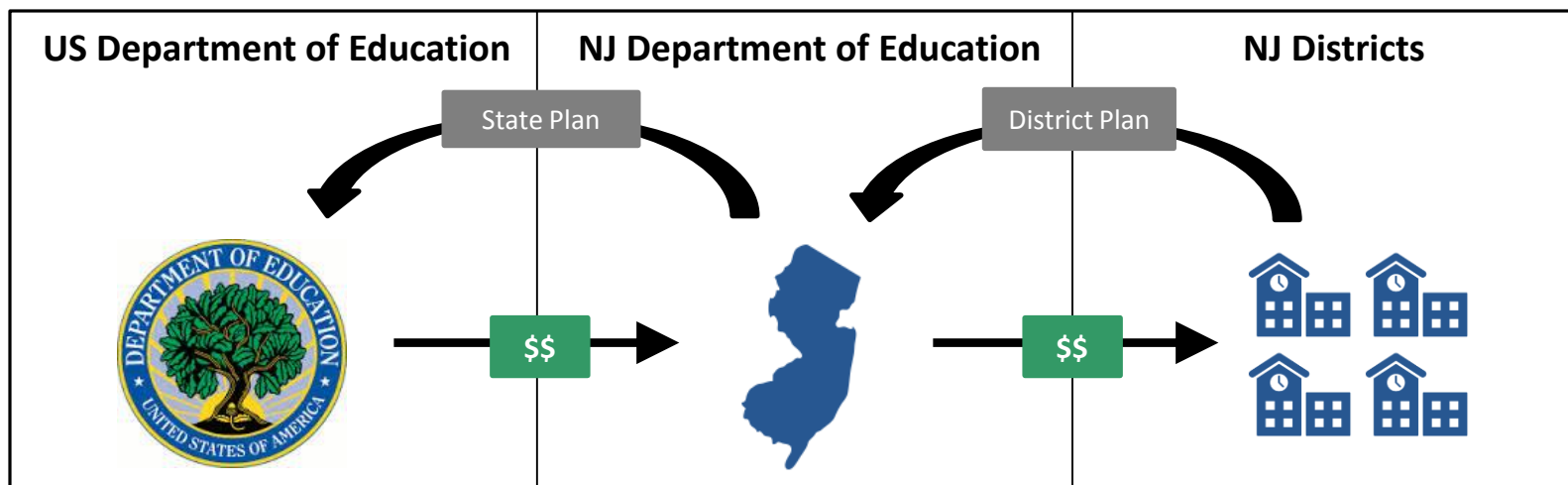


Introduction: The *Every Student Succeeds Act (ESSA)*

The *Every Student Succeeds Act (ESSA)* replaces *No Child Left Behind (NCLB)* and reauthorizes the *Elementary and Secondary Education Act (ESEA)* of 1965. ESSA is meant to ensure that all students have equitable access to high-quality educational resources and opportunities, as well as to close educational achievement gaps.

To Receive Funding:

- Each state must submit to the U.S. Department of Education every several years and each district then applies to the state every year.





New Jersey's Approach to *ESSA*

Although federal education law is just a portion of the federal, state, district, school and community policies that affect our students' educational experiences, the enactment of the *Every Student Succeeds Act (ESSA)* has spurred meaningful conversations with stakeholders throughout the state about how New Jersey can best do the following:

Unify around a collective vision that all children are provided the educational opportunity to reach their greatest potential

Improve existing systems of accountability and support to help schools close achievement gaps and raise overall student performance

Empower communities with better information so that they may determine and provide what is best for their students



A Unified Vision for What All Students Deserve

Conversations across the state reveal a common goal for each and every student to achieve his or her greatest potential through safe and healthy educational experiences that adequately challenge, support and prepare them for success beyond high school. To realize this collective vision, New Jersey must close its significant achievement gaps and ensure that all students are provided the opportunities they deserve.





New Jersey's Strong Educational Foundation

New Jersey is among the highest-ranking states in the nation academically. The following are elements of the strong educational foundation that will remain intact in New Jersey's ESSA State Plan:

Standards:

- New Jersey's rigorous academic standards, the New Jersey Student Learning Standards (NJSLS), that were recently refined by New Jersey educators to ensure that all students graduate from high school with the skills and knowledge to succeed in the 21st century

Assessments:

- The statewide PARCC assessments that provide parents, students, and educators with useful information to inform academic progress and improve classroom instruction
- Graduation requirements that more accurately reflect college and career readiness

Supports for Students and Educators:

- Educator preparation and evaluation policies that aim to improve training, support and development of our teachers and school leaders
- The New Jersey Tiered System of Supports that provides a framework for schools to meet the academic, behavioral, health, enrichment and social/emotional needs of all students



Opportunities to Build Upon that Foundation

With the end of *NCLB* and the development of the *ESSA* State Plan, New Jersey has an opportunity to engage in conversations with stakeholders and reflect on ways it can build upon the state's strong foundation by better integrating and aligning the existing accountability and support systems.

Accountability:

- Align incentives for students, educators, school boards and state policymakers across multiple accountability systems and academic requirements
- Streamline and simplify existing accountability systems and related improvement plans (school- and district-level) that are at times duplicative and/or overly time intensive
- Develop common definitions and expectations for indicators across our various accountability systems
- Capture a broader picture of schools for federal accountability measures that go beyond just proficiency and graduation rates

Supports for Districts and Schools:

- Create state-level support for schools and districts that feature more targeted efforts around remediation and collaboration – not a one-size-fits-all intervention
- Engage schools and districts in a cohesive manner that aligns the efforts of NJDOE program offices, county offices and regional achievement centers



Opportunities to Build Upon that Foundation (Cont'd)

As the NJDOE focuses on improving accountability and support, the needs of New Jersey's historically disadvantaged students and the diverse voices of its stakeholders will continue to be paramount.

Equity:

- Ensure New Jersey's accountability systems prioritize efforts to identify and address academic gaps among different subgroups
- Ensure state efforts aim to ensure equitable distributions of resources, effective instructors, and educational supports to New Jersey's most struggling schools and districts

Engagement:

- Continue to provide opportunities to hear from parents, students, educators and community members in order to continuously enhance state policies around standards, assessment and accountability
- Utilize statewide feedback to provide communities with a more comprehensive overview of their schools' and districts' attributes
- Provide parents and students with opportunities to take advantage of flexible course offerings and school choice



Defining New Jersey's Accountability Systems

Accountability for education in New Jersey is defined through three primary accountability systems, each with a unique set of indicators and/or requirements.

School and District Reporting

Currently provides a broad picture of schools, not districts. Meets minimum federal reporting requirements. New Jersey has a great deal of discretion in what additional information can be reported.

Includes (but not limited to):

- Academic achievement and progress to college and career readiness;
- Graduation and post-secondary enrollment data;
- Some course participation; and
- Rates of chronic absenteeism.

District Accountability (QSAC)

State-mandated system to identify and intervene in low-performing districts. If a district does not satisfy at least 80% of the weighted quality performance indicators in one or more of the five key components, the district must develop a QSAC district improvement plan.

Includes quality performance indicators in the five key components of:

- Instruction and programs;
- Personnel;
- Operations management;
- Governance; and
- Fiscal management.

School Accountability (NCLB)

Federally required system designed to identify the lowest performing schools for intervention. Requirements are strictly dictated by federal government through NCLB (and subsequently modified by New Jersey's ESEA Waiver in 2015).

Includes required indicators under *NCLB* and New Jersey's *ESEA Waiver*:

- Academic proficiency;
- Graduation rate for High Schools; and
- One other indicator chosen by states for Elementary/Middle Schools - New Jersey chose attendance.



New Jersey's Current Accountability Systems

Accountability in New Jersey operates as three distinct systems, each with its own set of indicators that attempt to focus the efforts of schools and districts.

- Only school-level reports have been produced by NJDOE; no uniform district-level reports exist
- Complex and difficult to read
- Underutilized tool by parents, students and educators
- No ability for deeper comparative analysis

School and District Reporting

- Misalignment with some federal accountability indicators makes it challenging for districts to prioritize specific areas of need for their students
- Requires district improvement plans (DIPs) that are not aligned to federally required school improvement plans (SIPs)

School Accountability (NCLB)

- Required states to use a narrow set of data points to identify struggling schools; for example, required states to use proficiency data but prohibited progress or growth data. Without growth included, system could identify some schools with low proficiency as “in need of improvement” – even if they were making outstanding progress with their students.

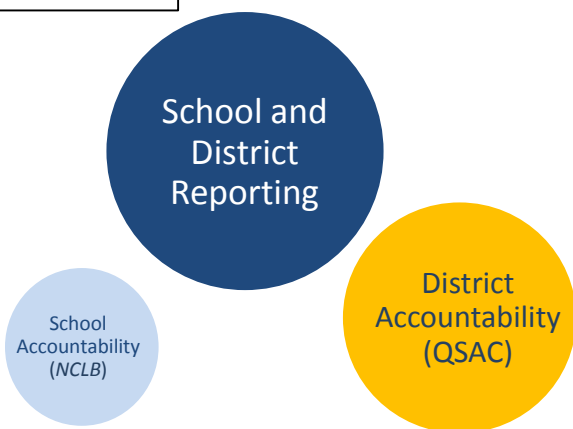
District Accountability (QSAC)



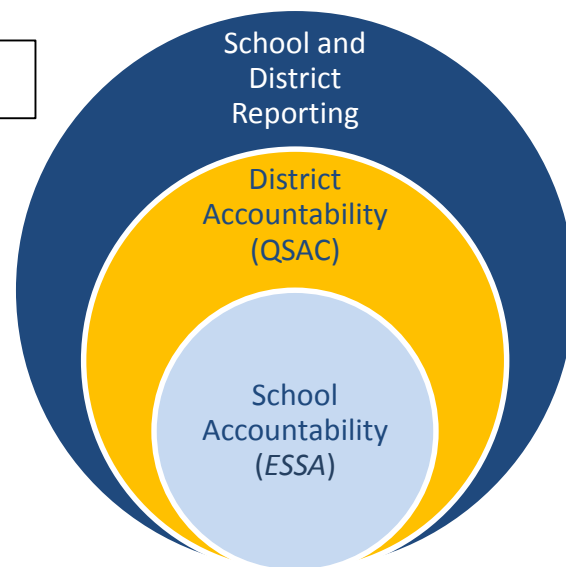
Aligning New Jersey's Accountability and Support Systems

New Jersey will use the shift from *NCLB* to *ESSA* as an opportunity to align its accountability and support systems to more accurately and fairly measure student, school and district performance.

Current:



Path forward:



Through this realignment and redesign, New Jersey will:

- Ensure that accountability supports and systems are aligned but not duplicated
- Remove overly burdensome practices that do not directly support student success
- Provide communities with a more comprehensive overview of their district's and school's attributes

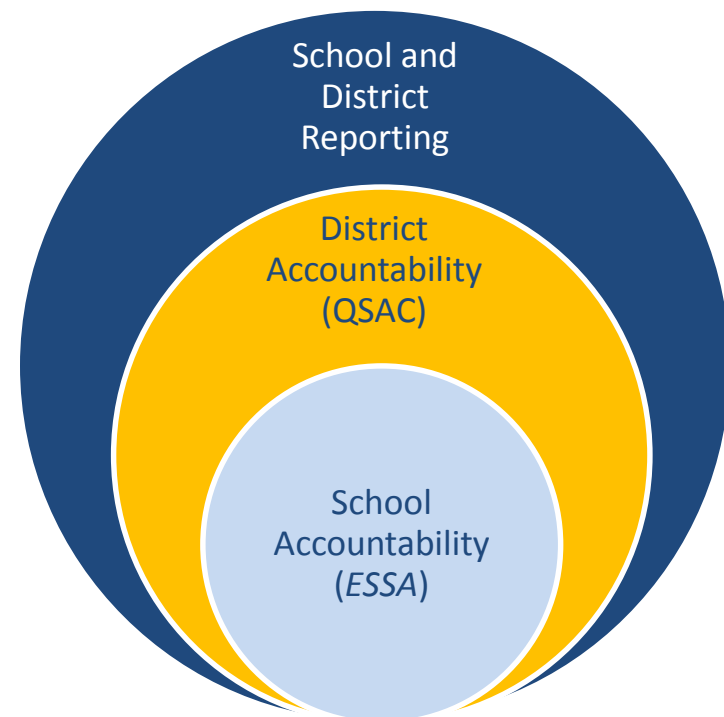


Using Different Indicators Appropriately

Across each of these three accountability systems, indicators should be used appropriately to evaluate how schools and districts are providing New Jersey students with the educational opportunities they deserve.

Aligning these accountability systems requires an understanding of what each system is intended for, and then identify appropriate indicators for each particular system:

- School accountability in *ESSA* is just one piece of New Jersey's school and district accountability and, specifically, its role is to identify schools in need of support and improvement.
- Indicators that are more within the control of a district should be considered for QSAC rather than *ESSA*.
- School and district reporting may be a more logical fit for indicators that are important for the public to know about, but should not lead directly to state action.





Stakeholder Feedback on the “Additional Indicator of School Quality or Student Success”

In conversations about *ESSA*, stakeholders provided the most input on the “additional indicator of school quality or student success,” which the state must choose in addition to other required indicators. In addition to thinking about local school priorities, stakeholders have been asked to keep in mind the best use for each indicator.

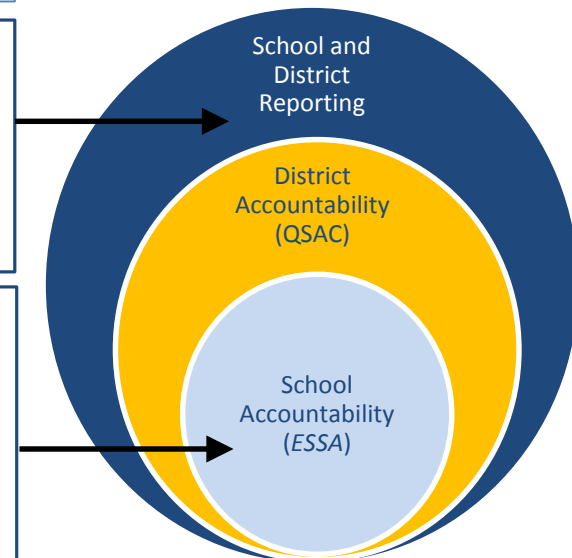
Examples of indicators related to the area of school climate:

Student
access to full-
time health
professionals

Community members have said they want this information to make informed decisions about their schools, but do not want a “low score” in this area to lead to state sanctions

Chronic
Absenteeism

Community members have stressed the importance of student attendance as an essential factor for student success; this can be measured at the school level and disaggregated by subgroups





Continuing the Conversation

Conversations with students, parents, educators and community members have provided essential insight on what New Jersey communities care most about, as well as valuable, concrete suggestions on how to improve New Jersey's current accountability systems.

The NJDOE is grateful for the thoughtful dialogue over the past six months and, as we develop and eventually implement the *ESSA* State Plan, these conversations will continue through:

- *ESSA* Stakeholder Focus Group (convening through March 2017)
- New Jersey Accountability Committee (volunteers from *ESSA* Stakeholder Focus Group)
- Title I Committee of Practitioners
- Bilingual Advisory Committee
- Written input on the proposed State Plan
- Performance Report focus groups
- Various roundtable conversations throughout the state

Email essa@doe.state.nj.us for more information about any of the above opportunities.



PART 1:

New Jersey's *ESSA* State Plan Overview



ESSA State Plan Requirements

The purpose of *ESEA*, as reauthorized by *ESSA*, is to provide all students the opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. By answering a series of questions posed by the U.S. Department of Education, the NJDOE will lay out publicly how New Jersey will meet or already is meeting the following *ESSA* requirements:



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



Support all students, educators, schools and districts



Changes from *NCLB* to *ESSA*

	<i>NCLB</i> Requirements	<i>ESSA</i> Requirements
Student Standards	Required state to set rigorous standards for all students aligned with college and career skills.	No significant change
Assessments	ELA/Math: <ul style="list-style-type: none">• In each of grades 3-8; and• Once in grades 10-12 Science: <ul style="list-style-type: none">• Once in elementary; once in middle; and once in high school	No significant change
Long-Term Goals	Federal government set universal long-term academic proficiency goals; states set graduation rate goals.	States must set long-term academic proficiency, graduation rate, and English language proficiency goals.
Accountability	Focused primarily on academic proficiency rates. Secondary indicators included graduation rates for high schools and attendance for elementary/middle schools; indicators were established by federal government.	Adds some discretion for states to develop their own school accountability systems. States are required to incorporate all of the following indicators: academic proficiency; graduation rates for high school; academic growth on statewide tests or another statewide indicator of academic progress for K-8; progress toward English language proficiency; and at least one other state-determined indicator of school quality or student success.



Changes from *NCLB* to *ESSA* (continued)

NCLB Requirements

ESSA Requirements

Identification of Low-Performing Schools

States were required annually to identify schools in need of improvement. A school was designated as such if it failed to make its annual yearly progress (AYP) for two consecutive years.

Changes to the identification criteria, timeline, and associated labels. States must now identify schools in need of “comprehensive support and improvement” (overall low performance) and “targeted support and improvement” (low subgroup performance).

Support for Low- Performing Schools

There were federally established consequences each year that a school remained “in need of improvement” and interventions were very school-centered.

States must establish a system of support for schools identified in need of comprehensive or targeted support and improvement; districts play a more significant role in the process.

School District Plans (Annual application for funds)

School districts applied annually to the state for funding.

No major changes made to this procedure or timeline for submission; minor changes to stakeholder engagement requirements



ESSA Engagement to Date

To create the New Jersey ESSA State Plan, the NJDOE's first step was to engage in as many conversations as possible with representatives from different communities that have diverse perspectives.

Key Engagement Activities to Date



- Received over **5,000** survey responses



- Formed the *ESSA* Stakeholder Focus Group with **over 80 invited education and community organizations**
- Attended or hosted **more than 50 meetings**
- **Over 400 districts represented** at in-person ESSA technical assistance sessions



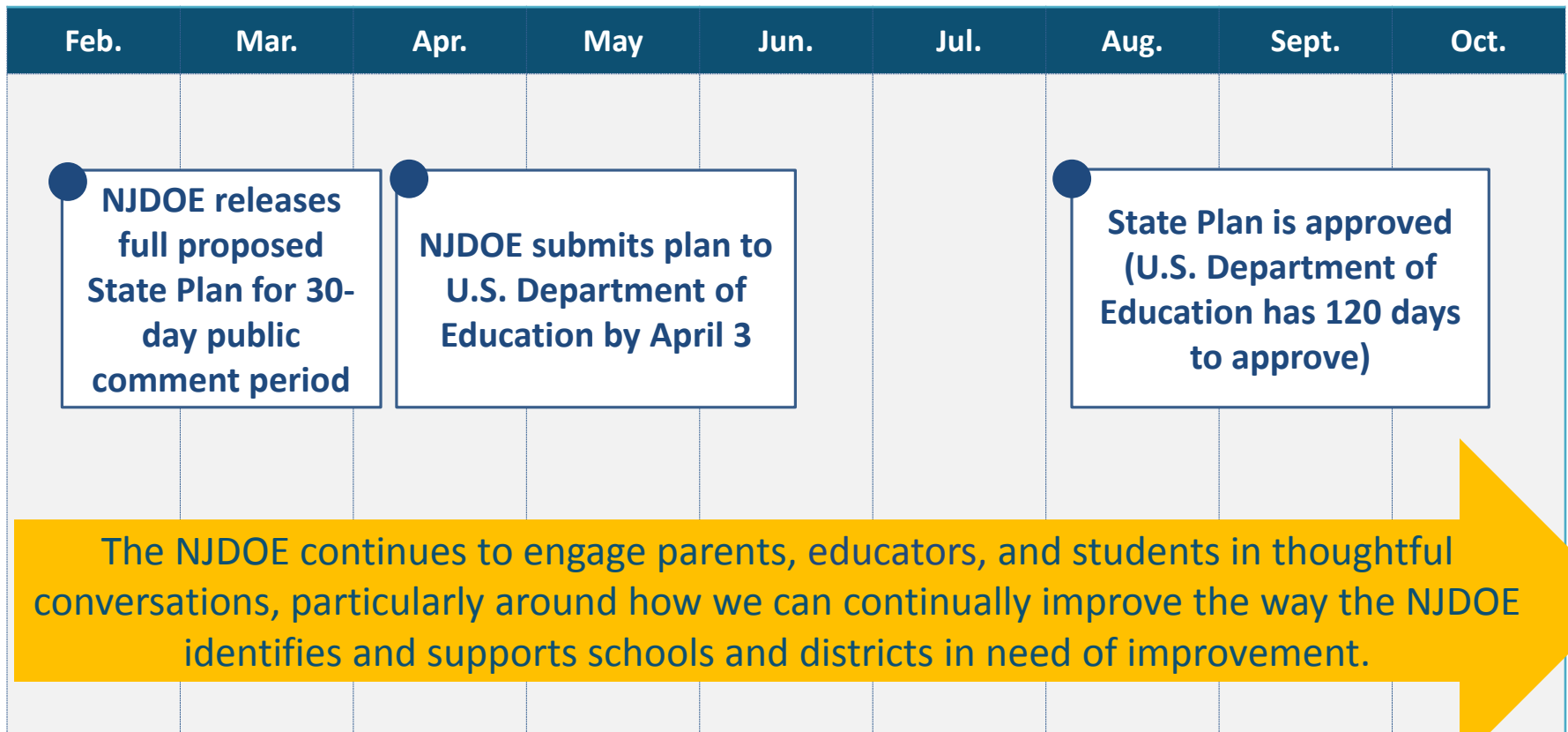
- Heard from individuals representing more than **160 communities**
- Hosted **four listening and learning sessions** across the state, during which NJDOE met with more than **140 attendees**





New Jersey's *ESSA* State Plan Timeline

Stakeholder feedback will continue to be essential as the NJDOE prepares to submit the New Jersey *ESSA* State Plan by April 3, 2017, and refine the state's policies over time.





How to Read the Following Slides

The NJDOE has created the following slides to provide the public with an easy-to-read document that captures the key policy decisions found throughout the accountability and support sections of the proposed *ESSA* State Plan. The full proposed *ESSA* State Plan is expected to be released in mid-February and can be amended before the NJDOE submits it to the U.S. Department of Education by April 3. Stakeholders are encouraged to provide feedback on the information in the following slides, as well as the forthcoming information expected to be released in mid-February.

KEY



Requirement under *ESSA*



New Jersey's proposal to meet requirements



Question presented by the NJDOE for providing public comment.

(See corresponding link at www.state.nj.us/education/ESSA/. It is recommend that the entire document be reviewed before giving feedback on each individual section.)



ESSA State Plan Requirements

The blue shading indicates the topics that will be covered in the next slides.



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



Support all students, educators, schools and districts



Maintain High Standards for Students



States must establish challenging state standards for what all students must achieve each year in school including English language proficiency for English Learners (EL).

- In May 2016, the New Jersey State Board adopted the New Jersey Student Learning Standards, based on the recommendations of committees of educators who spent months reviewing and analyzing the state's prior standards.
- Since 2005, New Jersey has utilize and will continue to use the World-class Instructional Design and Assessment standards (WIDA) for English language development, which are widely recognized by stakeholders as most effective.
- Students with disabilities have been educated using the New Jersey Student Learning Standards with appropriate modifications based on student needs.



New Jersey's Student Learning Standards and WIDA standards meet the *ESSA* requirements.



Assess Students' Progress Toward Meeting Standards



Under *ESSA*, States must annually assess students' progress toward achieving the states' challenging statewide standards.

	<i>NCLB</i> 1111(b)(3)	<i>ESSA</i> 1111(b)(2)
Who must take statewide assessments?	<ul style="list-style-type: none">• All students in required grades• State must ensure at least 95% of all students and each subgroup in each school take the assessment	<ul style="list-style-type: none">• All students in required grades• State must ensure at least 95% of all students and each subgroup in each school take the assessment
In which grades must students take statewide assessments?	Math and English Language Arts (ELA): <ul style="list-style-type: none">• In each of grades 3-8; and• Once in grades 10-12	Math and English Language Arts (ELA): <ul style="list-style-type: none">• In each of grades 3-8; and• Once in grades 9-12 (only change)
	Science: <ul style="list-style-type: none">• Once in grades 3-5;• Once in grades 6-9; and• Once in grades 10-12	Science: <ul style="list-style-type: none">• Once in grades 3-5;• Once in grades 6-9; and• Once in grades 10-12



New Jersey's current assessments program meets *ESSA* requirements.



Setting Long-Term Goals and Interim Targets



ESSA requires states to set a long-term goal for academic achievement, graduation rate, and progress toward English language proficiency that is the **same for all schools**. ESSA also requires states to set interim targets to ensure that all students and subgroups of students, where applicable, are making progress toward attaining these long-term goals.

To fulfill the ESSA requirement, New Jersey aimed to create long-term goals that are both ambitious and achievable. Each proposed long-term goal will have annual interim targets to provide guideposts to schools and districts to determine if adequate progress is being made.

The long-term goal and interim targets will factor into the accountability system in two ways:

- 1) Displayed on school and district performance reports
- 2) Factored into New Jersey's definition of "consistently underperforming" schools (defined later in this document)



Proposed Long Term Goals

In developing a proposal for long-term goals, the NJDOE:

- Reviewed current statewide performance data;
- Selected a timeline to reflect the progress of our incoming kindergarteners (class of 2030); and
- Identified long-term goals that were both ambitious and achievable for our students.

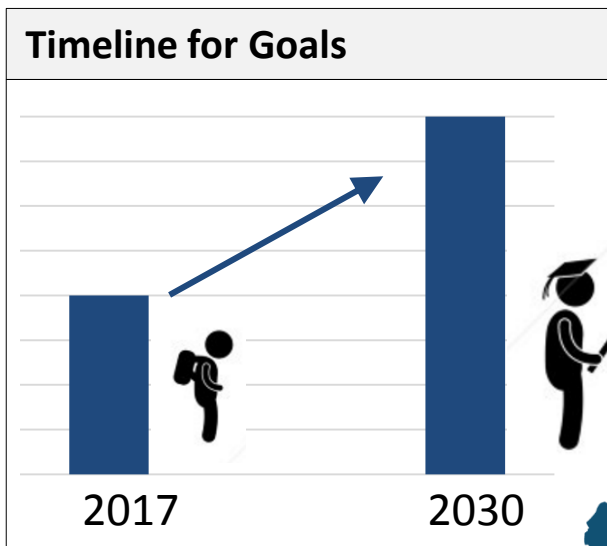
New Jersey proposes that by 2030, for all students and all subgroups:

- The percentage of students meeting or exceeding all grade-level expectations on statewide assessments in ELA and math will increase to 80%.
- 95% of students will graduate from high school in four years, and 96% will graduate in five years.
- 85% of English Learners will make expected progress towards English language proficiency.

Type of Long-Term Goal	2016 NJ Average
English Language Arts Proficiency ¹	51.5%
Mathematics Proficiency ¹	41.9%
Graduation Rate (4-year, 5-year)	90.1%, 91.3%
English Language Proficiency ²	N/A

¹ Percent of students meeting/exceeding grade level expectations on PARCC and DLM.

² 2016-17 is the first time all English Learners are required to take ACCESS for ELLs – 85% is a preliminary goal estimate





Proposed Interim Targets

Schools' progress toward long-term goals will be tracked annually for the whole school and for each subgroup within the school. As illustrated below, all schools and subgroups have the same long-term goal to achieve 80% proficiency. However, for mathematics and for English Language Arts proficiency, each subgroup and school will have a different baseline.

Interim targets for academic achievement will be determined as follows:

- By 2021, 25% of the deficit between the baseline and the long-term goal will be closed
- By 2026, 60% of the deficit will be closed
- By 2030, the deficit will be closed

Schools with subgroups that consistently underperform on all indicators in the accountability system will be identified for targeted support and improvement.

Example School: Mathematics Proficiency

	Baseline (2015-16)	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
All students	50%	51.5%	53%	54.5%	56%	57.5%	59.6%	61.7%	63.8%	65.9%	68%	71%	74%	77%	80%
White	60%	61%	62%	63%	64%	65%	66.4%	67.8%	69.2%	70.6%	72%	74%	76%	78%	80%
Black or African American	40%	42%	44%	46%	48%	50%	52.8%	55.6%	58.4%	61.2%	64%	68%	72%	76%	80%
Economically Disadvantaged	20%	23%	26%	29%	32%	35%	39.2%	43.4%	47.6%	51.8%	56%	62%	68%	74%	80%

Do the proposed long-term goals and interim targets reflect New Jersey's objective of setting high expectations over a reasonable amount of time?



ESSA State Plan Requirements

The blue shading indicates the topics that will be covered in the next slides.



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement

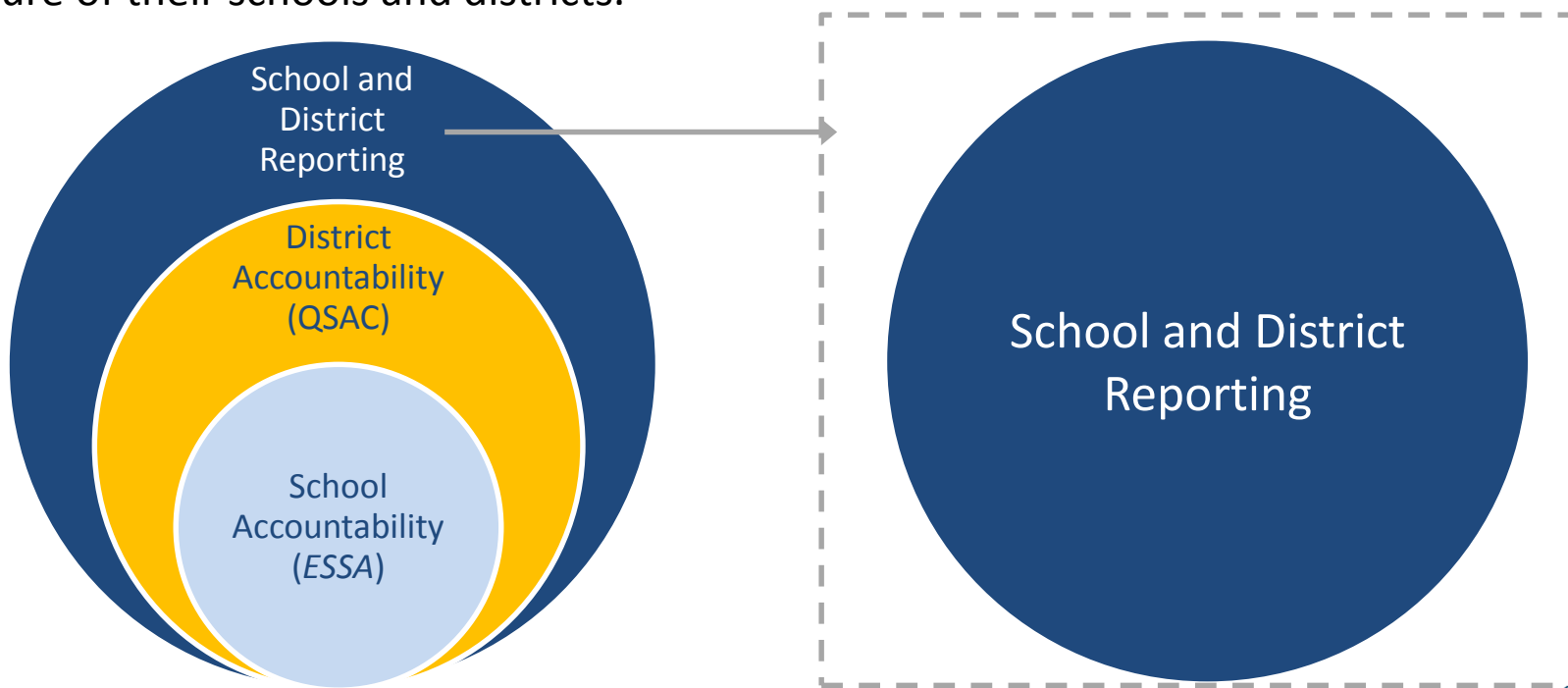


Support all students, educators, schools and districts



School and District Reporting: Overview

The NJDOE believes that the most extensive form of accountability is driven by communities. School and district reports provide information that stakeholders – students, parents, and community members – can use to identify the needs of students and schools. *ESSA* requires many new pieces of data to be collected and publicly reported, but New Jersey is committed to developing reports that provide stakeholders with a broader picture of their schools and districts.





School and District Reporting: Enhancements



In ESSA, states must produce yearly report cards that explain the state accountability system and report on many new data elements.



In response to stakeholder feedback, as well as changes to reporting requirements in ESSA, the NJDOE will make significant enhancements to performance reports beginning this year in order to provide user-friendly yet robust information to empower communities. These enhancements include:

- Improved visuals and usability
- Translation of reports into languages other than English
- New district-level reports provided by the state
- District accountability (QSAC) and student accountability (ESSA) integration in reports
- Functionality to easily compare schools and districts
- Better guidance on how to effectively use the reports
- Broader set of indicators to inform and empower students, parents, and communities based on stakeholder feedback (*see next slide for details*)



School and District Reporting: Enhancements (continued)

The NJDOE will work to provide communities across the state with a broader set of indicators to inform and empower students, parents, and communities

2015-2016 School Year (Released Spring 2017)

- Demographics
- Academic Performance
- Graduation Rate
- Chronic absenteeism
- Suspensions and expulsions
- Dropout rate
- Visual and performing arts
- CTE concentrators
- Dual enrollment
- AP/IB participation
- Faculty attendance
- Student/Teacher ratio
- Post-secondary enrollment

Additions for 2016-2017 and 2017-2018

- Full-day Pre-K and K access
- Preschool enrollment
- In-school vs. out-of-school suspensions
- Post-secondary outcomes
- Per-pupil expenditures
- Teacher experience
- Teacher credentials
- Incidences of violence, school-related arrests, referrals to law enforcement
- Additional subgroups: homeless, military-connected, and foster care students
- Performance on ACCESS for ELLs 2.0

2018-19 and Beyond

★ What else should NJDOE report on?

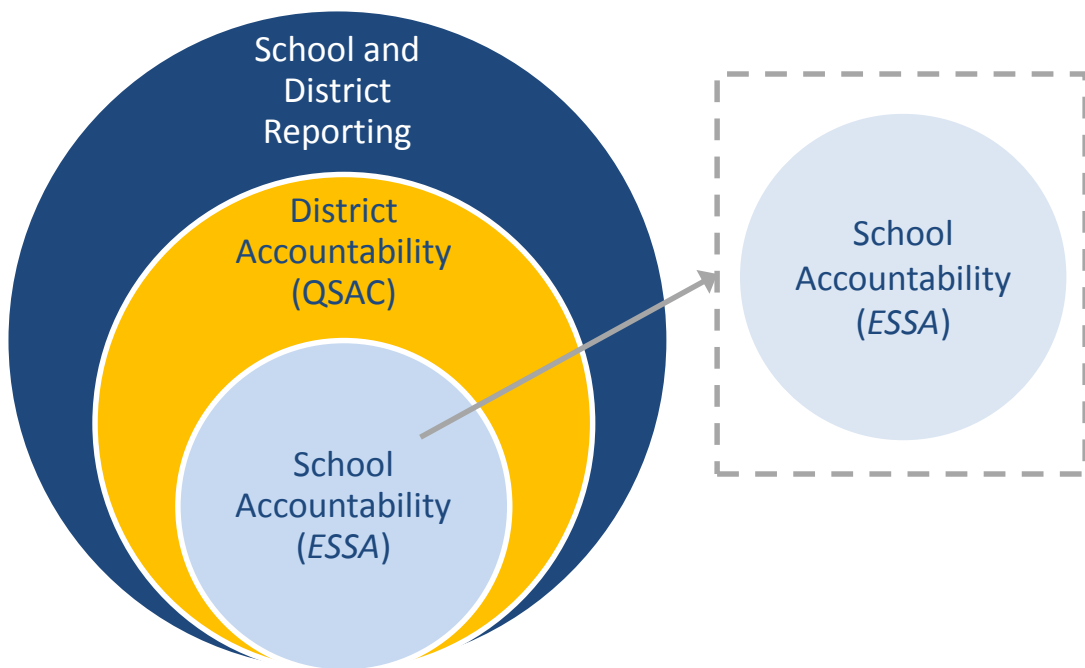


ESSA School Accountability: Overview

As discussed in Part 1, School Accountability in *ESSA* is just one of the New Jersey accountability systems, and, in particular, its role is to identify our schools in need of support and improvement.

The following pages will outline New Jersey's *ESSA* school accountability proposals in the areas below:

- Additional measure of school quality and student success
- Weights of each indicator
- Incorporating subgroups into each indicator
- Minimum n-size
- Participation rate
- Graduation rate
- English Learners





ESSA School Accountability: Required Indicators

ESSA requires states to use a set of indicators to measure the performance of all schools. The indicators for academic progress, progress towards English language proficiency, and school quality or student success are all new under ESSA.

REQUIRED FOR ACCOUNTABILITY

Elementary & Middle School

- **Academic Achievement**
(PARCC/DLM Proficiency)

High School

- **Academic Achievement**
(PARCC/DLM Proficiency)
- **Graduation Rate**

NEW ESSA Indicators

- A Academic Progress** for elementary and middle schools
- B Progress toward English language proficiency**
- C At least *one* ADDITIONAL indicator of school quality or student success**

All accountability measures must:

- Be supported by research showing that performance and/or progress are likely to increase
- Allow for meaningful differentiation of schools
- Be disaggregated by subgroup
- Be valid and reliable across all schools in a particular grade span



ESSA School Accountability: New Indicators

NEW ESSA REQUIRED INDICATORS

- A Academic Progress** for Elementary and Middle School
- B Progress Toward English Language Proficiency**
- C At least *one* ADDITIONAL indicator of school quality or student success**

NEW JERSEY'S PROPOSAL

Student growth percentiles (SGP) are currently reported in our school performance reports and show academic progress by demonstrating a student's growth compared to their academic peers, or students with similar prior test scores

Starting in school year 2017-2018 all English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for a maximum of 5 years

The NJDOE received the most feedback on this indicator (*the following slides explain how the proposed indicator was determined*)



ESSA School Accountability: “Additional Indicator”

To determine the indicator(s) that can be used to help identify schools in need of support and improvement, the NJDOE is asking the following questions for each proposed indicator:

Indicator Checklist

- ☒ **Supported by stakeholders:** Recognizing consensus is unlikely, do a large number of stakeholders support the indicator?
- ☒ **Research based/linked to student outcomes:** Is performance and/or progress on the indicator likely to improve student success in college and careers?
- ☒ **Actionable at a school level:** Is the indicator actionable and within the control of a school as compared to something that only a district or other entity could impact?
- ☒ **Fairly represents schools needing support and improvement:** Is it fair to use the data to identify the most struggling schools?
- ☒ **Data available and allowable under ESSA:** Does currently available data meet the federal requirements?



- Disaggregated by subgroup
- Applicable to all schools in a particular grade-span
- Supported by research that indicates increase student learning



ESSA School Accountability: Chronic Absenteeism is the Proposed “Additional” Indicator

New Jersey is proposing using chronic absenteeism as the additional indicator of school quality and student success during the first year of New Jersey’s school accountability system under ESSA. Chronic Absenteeism is a measure of the percentage of students who are not present 10% or more of the total enrolled school days.

Research demonstrates a strong correlation between the chronic absenteeism indicator and successful student outcomes:

- Children who are chronically absent in K and 1st grade are much less likely to be reading at grade level by 3rd grade.
- By high school, attendance is a better drop-out indicator than test scores.
- A student who is chronically absent for any year between 8th and 12th grade is over seven times more likely to drop out of school.




Stakeholders often said that the indicator of school quality and student success should in some way measure whether a school provides a positive school environment. Chronic absenteeism is one measure of a positive school climate because the more welcoming and supportive a school climate is, the more likely a student is to attend school. Conversely, students who do not regularly come to school cannot learn.



ESSA School Accountability: Continuing the “Additional” Indicator Discussion

While chronic absenteeism will be used as the “additional indicator of school quality and student success” in the first year of New Jersey’s ESSA accountability system, the NJDOE is committed to ongoing conversations with stakeholders to explore and develop additional indicators for both ESSA accountability and school and district reporting.

NJDOE’s Commitment to Continued Engagement

-  • Conversations with interested members of the ESSA Stakeholder Focus Group to refine and improve the definitions of each indicator and identify additional accountability indicators
-  • Launch a survey to collect feedback on school performance reports
-  • Focus groups with parents and educators to determine the tools that they need to effectively measure school quality and student success
- Conduct user testing to ensure that school performance reports are clear and easy to use
- Collaborate with other states to learn best practices



ESSA School Accountability: Summary of Proposal

Below is a summary of New Jersey's proposed indicators to meet the *ESSA* requirements for school accountability.

ESSA Requirement	NJ Proposal	Elementary/Middle School	High School
Academic Achievement	PARCC/DLM Proficiency	Percent of students in the school who meet/exceed grade-level standards on each required annual statewide assessment	Percent of students in the school who meet/exceed grade-level standards on English Language Arts 9 and 10, Algebra 1 and 2, and Geometry
Academic Progress (Elementary/Middle Schools) and Graduation Rate (HS)	Student Growth Percentile/ Graduation Rate	Student Group Percentile (SGP): Metric that measures students' growth on the annual statewide assessment compared to other students in their academic peer group	Graduation Rate: Percent of students who graduate in 4 years and percent of students who graduate in 5 years
Additional Measure of School Quality or Student Success	Chronic Absenteeism	Percent of students who are not present 10% or more of their total enrolled school days	Percent of students who are not present 10% or more of their total enrolled school days
Progress Towards English Language Proficiency	Progress to English Language Proficiency (ELP)	English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for up to five years depending on a student's starting point	English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for a up to five years depending on a student's starting point





ESSA School Accountability: Principles for Weighting

In *ESSA*, states must assign weights for each indicator and create an overall formula that provides each school with a summative score. This summative score is then used to determine the lists of schools in need of support and improvement.

In developing the proposed weights for the indicators in *ESSA*, the NJDOE followed a set of principles that reflected the diverse needs of New Jersey students, the pervasive achievement gaps, and input from stakeholders.

NCLB focused on proficiency, thereby not accounting for significant annual growth made by schools.

New Jersey's achievement gap is staggering and, too often, school and district summative performance does not spotlight students that are consistently underperforming.

Federal accountability has a history of complex indicators, weights, and scoring that, when coupled with state accountability and reporting, become confusing and disjointed for schools, districts, and communities.

Ensure that both proficiency and growth were adequately reflected in the summative score.

Ensure student subgroup performance is not masked by aggregate school-level performance.

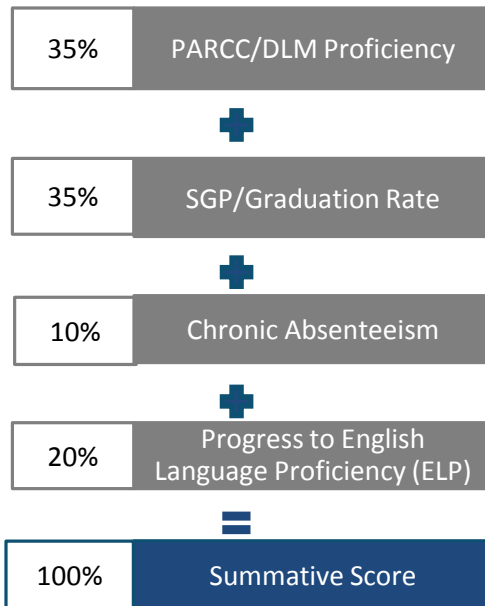
Ensure that weights and calculations are as clear and simple as possible, while adhering to the provision of the *ESSA* law.



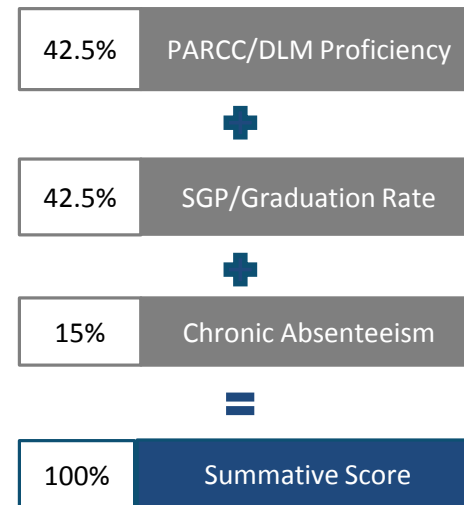
ESSA School Accountability: Proposed Formula

The NJDOE proposes the following indicator weights to reflect the importance of growth and maintain fairness to schools and districts. These summative ratings will be used to determine the schools in need of comprehensive and targeted support and improvement.

Schools who meet minimum n-size for English Learners



Schools who do not meet minimum n-size for English Learners



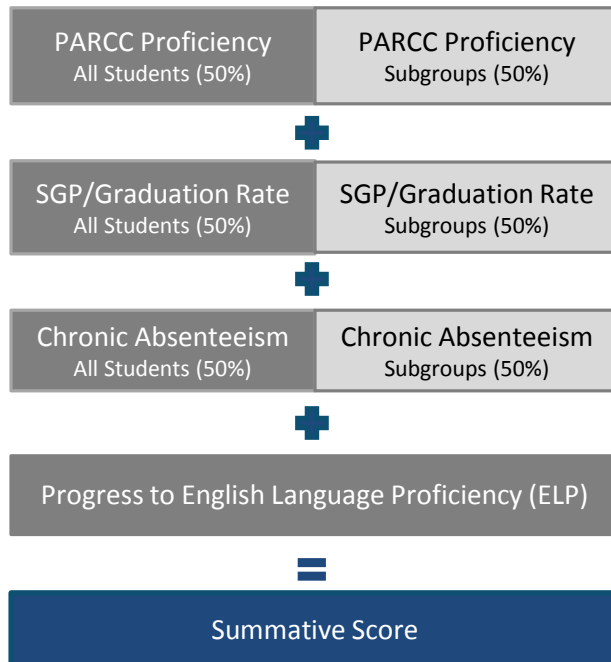
Do these weights above accurately reflect New Jersey's key principles?



ESSA School Accountability: Weighting of Subgroups



States are required to factor subgroup performance on each indicator into the ESSA accountability system (except for the progress toward English language proficiency indicator).



NJDOE proposes weighting subgroups and overall performance equally to ensure the school accountability system does not mask within-school achievement gaps.

Subgroups include:

- Economically disadvantaged students
- Students from major racial and ethnic groups
- Students with disabilities (defined as students with Individual Education Plans or IEPs)
- English learners



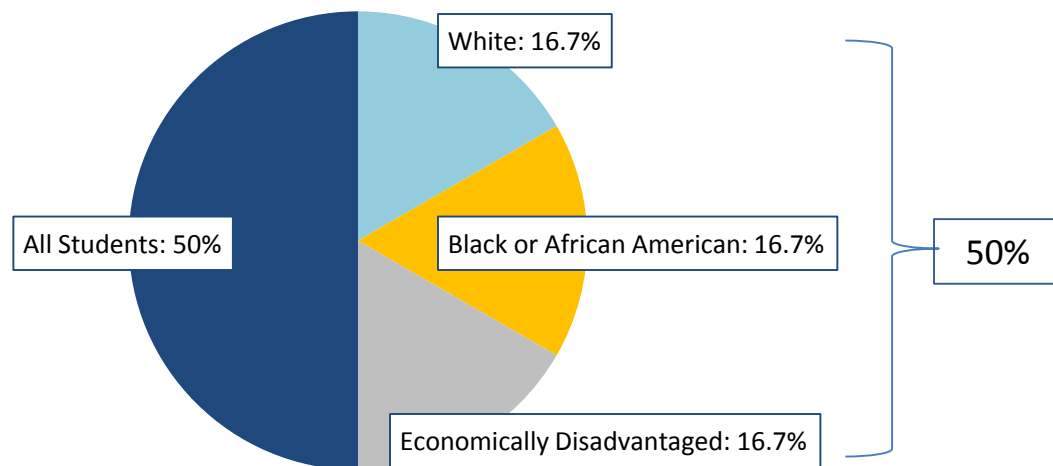
ESSA School Accountability: Example Weighting of Subgroups

The below example illustrates how the subgroup weighting would work under the proposal described in the previous slide. All subgroups are counted equally. Note that students can be in more than one subgroup (e.g. White and Economically Disadvantaged).

Example School: Math Proficiency Subgroup Weighting

1000 students in the school

1. 700 White
2. 300 Black or African American
3. 150 Economically Disadvantaged
(Both White and African American)





ESSA School Accountability: N-Size



States must select a minimum number of students – minimum n-size – necessary for a particular group (“subgroup”) to be included in the ESSA school accountability system.

Although all students are factored into a school’s overall performance for each indicator, if a certain group of students (e.g. economically disadvantaged or white) meets the minimum n-size, the group must be factored into the accountability system separately as a “subgroup.” A smaller n-size would allow for more subgroups to be counted in the overall accountability system. However, the n-size must be large enough to be statistically sound.



Conversations with stakeholders revealed diverse opinions about balancing the goals of ensuring accuracy and stability in our data as compared to including as many subgroups as possible in our accountability system.

The NJDOE attempted to balance both perspectives by setting a **minimum n-size of 20 students for accountability**. At this n-size, thousands more students will be included than under the previous minimum n-size of 30; and the NJDOE expects that compared to a lower n-size, school performance will not drastically fluctuate based on a few students.

New Jersey will maintain 10 as its minimum n-size for school and district reporting.

Balancing Stakeholder Feedback



Fairness and
Accuracy

Accountability
for ALL Students



ESSA School Accountability: Example Of N-size

Below is an example of a school with ten subgroups. Only six of these subgroups would meet the proposed minimum n-size of 20 students needed to be counted as a subgroup in the ESSA school accountability system.

Example school with six subgroups who meet minimum n-size

Subgroup	Total # of Students in the School	Counted as a Subgroup in Accountability System
White	500	Yes
Black or African American	200	Yes
Hispanic/Latino	100	Yes
American Indian of Alaska Native	4	No
Asian	19	No
Native Hawaiian/Other Pacific Islander	8	No
Two or More Races	15	No
Students with Disabilities	75	Yes
English Learners	25	Yes
Economically Disadvantaged Students	22	Yes



ESSA School Accountability: Participation Rate



Under *ESSA*, States must penalize schools that fail to achieve at least 95% participation on state assessments in two ways: First, for schools that fail to test at least 95% of students, at least some students who did not take the test will be counted as “not proficient” in the calculation of the school’s “proficiency rates,” as in the example below.



School A:

- 100 Total students
- 75 Take assessment and meet/exceed expectations
- 25 Students do not take assessment

School A Proficiency Score: $75/95 = 79\%$ proficient



School B:

- 100 Total students
- 97 Take assessment and meet/exceed expectations
- 3 Students do not take assessment

School A Proficiency Score: $97/97 = 100\%$ proficient

Second, states must develop an additional penalty to apply to schools in fewer than 95% of all students, or any subgroup of students, participate on state assessments.

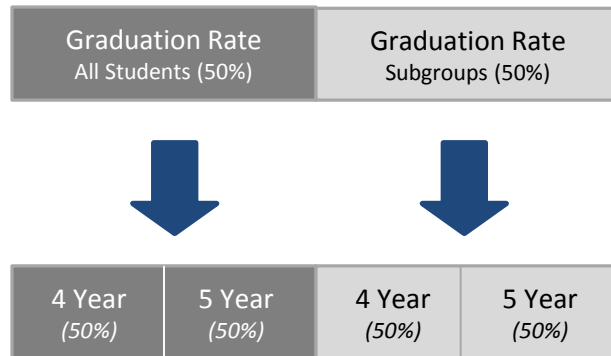
The law (Section 1111(c)(4)(E) as described in the above example) already imposes a significant penalty on schools for failing to meet 95% participation rates, thus, the NJDOE’s recommended secondary penalty is as follows: **Failure to meet the 95% participation rate requirement will be indicated on school performance reports.**

Is the additional measure proposed sufficient to support schools who have not met the required 95% participation rate for any or all student groups?



ESSA School Accountability: Factoring in Graduation Rate

For each high school, ESSA requires states to measure 4-year cohort graduation rate, which measures the percent of students who graduated within four years of starting 9th grade. States have discretion as to whether to include an extended graduation rate in calculation.



The NJDOE is committed to maintaining high standards for all students while allowing schools an appropriate amount of time to graduate students who have not yet mastered college and career standards. Many stakeholders recommended including an extended graduation rate, and NJDOE data systems can measure 5-year cohort graduation rates. **Accordingly, the NJDOE proposes including a 5-year graduation rate, weighted at 50%, to account for students who require more time to graduate.**



ESSA School Accountability: English Learner Background

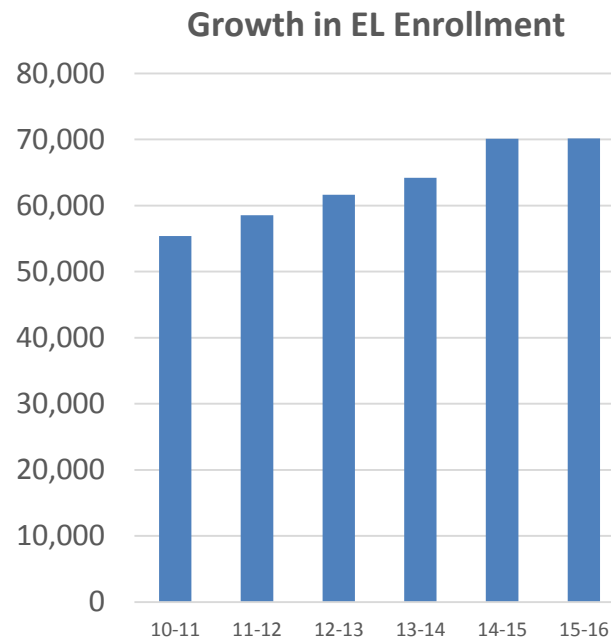


One of the more significant changes under *ESSA* is that it elevated attention to English Learners (ELs) by adding a measure of English language proficiency into the overall school accountability system.

Key Facts on New Jersey's ELs and *ESSA*

- New Jersey has approximately 70,000 ELs which represents a more than 30% growth since 2010
- New Jersey had the fourth highest number of recent immigrant students in the United States¹
- Under *ESSA* all schools not just those receiving Title III funds are accountable for ensuring ELs make progress towards English language proficiency (ELP)

¹According to the 2013 biennial Title III report





ESSA School Accountability: English Learner Progress Indicator

Since students start in different places in terms of their ability to speak and understand English, the New Jersey English Learner indicator will use the ACCESS for ELLs test to evaluate progress towards English proficiency based on the starting level of individual students. Expectations will be increased by equal intervals each year so that all students meet proficiency within 5 years.

35% PARCC Proficiency



35% SGP/Graduation Rate



10% Chronic Absenteeism

20% ELP Progress



Score

- New Jersey's English Learner Progress Indicator will measure the percentage of students who made progress towards attaining English Language proficiency
- New Jersey English Language Proficiency is defined as attaining a 4.5 on the ACCESS for ELLs assessment
- Starting in school year 2017-2018, all English learners must demonstrate growth of approximately one level on the ACCESS for ELLs test per year for a maximum of 5 years
- The number of years allowed to achieve proficiency varies by student based on their starting level of proficiency



ESSA School Accountability: Factoring English Learners into Other Indicators

In addition to adding the English Learner metric (described on the previous slide), ESSA allows for the following accountability adjustments for English learners:

 ESSA Requirements and Flexibility for States	 NJ Proposal
States may exempt English learners who have been enrolled in U.S. schools for less than one year from one administration of the statewide English language arts/literacy assessment (PARCC ELA).	New Jersey proposes to continue current practice and use this flexibility.
States may allow English learners who have exited English language programs to be included in the English learner ESSA school accountability subgroup for up to 4 years after exiting the programs. Previously under NCLB, states could include these students in the subgroup for just 2 years.	New Jersey proposes to give better credit for student success and use this flexibility to include English learners for four years after they exit.



Should New Jersey take advantage of the flexibilities described above?



ESSA State Plan Requirements

The blue shading indicates the topics that will be covered in the next slides.



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



Support all students, educators, schools and districts



Identifying Schools in Need of Support and Improvement



States must use the *ESSA* accountability system to identify schools in need of Comprehensive Support and Improvement, and Targeted Support and Improvement. In addition, states must define “consistently underperforming” under Targeted Support and Improvement .

Schools in need of Comprehensive Support and Improvement (CSI)

- Bottom 5% of Title I schools
- Schools with less than 67% graduation rate
- Title I schools identified as in need of targeted support and improvement for 3 or more consecutive years

Schools in need of Targeted Support and Improvement (TSI)

- Schools where student groups perform at or below the bottom 5% of schools
- Schools with student groups who are “consistently underperforming” as defined by the state



New Jersey's Proposed Definition of “Consistently Underperforming”

Non-High Schools

Each school that, for two consecutive years, has at least one subgroup of students, which:

- Falls below its interim target in academic achievement;
- Falls below a pre-determined level in academic progress; and
- For each indicator, falls below the state average for all students.

High Schools

Each school that, for two consecutive years, has at least one subgroup of students, which:

- Falls below its interim targets in:
 - Academic achievement; and
 - Graduation rate; and
- For each indicator, falls below the state average for all students.



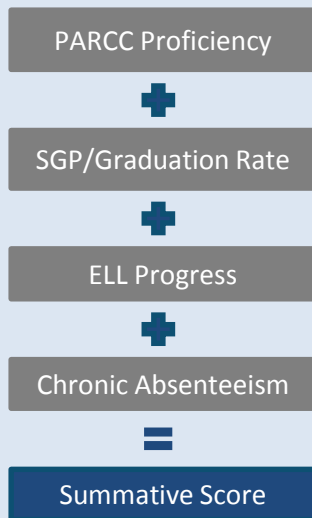


Identifying Schools in Need of Support and Improvement



ESSA Requirements for Comprehensive Support and Improvement (CSI)

Step 1: All schools receive a summative score



Step 2: Schools are ranked in order of their score. The bottom 5% of Title I schools are identified in need of comprehensive support.



Bottom 5%



Step 3: Additionally, schools with graduation rates less than 67% and schools who have been designated as in need of targeted support for more than 3 years are identified in need of comprehensive support.

Bottom 5%; <67% Graduation Rate; >3 Years in Targeted

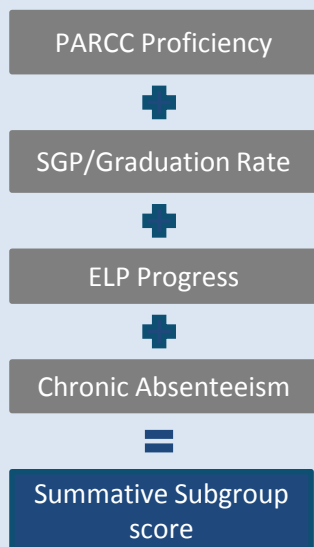




Identifying Schools in Need of Support and Improvement

ESSA Requirements for Targeted Support and Improvement (TSI)

Step 1: Each subgroup of students (racial, ethnic and economic status) in each school is given a summative score.



Step 2: Subgroup scores are compared to the “cutoff score” that puts a school into the bottom 5% of Title I schools (see previous slide).



Bottom 5% “cutoff score”

Step 3: Any school with a subgroup score at or below the bottom 5% of all schools are designated as in need of targeted support and improvement.

Step 4: In addition to the schools identified by the “cutoff score”, those who are deemed “consistently underperforming” (as previously defined) are also designated as needing targeted support.

Bottom 5% “cutoff score” and “Consistently Underperforming”





Aligning Plans, Supports and Resources

To focus on the most critical needs of students and reduce burden on schools and districts, NJDOE will aim to align or eliminate duplicative reporting requirements, create a cohesive set of supports from our state entities, and provide more timely and relevant data, tools and resources to our educators.

School & District Plans



School Improvement Plan



District Improvement Plan (QSAC)



Title III Improvement Plan



Participation Rate Improvement Plan



Title I Schoolwide Plan



District Grant Application



Monitoring Remediation Plan

NJDOE Support

Regional Achievement Centers

County Offices

Program Offices

ESEA Monitors



Proposed System of Supporting Identified Schools and Districts

Over the next year, New Jersey plans to review various plans and integrate our support into a holistic delivery model to districts.

Level 3

Most Intensive Support

- Most intensive support for districts with schools identified as in need of comprehensive support and/or a significant number of schools in need of targeted support. These districts may also have considerable challenges identified through New Jersey QSAC. Support is led by regional teams and includes other NJDOE staff and external support based in district, school and student needs, where appropriate.

Level 2

Middle Level of Support

- Support for districts with schools identified as in need of targeted support or needing limited support as a result of a New Jersey QSAC review. Districts will be offered coaching by the NJDOE or may use their federal and state funds to purchase coaching and other professional development.

Level 1

Support for All Schools and Districts

- Universal level of support offered to all schools and districts regarding NJDOE priority areas.



PART 2:

Support for Students, Educators, Schools, and Districts



Establish state standards, set academic goals, and assess progress toward those goals for all students and schools



Measure and report performance of all students, schools and districts



Identify and support schools in need of improvement



Support all students, educators, schools and districts

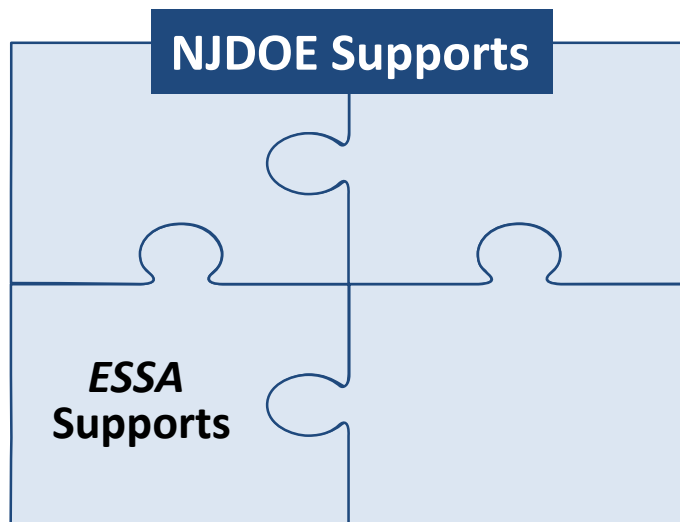


Context



ESSA State Supports in Context

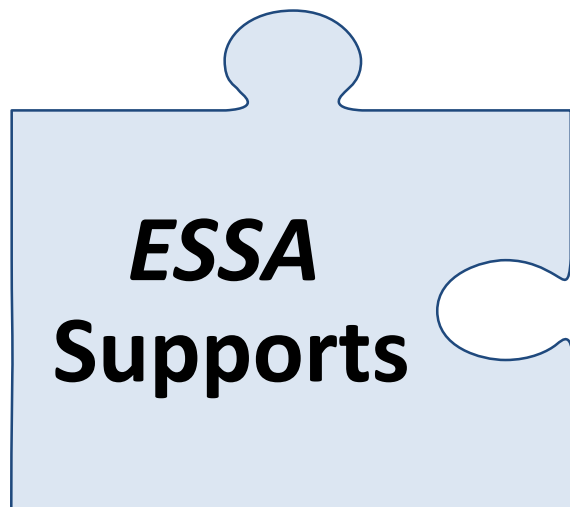
Work related to *ESSA* is just one piece of the broader work of the Department to support students, educators, schools, and districts to ensure all students are prepared for college, career, and success in life. In fact, funding from *ESSA* is designed to supplement the work that states are already doing for their students. **The following pages reflect only key elements of the *ESSA* State Plan meant to supplement our other efforts and should not be seen as representative of all NJDOE work in these areas.**





ESSA State Plan Support Descriptions

The New Jersey *ESSA* State Plan breaks down supports into three main categories. The level and depth of the federal fiscal support outlined on the following slides may vary, depending on the final allocations to states:



Supporting Students

Supporting Educators

Supporting Districts



Supporting Students



Supporting the Needs of Students

In the ESSA State Plan, the NJDOE must describe its efforts to ensure that districts:

- 1) Support the continuum of a student's education from preschool through grade 12; and
- 2) Provide equitable access to a well-rounded education and rigorous coursework in subjects in which female students, minority students, English learners, children with disabilities, or low-income students are underrepresented.

NJDOE believes that schools, districts, and communities are best positioned to identify and address the unique needs of their students. The state will support districts collectively by providing the following:

1



Improved Data to
Identify Student Needs
(See "Performance Reports"
in Part 1)

2



Guidance to Best Use
Funds to Meet Students'
Needs
(See "Support for Districts")

3



Support Implementation
of Tiered System of
Supports

4



Birth through
Grade 12 Standards

5



Increasing Access to Early
Childhood Education

6



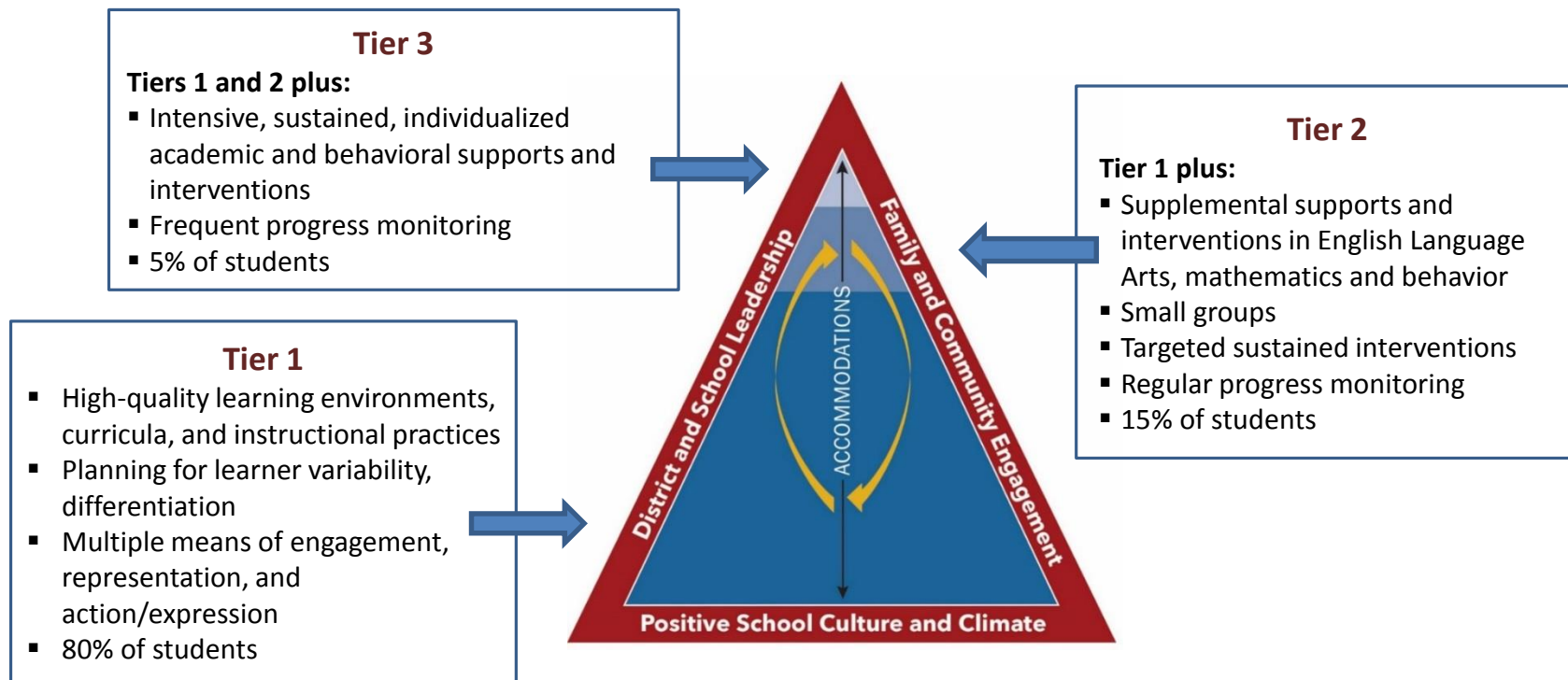
Leveraging Equity
Regulations



3 Support Implementation of Tiered System of Supports

Over the last two years, the NJDOE has developed the New Jersey Tiered System of Supports (NJTSS) – an evidence-based framework for implementing academic and behavioral supports and interventions to help educators improve achievement for ALL students.

New Jersey Tiered System of Supports



<http://www.nj.gov/education/njtss/>



4 Birth through Grade 12 Standards

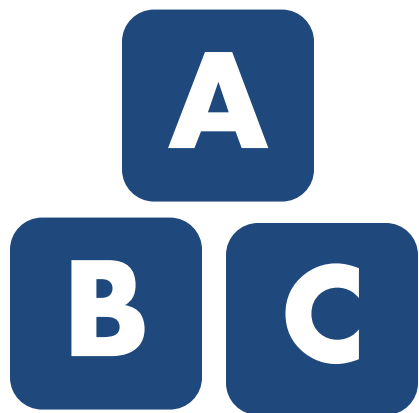
As mentioned in Part 1, *ESSA* requires states to create K-12 standards and ensure that schools and communities can assess students' progress towards these standards. New Jersey takes this one step further by creating birth to grade 12 standards to ensure that students have everything they need to be successful from the time they enter public school until they become productive members of society.





5 Increasing Access to Early Childhood Education

The NJDOE believes that one of the most effective ways to close the achievement gap in New Jersey is by providing increased access to early childhood education. Through a combination of state funds and federal funds, New Jersey supports high-quality birth through third grade programs through its comprehensive supports.



Supporting High-Quality Early Childhood Education in New Jersey

- Increased access to pre-k and full-day kindergarten
- Awarded two multi-million-dollar federal grants: Race to the Top Early Learning Challenge Grant and Preschool Expansion Grant
- Partnerships with Departments of Health, Human Services and Children and Families to maximize systemic coordination
- Professional development that emphasizes a continuous cycle of improvement and best practices



6 Managing for Equality and Equity in Education


For more than four decades, New Jersey has had regulations in place (*N.J.A.C. 6A:7, Managing for Equality and Equity in Education*, or its predecessor -- *Equality in Educational Programs*) to ensure that districts achieve equity in terms of their overall educational programs. The NJDOE County Offices provide supports to districts that have significant challenges in achieving educational equity. Additionally, the NJDOE is focused on reducing the disproportionate representation of specific racial/ethnic groups in special education.

Key requirements of this regulation, applicable to all districts including charter and renaissance schools, include the following:

- Districts must identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff
- Specific to academic programming, districts must analyze both curriculum and course access to determine whether all students have the same opportunities
- Every three years, districts must submit a Comprehensive Equity Plan (CEP) describing both their analysis and action plans to address inequities




Supports for the Most Vulnerable Populations

 ESSA provides funding for three of the most vulnerable student populations described in the three boxes below. In exchange for funds, states are required to identify, provide specific supports and protections, and analyze outcomes related to each unique population. Minimal changes were made in ESSA for each of the three programs, primarily to refine processes, better define student populations, and ensure adequate monitoring of supports.

McKinney-Vento: Supports for students experiencing homelessness

Title IC: Supports for migratory students

Title ID: Supports for children and youth in locally operated juvenile correctional facilities

 The NJDOE is committed to ensuring that our most special populations are receiving the supports they need to be successful. In fact, much of what is represented in ESSA is not new to New Jersey, but rather reflects strong support systems that have been in place both through programming and regulations for 30+ years. The NJDOE will continue to apply for and use funds as authorized in each of the above federal programs in order to supplement this important work.



Supporting the Needs of Students Through 21st Century Community Learning Centers



ESSA provides funding to states to develop grants that support the building of community learning centers. These centers provide academic, artistic, and cultural enrichment opportunities during non-school hours to students who attend high-poverty and low-performing schools.



New Jersey will continue implementing the 21st Century Community Learning Center (CCLC) grant which currently supports 56 programs in more than 130 schools across the state. New community learning centers have an opportunity to apply each year.



2017-18 Grant Application

- The 2017-18 application will open in March with applications due in April
- Grants are typically \$250,000-\$550,000 and run for 5 years; however, in 2017-18, the NJDOE will also pilot a few smaller grants with more flexibility and a shorter timeframe of 3 years



Supporting Educators



Supporting Educators in *ESSA*



As mentioned earlier in this presentation, *ESSA* provides funding to states primarily to ensure that poor and minority students have the support they need to succeed at the same levels as their more affluent, non-minority peers. Through Title IIA (Supporting Effective Instruction) funding and related requirements, *ESSA* specifically asks states to:

1. Ensure that well-trained educators are available to support the unique needs of all students in meeting challenging statewide standards
2. Ensure that poor and minority students have equal access to excellent educators who are defined in law as effective, teaching within the field they are trained for, and experienced



New Jersey's *ESSA* State Plan to Support Educators

1

Support for All Educators

2

Address Unequal Access to Excellent Educators





1 Support for All Educators: *Overview*

An approach that looks at the entire lifecycle of an educator – from how you prepare and recruit them to the profession, to how you retain your best – is needed to attract, develop, and retain exceptional educators. The below initiatives, funded by ESSA, will complement ongoing initiatives meant to provide New Jersey students with excellent educators.

Primary Uses of Funds

The funds will be used to:

- **Upgrade the Online Certification System** - NJDOE plans to upgrade the system used to certify aspiring educators to: decrease time to issue a certification and hire an educator, save money, render the system more user friendly and collect additional data about NJ educators to share with stakeholders
- **Deliver Job-Embedded Training** to New Jersey educators (see next slide)

Secondary Uses of Funds

Pending sufficient funding, the NJDOE plans to use Title II funds to support the following:

- Improve [performance reports on educator preparation programs](#)
- Extending New Jersey's Building Teacher Leadership Capacity (BTLC) grant and partnering with the Council for Accreditation of Educator Preparation (CAEP) to better support novice and aspiring teachers and improve teacher preparation
- Build on two successful years of [Achievement Coaches](#) by continuing to provide programming over the summer and expand to include a principal module



1 Support for All Educators: *Job-Embedded Training*

Through Title IIA funds, ESSA provides funds to supplement the work the state is doing to support educators in ensuring all students can master New Jersey's rigorous standards. To help districts close the existing equity gap, the NJDOE plans to focus the available funding to train teachers around the following:



Algebra 1

NJDOE plans to develop and train teachers on optional model Algebra 1 curriculum to ensure that high-quality Algebra 1 courses are consistently taught throughout the state



Literacy

NJDOE will analyze statewide data relating to literacy in order to support districts in developing professional learning that includes research-based strategies, assessment and instructional materials



Curricular Framework

NJDOE will support districts in their development of curriculum by building a curricular framework for ELA and mathematics and training academic leadership teams in its use



Data Literacy

NJDOE plans to provide guidance to districts on how to better utilize data to support student learning



Classroom Technology

NJDOE will design, implement and evaluate an ongoing, job-embedded, and data-driven professional development plan for districts with a focus on digital literacy



NJTSS

NJDOE will provide supports to educators to implement New Jersey's Tiered System of Support (NJTSS – described in supports for students section)

Do the areas above represent important supports for New Jersey educators in 2017-18?

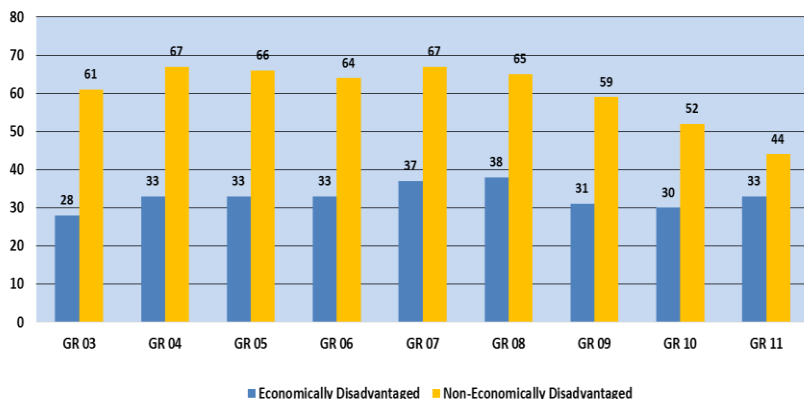


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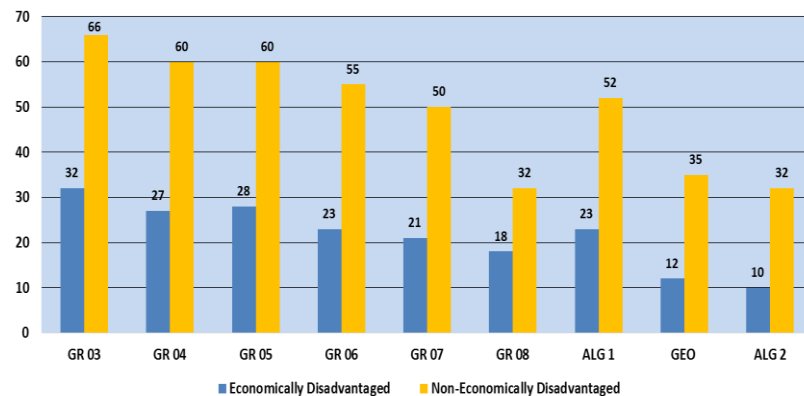
Address Unequal Access to Excellent Educators: *Overview*

After two years of implementing the Partnership for Assessment of Readiness for College and Careers (PARCC), significant gaps remain in regard to economic and race/ethnicity groupings. Acknowledging that educator quality accounts for the greatest in-school impact on student achievement,* the NJDOE is committed to providing students, particularly low-income and minority students, with the strongest possible educators.

Percent of Students Meeting or Exceeding Expectations By
Economic Status: ELA/L



Percent of Students Meeting or Exceeding Expectations By
Economic Status: Math



*Marzano et al., 2005; Goldhaber, 2009.



2 Address Unequal Access to Excellent Educators: *Educator Equity Analysis*

Through its Excellent Educators for All initiative in 2015, the U.S. Department of Education asked states to develop plans to ensure students have equitable access to teachers who are effective, experienced, and teaching in the fields for which they were trained. The *ESSA* State Plan builds upon New Jersey's [Excellent Educators for All plan](#), approved by the U.S. Department of Education in the summer of 2015; however, New Jersey has shifted how it defines "Excellent Educators" under *ESSA*.

Term	2015 Definition	ESSA Definition
Qualified	Highly Qualified Teachers (HQT)	Teachers who have earned "Effective" or better on AchieveNJ, the statewide evaluation system*
In-Field	Teachers who are properly certified for their current position	
Experienced	Teachers with four or more years of teaching experience	
		No change
		No change

*AchieveNJ is based on requirements within the *TeachNJ* statute. Approximately 90 New Jersey educators engaged to review performance-level descriptors (PLDs) for each of the four performance levels in *AchieveNJ*, and to establish the cut scores needed to earn each level



2 Address Unequal Access to Excellent Educators: Educator Equity Analysis (continued)

In New Jersey's 2015 [Excellent Educators for All](#) plan, the NJDOE analyzed data to determine whether students from economically disadvantaged (low-income) families, or students of color are educated by excellent educators at the same rate as students who are not members of those groups. The data analyzed for New Jersey's ESSA State Plan indicates very similar findings to those identified with the 2015 [Excellent Educators for All](#) plan.

Key Findings of ESSA Educator Equity Analysis

1. Low-income and minority students in New Jersey do not have access to effective teachers at the same rates as their peers
2. Low-income and minority students may *potentially* be taught by out-of-field teachers at higher rates than their peers
3. All students – not just low-income and minority students – are taught by significant numbers of novice teachers



2 Address Unequal Access to Excellent Educators: *Root Causes and Strategies*

After analyzing the data, the NJDOE brainstormed root causes that may be leading to the key findings and the strategies to address each.

Key Finding 1: Unequal Access to Ineffective Teachers

Potential Root Cause	Strategies to Address Root Cause
Lack of access to high-quality applicants	<ul style="list-style-type: none">• Upgrade the online teacher certification system for more efficient approvals and better data• Develop a comprehensive recruitment plan
Lack of consistent evaluation implementation across the state means that we may not yet have the complete picture	<ul style="list-style-type: none">• Continue to support AchieveNJ evaluation implementation, including developing strong school leaders who are equipped to implement AchieveNJ with fidelity
Inability, before AchieveNJ, to effectively manage talent, particularly in districts serving low-income and minority populations	<ul style="list-style-type: none">• Utilize AchieveNJ to manage talent (e.g. grow and support all educators, retain the strongest at high rates, and remove those educators who are consistently low-performing)
Lack of access to data on preparation program quality (for aspiring teachers, districts, and program providers)	<ul style="list-style-type: none">• Increase access to high-quality data on educator preparation providers



2 Address Unequal Access to Excellent Educators: *Root Causes and Strategies (continued)*

Key Finding 2: Potentially Unequal Access to In-Field Teachers

Potential Root Cause	Strategies to Address Root Cause
Lack of awareness about, focus on, and/or ability to impact out-of-field placement in 12 key districts	<ul style="list-style-type: none">• Support the 12 districts with greatest number of potentially out-of-field teachers
Data quality challenges	<ul style="list-style-type: none">• Improve NJDOE report used to flag “out-of-field” teachers• Utilize New Jersey Quality Single Accountability Continuum (NJQSAC)/Performance Reports to improve data quality and ensure accountability

Key Finding 3: All Students Have Inexperienced Teachers

Potential Root Cause	Strategies to Address Root Cause
Teacher turnover	<ul style="list-style-type: none">• Investigate underlying reasons for teacher turnover• Raise the bar for novice teachers through preparation and certification• Improve induction support for novice teachers

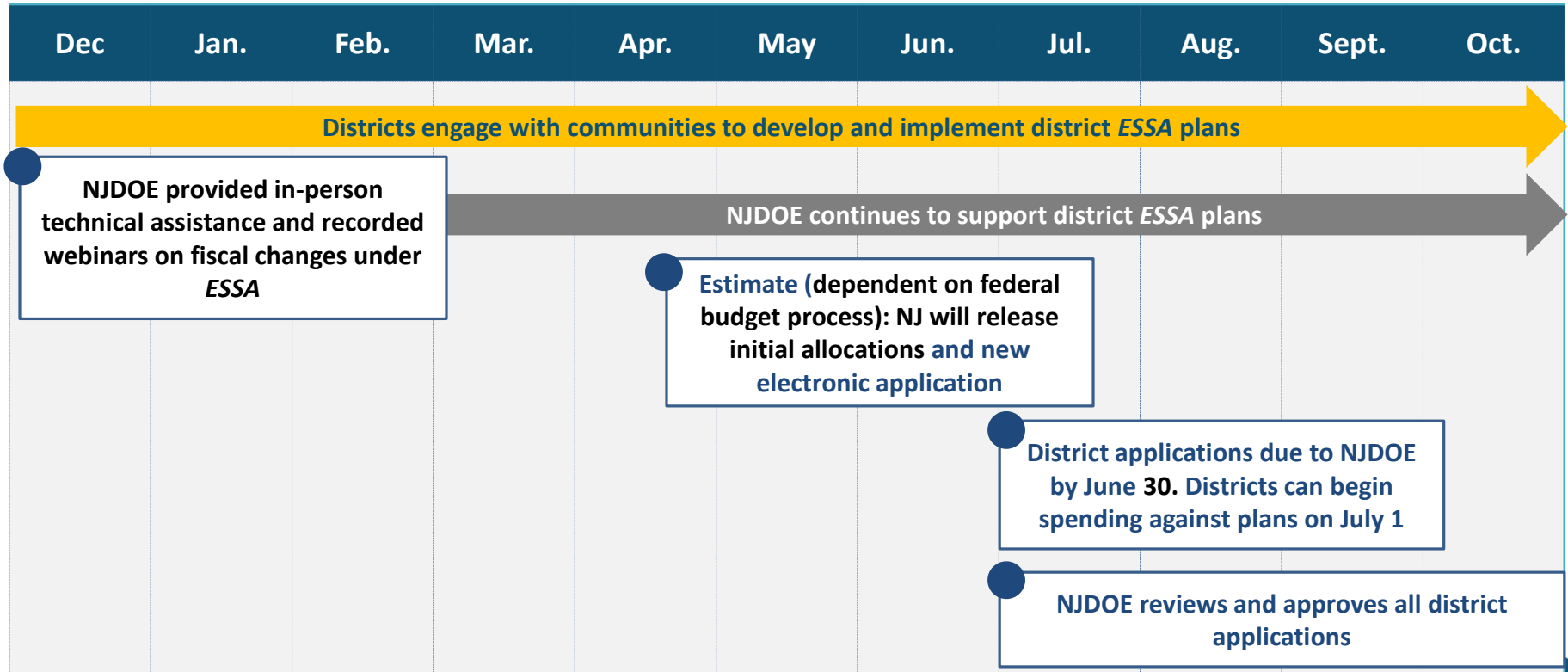


Supporting Districts



District *ESSA* Applications

In order to receive federal funds under *ESSA* for historically disadvantaged students, districts must submit an application to the state detailing how they will spend the funds. Leading up to the application submission, districts must work closely with their communities to determine what are the best uses for the funds.





District *ESSA* Funding

- As a state, New Jersey receives more than \$400M annually in federal funding through *ESSA*. The vast majority of funds go directly to districts (nearly 95%).
- There have been significant changes from *No Child Left Behind (NCLB)* to *ESSA* that provide more flexibility and, in certain instances, more operational complexity.
- Federal budgets remain uncertain overall. However, even if *ESSA* funding remains stable for New Jersey, the Department anticipates that many districts will receive less funding in 2017-18 due to formula changes in the law.



District *ESSA* Funding and New Optional Set-Asides

Under *ESSA*, there are two new optional “set-asides” where the state has the option to reserve a portion of district funds to be used at the state’s discretion.

1. **Direct student services set-aside:** Up to 3 percent of the Title IA funds to set up a competitive grant opportunity targeted to a select group of districts for services such as personalized learning, transportation for public school choice, tutoring, credit recovery, accelerated learning, and access to courses not otherwise available to students in their schools.
2. **Principal set-aside:** Up to 3 percent of Title IIA funds for state-level principal and school leader support.

In 2017-18 the NJDOE proposes not exercising the option to set aside funding for the following reasons:

1. New Jersey does not want to take money from all districts to redistribute to a few. With federal budget levels already uncertain, the NJDOE plans to ensure that districts get the maximum amount of funding they are entitled to. Additionally, districts may choose to use Title I *ESSA* funds for all of the intended uses under the direct student services set-aside.
2. In order to implement a new, effective principal and school leader support program, the Department would need at least a year of upfront planning time. The state can revisit this decision annually.



Helping Districts Make the Most of ESSA Funds

The requirements for how to use federal funds are complex, and they have changed in nuanced but important ways under *ESSA*. The state has begun its efforts to provide districts with information on how to coordinate and use *ESSA* funds more creatively and efficiently to address the unique needs of each district and community.



General Fiscal Guidance: *ESSA* changes the allowable uses for various funding sources, primarily allowing more flexibility. The NJDOE has already begun providing resources to help districts with the changes, including:

- Five in-person sessions hosting more than 400 districts across the state
- Recorded webinars on topics of interest or needing clarification
- Fiscal spending handbook and other resources



Activity-Based Guidance: In addition to providing information on the requirements of how to spend each federal funding stream, the NJDOE will help districts think more creatively by showcasing a variety of key activities that are known to improve student outcomes and then highlight the variety of funding sources throughout *ESSA* that could be used to support the key activity.



Operational Guidance: *ESSA* changes require schools and districts to adjust and/or add new processes. Examples of hands-on support from the NJDOE include:

- How to conduct school-based budgeting under new supplement not supplant statute
- How to form a consortium
- How to use the modified electronic application
- How rules have changed in regard to support for nonpublic schools



Supporting Identified Schools and Districts

In addition to supporting the development of *ESSA* plans, over the next year, New Jersey will work to integrate all of its support into a holistic delivery model to districts.

Level 3

Most Intensive Support

- Most intensive support is for districts with schools identified as in need of comprehensive support and/or a significant number of schools in need of targeted support. These districts may also have considerable challenges identified through New Jersey QSAC. Support is led by regional teams and includes other NJDOE staff and external support based in district, school, and student needs, where appropriate.

Level 2

Middle Level of Support

- Support for districts with schools identified as in need of targeted support or needing limited support as a result of a New Jersey QSAC review. Districts will be offered information, tools, and/or coaching by the NJDOE or they may use their federal and state funds to purchase coaching and other professional development.

Level 1

Support for All Schools and Districts

- Universal level of support offered to all districts, schools, and communities regarding NJDOE priority areas, including resources, information, guidance, tools, webinars, etc.



Schoolwide Programs

Under *ESSA*, there are two types of programs that schools receiving Title I funds can operate, each dictating how funds in this title may be spent—targeted assistance programs and schoolwide programs.

- **Targeted assistance** programs provide educational services only to identified academically at-risk students
- **Schoolwide programs** allow staff in schools with high concentrations of students from low-income families to use *ESSA* funds to serve all students

Under *NCLB*, only schools who had a more than a 40% poverty threshold were eligible to receive a waiver to operate as a schoolwide program. *ESSA* now provides states additional flexibilities for schools below the 40% threshold to implement schoolwide programs. Criteria for waiving the 40% threshold must be defined by the state.

New Jersey proposes allowing schools under the 40% poverty threshold to operate schoolwide programs if they can show:

- **Need:** Districts must show low student performance in at least two student subgroups as measured by the indicators in the school accountability system; and
- **Proven Track Record:** Districts must provide an evaluation showing evidence of effective implementation of their existing targeted assistance program



Thank You for Your Feedback

The NJDOE welcomes feedback on any *ESSA* policies proposed in this presentation and particularly on the topics asked about through the starred questions.

To provide general and specific feedback, or to find additional information and resources, please go to the NJDOE *ESSA* webpage at www.state.nj.us/education/ESSA/.

For questions, concerns please contact NJDOE staff directly at ESSA@doe.state.nj.us.