



NEW JERSEY

ESEA Flexibility Request

June 29, 2015

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RENEWAL FORM

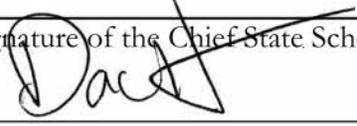
SECTION I: COVER SHEET, WAIVERS, ASSURANCES AND CONSULTATION

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Cover Sheet for ESEA Flexibility Request

<p>Legal Name of Requester: David C. Hespe</p>	<p>Requester's Mailing Address: NJ State Department of Education 100 Riverview Plaza P.O. Box 500 Trenton, NJ 08625-0500</p>
<p>State Contact for the ESEA Flexibility Request</p> <p>Name: David C. Hespe</p> <p>Position and Office: Commissioner, NJ State Department of Education</p> <p>Contact's Mailing Address: 100 Riverview Plaza, P.O. Box 500, Trenton, NJ 08625-0500</p> <p>Telephone: (609) 292-0193</p> <p>Fax: (609) 777-4099</p> <p>Email address: david.hespe@doe.state.nj.us</p>	

Chief State School Officer (Printed Name): David C. Hesper	Telephone: (609) 292-0193
Signature of the Chief State School Officer:  X _____	Date: 6/29/15
The State, through its authorized representative, agrees to meet all principles of ESEA flexibility.	

LABEL	LIST OF ATTACHMENTS
1	Notice to LEAs
2	Comments on request received from LEAs (if applicable)
3	Notice and information provided to the public regarding the request
4	Evidence that the State has formally adopted college- and career-ready content standards consistent with the State’s standards adoption process
5	Memorandum of understanding or letter from a State network of institutions of higher education (IHEs) certifying that meeting the State’s standards corresponds to being college- and career-ready without the need for remedial coursework at the postsecondary level (if applicable)
6	State’s Race to the Top Assessment Memorandum of Understanding (MOU) (if applicable)
7	Evidence that the SEA has submitted high-quality assessments and academic achievement standards to the Department for peer review, or a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review (if applicable)
8	A copy of the average Statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups (if applicable).
9	Table 2: Reward, Priority, and Focus Schools
10	A copy of any guidelines that the SEA has already developed and adopted for local teacher and principal evaluation and support systems (if applicable).
11	Evidence that the SEA has adopted one or more guidelines of local teacher and principal evaluation and support systems

WAIVERS

By submitting this updated ESEA flexibility request, the SEA renews its request for flexibility through waivers of the nine ESEA requirements listed below and their associated regulatory, administrative, and reporting requirements, as well as any optional waivers the SEA has chosen to request under ESEA flexibility, by checking each of the boxes below. The provisions below represent the general areas of flexibility requested.

1. The requirements in ESEA section 1111(b)(2)(E)-(H) that prescribe how an SEA must establish annual measurable objectives (AMOs) for determining adequate yearly progress (AYP) to ensure that all students meet or exceed the State’s proficient level of academic achievement on the State’s assessments in reading/language arts and mathematics no later than the end of the 2013–2014 school year. The SEA requests this waiver to develop new ambitious but achievable AMOs in reading/language arts and mathematics in order to provide meaningful goals that are used to guide support and improvement efforts for the State, LEAs, schools, and student subgroups.
2. The requirements in ESEA section 1116(b) for an LEA to identify for improvement, corrective action, or restructuring, as appropriate, a Title I school that fails, for two consecutive years or more, to make AYP, and for a school so identified and its LEA to take certain improvement actions. The SEA requests this waiver so that an LEA and its Title I schools need not comply with these requirements.
3. The requirements in ESEA section 1116(c) for an SEA to identify for improvement or corrective action, as appropriate, an LEA that, for two consecutive years or more, fails to make AYP, and for an LEA so identified and its SEA to take certain improvement actions. The SEA requests this waiver so that it need not comply with these requirements with respect to its LEAs.
4. The requirements in ESEA sections 6213(b) and 6224(e) that limit participation in, and use of funds under the Small, Rural School Achievement (SRSA) and Rural and Low-Income School (RLIS) programs based on whether an LEA has made AYP and is complying with the requirements in ESEA section 1116. The SEA requests this waiver so that an LEA that receives SRSA or RLIS funds may use those funds for any authorized purpose regardless of whether the LEA makes AYP.
5. The requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40 percent or more in order to operate a school-wide program. The SEA requests this waiver so that an LEA may implement interventions consistent with the turnaround principles or interventions that are based on the needs of the students in the school and designed to enhance the entire educational program in a school in any of its priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*, as appropriate, even if those schools do not have a poverty percentage of 40 percent or more.
6. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver so that it may allocate section 1003(a) funds to its LEAs in order to serve any of the State’s priority and focus schools that meet the definitions of “priority schools” and “focus schools,” respectively, set forth in the document titled *ESEA Flexibility*.

7. The provision in ESEA section 1117(c)(2)(A) that authorizes an SEA to reserve Title I, Part A funds to reward a Title I school that (1) significantly closed the achievement gap between subgroups in the school; or (2) has exceeded AYP for two or more consecutive years. The SEA requests this waiver so that it may use funds reserved under ESEA section 1117(c)(2)(A) for any of the State’s reward schools that meet the definition of “reward schools” set forth in the document titled *ESEA Flexibility*.

8. The requirements in ESEA section 2141(a), (b), and (c) for an LEA and SEA to comply with certain requirements for improvement plans regarding highly qualified teachers. The SEA requests this waiver to allow the SEA and its LEAs to focus on developing and implementing more meaningful evaluation and support systems.

9. The limitations in ESEA section 6123 that limit the amount of funds an SEA or LEA may transfer from certain ESEA programs to other ESEA programs. The SEA requests this waiver so that it and its LEAs may transfer up to 100 percent of the funds it receives under the authorized programs among those programs and into Title I, Part A.

Optional Flexibilities:

If an SEA chooses to request waivers of any of the following requirements, it should check the corresponding box(es) below:

10. The requirements in ESEA sections 4201(b)(1)(A) and 4204(b)(2)(A) that restrict the activities provided by a community learning center under the Twenty-First Century Community Learning Centers (21st CCLC) program to activities provided only during non-school hours or periods when school is not in session (*i.e.*, before and after school or during summer recess). The SEA requests this waiver so that 21st CCLC funds may be used to support expanded learning time during the school day in addition to activities during non-school hours or periods when school is not in session.

11. The requirements in ESEA sections 1116(a)(1)(A)-(B) and 1116(c)(1)(A) that require LEAs and SEAs to make determinations of adequate yearly progress (AYP) for schools and LEAs, respectively. The SEA requests this waiver because continuing to determine whether an LEA and its schools make AYP is inconsistent with the SEA’s State-developed differentiated recognition, accountability, and support system included in its ESEA flexibility request. The SEA and its LEAs must report on their report cards performance against the AMOs for all subgroups identified in ESEA section 1111(b)(2)(C)(v), and use performance against the AMOs to support continuous improvement in Title I schools.

12. The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. The SEA requests this waiver in order to permit its LEAs to serve a Title I-eligible high school with a graduation rate below 60 percent that the SEA has identified as a priority school even if that school does not otherwise rank sufficiently high to be served under ESEA section 1113.

13. The requirement in ESEA section 1003(a) for an SEA to distribute funds reserved under that

section only to LEAs with schools identified for improvement, corrective action, or restructuring. The SEA requests this waiver in addition to waiver #6 so that, when it has remaining section 1003(a) funds after ensuring that all priority and focus schools have sufficient funds to carry out interventions, it may allocate section 1003(a) funds to its LEAs to provide interventions and supports for low-achieving students in other Title I schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

If the SEA is requesting waiver #13, the SEA must demonstrate in its renewal request that it has a process to ensure, on an annual basis, that all of its priority and focus schools will have sufficient funding to implement their required interventions prior to distributing ESEA section 1003(a) funds to other Title I schools.

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14. The requirements in ESEA sections 1111(b)(1)(B) and 1111(b)(3)(C)(i) that, respectively, require the SEA to apply the same academic content and academic achievement standards to all public schools and public school children in the State and to administer the same academic assessments to measure the achievement of all students. The SEA requests this waiver so that it is not required to double test a student who is not yet enrolled in high school but who takes advanced, high school level, mathematics coursework. The SEA would assess such a student with the corresponding advanced, high school level assessment in place of the mathematics assessment the SEA would otherwise administer to the student for the grade in which the student is enrolled. For Federal accountability purposes, the SEA will use the results of the advanced, high school level, mathematics assessment in the year in which the assessment is administered and will administer one or more additional advanced, high school level, mathematics assessments to such students in high school, consistent with the State's mathematics content standards, and use the results in high school accountability determinations.

If the SEA is requesting waiver #14, the SEA must demonstrate in its renewal request how it will ensure that every student in the State has the opportunity to be prepared for and take courses at an advanced level prior to high school.

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ASSURANCES

By submitting this request, the SEA assures that:

- 1. It requests waivers of the above-referenced requirements based on its agreement to meet Principles 1 through 4 of ESEA flexibility, as described throughout the remainder of this request.
- 2. It has adopted English language proficiency (ELP) standards that correspond to the State's college- and career-ready standards, consistent with the requirement in ESEA section 3113(b)(2), and that reflect the academic language skills necessary to access and meet the State's college- and career-ready standards. (Principle 1)
- 3. It will administer no later than the 2014–2015 school year alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities that are consistent with 34 C.F.R. § 200.6(a)(2) and are aligned with the State's college- and career-ready standards. (Principle 1)
- 4. It will develop and administer ELP assessments aligned with the State's ELP standards, consistent with the requirements in ESEA sections 1111(b)(7), 3113(b)(2), and 3122(a)(3)(A)(ii) no later than the 2015–2016 school year. (Principle 1)
- 5. It will report annually to the public on college-going and college credit-accumulation rates for all students and subgroups of students in each LEA and each public high school in the State. (Principle 1)
- 6. If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and uses achievement on those assessments to identify priority and focus schools, it has technical documentation, which can be made available to the Department upon request, demonstrating that the assessments are administered statewide; include all students, including by providing appropriate accommodations for English Learners and students with disabilities, as well as alternate assessments based on grade-level academic achievement standards or alternate assessments based on alternate academic achievement standards for students with the most significant cognitive disabilities, consistent with 34 C.F.R. § 200.6(a)(2); and are valid and reliable for use in the SEA's differentiated recognition, accountability, and support system. (Principle 2)
- 7. It will annually make public its lists of reward schools, priority schools, and focus schools prior to the start of the school year as well as publicly recognize its reward schools, and will update its lists of priority and focus schools at least every three years. (Principle 2)

If the SEA is not submitting with its renewal request its updated list of priority and focus schools, based on the most recent available data, for implementation beginning in the 2015–2016 school year, it must also assure that:

- 8. It will provide to the Department, no later than January 31, 2016, an updated list of priority and focus schools, identified based on school year 2014–2015 data, for implementation beginning in the 2016–2017 school year.

9. It will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools. (Principle 4)
10. It has consulted with its Committee of Practitioners regarding the information set forth in its ESEA flexibility request.
11. Prior to submitting this request, it provided all LEAs with notice and a reasonable opportunity to comment on the request and has attached a copy of that notice (Attachment 1) as well as copies of any comments it received from LEAs. (Attachment 2)
12. Prior to submitting this request, it provided notice and information regarding the request to the public in the manner in which the SEA customarily provides such notice and information to the public (*e.g.*, by publishing a notice in the newspaper; by posting information on its website) and has attached a copy of, or link to, that notice. (Attachment 3)
13. It will provide to the Department, in a timely manner, all required reports, data, and evidence regarding its progress in implementing the plans contained throughout its ESEA flexibility request, and will ensure that all such reports, data, and evidence are accurate, reliable, and complete or, if it is aware of issues related to the accuracy, reliability, or completeness of its reports, data, or evidence, it will disclose those issues.
14. It will report annually on its State report card and will ensure that its LEAs annually report on their local report cards, for the “all students” group, each subgroup described in ESEA section 1111(b)(2)(C)(v)(II), and for any combined subgroup (as applicable): information on student achievement at each proficiency level; data comparing actual achievement levels to the State’s annual measurable objectives; the percentage of students not tested; performance on the other academic indicator for elementary and middle schools; and graduation rates for high schools. In addition, it will annually report, and will ensure that its LEAs annually report, all other information and data required by ESEA section 1111(h)(1)(C) and 1111(h)(2)(B), respectively. It will ensure that all reporting is consistent with *State and Local Report Cards Title I, Part A of the Elementary and Secondary Education Act of 1965, as Amended Non-Regulatory Guidance* (February 8, 2013).

Principle 3 Assurances

Each SEA must select the appropriate option and, in doing so, assures that:

Option A	Option B	Option C
<p><input checked="" type="checkbox"/> 15.a. The SEA is on track to fully implementing Principle 3, including incorporation of student growth based on State assessments into educator ratings for teachers of tested grades and subjects and principals.</p>	<p>If an SEA that is administering new State assessments during the 2014–2015 school year is requesting one additional year to incorporate student growth based on these assessments, it will:</p> <p><input type="checkbox"/> 15.b.i. Continue to ensure that its LEAs implement teacher and principal evaluation systems using multiple measures, and that the SEA or its LEAs will calculate student growth data based on State assessments administered during the 2014–2015 school year for all teachers of tested grades and subjects and principals; and</p> <p><input type="checkbox"/> 15.b.ii. Ensure that each teacher of a tested grade and subject and all principals will receive their student growth data based on State assessments administered during the 2014–2015 school year.</p>	<p>If the SEA is requesting modifications to its teacher and principal evaluation and support system guidelines or implementation timeline other than those described in Option B, which require additional flexibility from the guidance in the document titled <i>ESEA Flexibility</i> as well as the documents related to the additional flexibility offered by the Assistant Secretary in a letter dated August 2, 2013, it will:</p> <p><input type="checkbox"/> 15.c. Provide a narrative response in its redlined ESEA flexibility request as described in Section II of the ESEA flexibility renewal guidance.</p>

CONSULTATION

An SEA must provide a description of how it meaningfully solicited input on the implementation of ESEA flexibility, and the changes that it made to its currently approved ESEA flexibility request in order to seek renewal, from LEAs, teachers and their representatives, administrators, students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities, organizations representing English Learners, business organizations, institutions of higher education (IHEs) and Indian tribes.

Pages 17 through 18; Page 21.

SECTION II: CONTINUED COMMITMENT TO AND PROGRESS TOWARDS ESEA FLEXIBILITY PRINCIPLES

An SEA must provide a narrative response updating the SEA’s currently approved ESEA flexibility request to address each of the items under Section II. Specifically, an SEA must address each of the

Principles as described below through at least the end of the 2017–2018 school year (an SEA that is eligible for and requests a four-year renewal must address each of the Principles as described below through at least the end of the 2018–2019 school year).

For each of the following items, an SEA should make revisions in a redline version of its currently approved ESEA flexibility request, and indicate in the text boxes on this form the pages where relevant changes have been made. To the extent that an SEA has sufficiently addressed any requirement in its currently approved request, the SEA may reference the relevant pages and existing text in its approved request in response to that requirement.

Principle 1: College and Career-Ready Expectations for All Students

In its request for renewal of ESEA flexibility, each SEA must update its currently approved ESEA flexibility request to describe how it will continue to ensure all students graduate from high school ready for college and a career, through implementation of college- and career-ready standards and high-quality aligned assessments (general, alternate, and English language proficiency), including how the SEA will continue to support all students, including English Learners, students with disabilities, low-achieving students, and economically disadvantaged students, and teachers of those students.

Pages 28; 29; 31 through 38.

Principle 2: State-Developed Systems of Differentiated Recognition, Accountability, and Support

Each SEA must provide narrative responses for each of the items enumerated below. In providing these narrative responses, each SEA must describe its process for continuous improvement of its systems and processes supporting implementation of its system of differentiated recognition, accountability, and support. In describing its process for continuous improvement, an SEA should consider how it will use systematic strategies to analyze data and revise approaches to address implementation challenges in order to ensure that it and its LEAs are meeting the needs of all students.

2.A. Develop and Implement a State-Based System of Differentiated Recognition, Accountability, and Support: In its request for renewal of ESEA flexibility, each SEA must demonstrate that a school may not receive the highest rating in the SEA’s differentiated recognition, accountability, and support system if there are significant achievement or graduation rate gaps across subgroups that are not closing in the school.

Pages 53 through 56; 57; 65 through 68.

2.D. Priority Schools: In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of priority schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of priority schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;

- b) Provide its timeline for implementation of interventions aligned with all of the turnaround principles in all priority schools; and
- c) Describe its process for identifying any schools that, after implementing interventions for three school years, have not made sufficient progress to exit priority status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

Pages 53; 57; 71 through 72; 74 through 75; 80 through 81; 86.

2.E. Focus Schools: In its request for renewal of ESEA flexibility, each SEA must:

- a) Submit either (i) its updated list of focus schools based on the most recent available data, for implementation beginning in the 2015–2016 school year, or (ii) an assurance that it will provide an updated list of focus schools based on school year 2014–2015 data no later than January 31, 2016, for implementation beginning no later than the 2016–2017 school year;
- b) Provide its process, including a timeline, for ensuring that its LEAs implement interventions targeted to a focus school’s reason for identification; and
- c) Describe its process for identifying any schools that have not made sufficient progress to exit focus status and describe how the SEA will ensure increased rigor of interventions and supports in these schools by the start of the 2015-2016 school year.

Pages 54; 57; 83 through 89.

2.F. Other Title I Schools: In its renewal request, each SEA must update its plan for providing incentives and supports to other Title I schools to include a clear and rigorous process for ensuring that LEAs provide interventions and supports for low-achieving students in those schools when one or more subgroups miss either AMOs or graduation rate targets or both over a number of years.

Pages 58; 89 through 93.

2.G. Build SEA, LEA, and School Capacity to Improve Student Outcomes: In its request for renewal of ESEA flexibility, each SEA must describe its statewide strategy to support and monitor LEA implementation of the State’s system of differentiated recognition, accountability, and support. This description must include the SEA’s process for holding LEAs accountable for improving school and student performance.

Pages 94 through 97.

Principle 3: Supporting Effective Instruction and Leadership

An SEA that checked option C under assurance 15 must provide a narrative response to this item detailing:

- a) The progress made to date in ensuring that each LEA is on track to implement high-quality teacher and principal evaluation and support systems designed to support educators and improve instruction;
- b) The proposed change(s) and the SEA’s rationale for each change; and
- c) The steps the SEA will take to ensure continuous improvement of evaluation and support systems that result in instructional improvement and increased student learning.

N/A

SECTION III: ADDITIONAL AMENDMENTS (OPTIONAL)

If an SEA wishes to make any additional amendments to its currently approved ESEA flexibility request to clarify or revise how the SEA and its LEAs will close achievement gaps, improve student achievement, and increase the quality of instruction, the SEA must include those amendments in its redlined request and identify on the renewal request form the page numbers on which amendments have been made. An SEA need not make any amendments beyond those discussed in Sections I and II above in order to receive renewal of ESEA flexibility. For any additional amendments the SEA makes to its currently approved ESEA flexibility request, the SEA must provide a rationale for the proposed change(s), either in the text of the ESEA flexibility request or on the ESEA flexibility renewal form. In considering whether or not to make additional amendments to its approved ESEA flexibility request, an SEA should keep in mind that the Department will not approve any amendment that conflicts with the ESEA flexibility principles.

Flexibility Element(s) Affected by the Amendment	Page Number(s) Affected in Redlined Request	Brief Description of Requested Amendment	Rationale

CONSULTATION

An SEA must meaningfully engage and solicit input from diverse stakeholders and communities in the development of its request. To demonstrate that an SEA has done so, the SEA must provide an assurance that it has consulted with the State’s Committee of Practitioners regarding the information set forth in the request and provide the following:

1. A description of how the SEA meaningfully engaged and solicited input on its request from teachers and their representatives.

Although the New Jersey Department of Education (NJDOE) had only a matter of weeks to solicit input from the public and other stakeholders on its original waiver application, for more than two years, the Department sought wide-ranging feedback on a variety of issues that are central to this request.

In June 2010, the New Jersey State Board of Education (NJSBOE) adopted the Common Core State Standards (CCSS). As part of the adoption process, the NJDOE and the NJSBOE held two public comment opportunities. In addition, the NJDOE solicited comment from educators across the State by email. After adoption, the NJDOE held over 300 meetings with educators and other district/school staff to discuss the new standards and provide support for their implementation.

In order to develop a new teacher evaluation system, the New Jersey Educator Effectiveness Task Force (EETF), a nine-member task force charged with studying and developing recommendations to guide the creation of a fair and transparent system of educator evaluations, met 12 times between November 2010 and March 2011 and solicited input from educators and experts from across the State. Once the Task Force issued its report in March 2011, then Acting Commissioner Chris Cerf and the NJDOE staff met with educators across the State to discuss the findings.

Using the recommendations of this Task Force, the NJDOE conducted a voluntary pilot in 11 districts and School Improvement Grant (SIG) schools to help develop the teacher evaluation system before statewide rollout. Numerous feedback mechanisms were put in place, including a statewide evaluation pilot advisory committee (EPAC) made up of a broad array of stakeholders, and local advisory committees in each of the districts and SIG schools. This input from educators was crucial as we learned about the successes and challenges of implementing a new teacher evaluation system.

The NJDOE took an aggressive approach to engage and obtain input from teachers and their representatives to inform the development of the original waiver application itself. Between October 11 and October 24, 2011, the NJDOE posted the guidance documents from the U.S. Department of Education (USDOE) on the NJDOE website and solicited feedback from teachers and the general public in each area of the application before developing the initial plan. In order to reach as many teachers as possible, we sent out links through the following channels:

1. Both the National Education Association (NEA) and the American Federation of Teachers (AFT) affiliates in New Jersey, asking for their assistance to pass the link to their members;
2. Media;

3. Education partner lists including a number of teachers, parents, and administrators;
4. Broad stakeholder lists including educators, partners, advocacy organizations, and miscellaneous contacts; and
5. Associations for superintendents, school board members, principals, and parent associations.

This outreach netted 41 comments from stakeholders across the State, including teachers. These comments helped to inform the initial draft.

In addition, the NJDOE leadership held face-to-face meetings with representatives from both the New Jersey Education Association (NJEA), the statewide organization that represents NEA teachers in New Jersey, as well as the New Jersey AFT affiliate. In each of these meetings, the NJDOE discussed the federal guidance and the opportunities presented in the waiver. The NJEA submitted written suggestions around the three principles, and after the meeting followed up with additional written suggestions.

To foster a continuous dialogue between stakeholders and the NJDOE, we repeated this outreach process after the development of the initial request. The NJDOE released an 11-page draft outline to share initial details of its waiver application. The NJDOE repeated the outreach to solicit feedback from educators and other community members through its website. During that time, the NJDOE received 192 comments on its draft outline.

The NJDOE again solicited input from the NJEA and AFT groups on the outline, and the NJEA again submitted written suggestions.

Through this process, recommendations from the NJEA, AFT leadership, and from teachers across the State complemented initial thinking by the Department and helped to prioritize certain aspects of the plan. This includes, but is not limited to, the components listed below.

- Focus on curricular and instructional supports for all schools, and as a main intervention in Focus and Priority Schools. Specific feedback complemented NJDOE planning in the application, including:
 - The development of optional model curriculum for K-12 ELA and Math tied to the CCSS;
 - Better articulation of K-16 alignment with specific input of higher education leaders;
 - Improved data for teachers on specific proficiencies through the development of model assessments;
 - Additional on-the-ground support to teachers in turning the CCSS from a plan in Trenton to one that will have an impact in every classroom; and
 - Ensuring high-quality instructional support for teachers and capacity building within LEAs, through our Regional Achievement Centers (RACs).
- Awards and recognitions. The direction of our plan for Reward Schools was informed from these groups, including:
 - Using an Annual Effective Practices Conference to share best practices and allow struggling schools to connect with Reward Schools that are achieving in areas where they are currently struggling;

- Providing financial incentives that will be spent through the collaboration of the school principal, teachers, and parent representative;
- Providing scholarships for teachers to obtain National Board Certification; and
- Developing a larger focus on celebrating successes through planned events and statewide press releases.

After developing a draft outline of the original waiver application, the NJDOE solicited additional feedback from teachers and met again with representatives from the NJEA. Through this additional round of feedback, the NJDOE made substantive changes to its proposal including, but not limited to, the following:

- Non-categorized schools. Though the original draft plan did not include such a requirement, input from these groups encouraged the NJDOE to include a requirement that non-categorized schools discuss the new performance reports publicly and develop written annual improvement targets to address areas of deficiency that will be reviewed by their Boards of Education.
- Teacher evaluation pilot. In September 2011, NJDOE initiated a teacher evaluation pilot in 11 districts across the State, in order to collaboratively develop a new statewide teacher evaluation system with educators and to learn from the successes and challenges in implementing the system. As part of this pilot, the NJDOE was track to develop Student Growth Percentiles (SGP) by next September for each student and teacher in 4th through 8th grade ELA and math across the State through our longitudinal data system, NJSMART (NJ Standards Measurement and Resource for Teaching). While only 11 districts participated in the pilot's first year, all districts will roll out the new evaluation system next year. Based on input from teachers and others, however, NJDOE only required districts to implement the new evaluation system in a subset of their schools in the 2012-13 school year.

Since the original waiver approval, the NJDOE has maintained open, continuous, formal and informal communication with stakeholders regarding the implementation of the waiver provision. The NJDOE has consulted with the Elementary and Secondary Education Act (ESEA) Advisory Council (New Jersey's Committee of Practitioners) and its School Improvement Subcommittee representing statewide associations (e.g., NJSBOE), NJEA and AFT union representatives, charter school lead persons, superintendents, assistant/associate superintendents, directors/supervisors, Federal Program Administrators, principal, non public representatives, substance abuse coordinators, parent representatives, and higher education representatives. The NJDOE convened each of these groups three to four times per year to solicit advice and garner feedback on many topics and issues, including the waiver implementation. Both groups, to varying degrees, informed the NJDOE about the implementation of different components of the waiver and affected the waiver renewal.

The Bilingual Advisory Group is comprised of school-level practitioners, district administrators, higher education administrators, and education organizations. This group meets five times per year and has consulted with the NJDOE on the development of the *FABRIC: A Learning Paradigm for ELL*, a standard-based protocol, ELL scaffolds for the model curriculum, and accommodations for PARRC. During these meetings, the NJDOE gathered input that facilitated the implementation of the current waiver and impacted the waiver renewal.

The State Special Education Advisory Council (SSEAC) is comprised of eight parent members, one higher education representative, the Executive Director of Autism, New Jersey, the lead person/principal of a charter school the director of student services in a school district, the superintendent of a school district, the director of assistive technology services for Advancing Opportunities, and five resource representatives from State agencies. The NJDOE consults with the council at monthly meetings. The SSEAC's insights have informed the development and provision of interventions and programs for struggling students as well as this waiver renewal. The SSEAC has provided input with respect to scaffolds, family and educational resources and the PARRC and DLM, including assisting with communication with parents on the common core state standards and state assessments.

Specifically with regard to this waiver renewal, the NJDOE engaged the ESEA Advisory Council Reauthorization/Flexibility Subcommittee, at three meetings in which there was substantial discussion that informed several aspects of New Jersey's renewal request. Several subcommittee members provided written responses to the topics discussed. Further, through the work of the Study Commission on the Use of Assessments in New Jersey, which was created in July of 2014 via executive order to consider and make recommendations regarding the use of assessments and the Core Curriculum Content Standards, NJDOE participated in three regional public hearings, in which numerous teachers and teacher organizations participated. The Commissioner of Education attended these hearings.

Additionally, NJDOE hosted a Roundtable discussion in which teachers and school districts were able to have a face to face discussion with key NJDOE staff and provide feedback around the waiver renewal, and how the Department is currently implementing its interventions. The Roundtable was attended by teacher organizations, superintendents, and the New Jersey School Boards Association, among other key stakeholders.

NJDOE has also engaged in a comprehensive effort over several years to ensure districts are informed about the use of SGPs in educator evaluations. In addition to the resource materials, communications, and score certification process, several Department staff members have worked directly with districts to answer questions, troubleshoot data quality issues, and help ensure a smooth roll-out of mSGP scores to teachers. During the ten-week period between the release of mSGP reports to districts and closing the score certification window in March 2015, the Office of Evaluation responded directly to over 1,500 phone and email requests for support. The AchieveNJ team also proactively contacted about 350 school districts to provide extra support in the final days of the certification window. By engaging in this level of direct district support, the Department can better understand the challenges and benefits of the 2013-14 approach and make necessary improvements for the future.

NJDOE posted the renewal guidance documents from the U.S. Department of Education (USDOE) and the redline version of this application on the NJDOE website and solicited feedback from teachers and the general public in each area of the application that NJDOE was updating while the drafting process was occurring. NJDOE sent two broadcasts to all local education agencies and statewide education organizations requesting their comments and alerting them to the website. See Appendix 25. The comment period for the redline version of this document ended on June 23, 2015. As of June 29, 2015, no comments were received.

2. A description of how the SEA meaningfully engaged and solicited input on its request from other diverse communities, such as students, parents, community-based organizations, civil rights organizations, organizations representing students with disabilities and English Learners, business organizations, and Indian tribes.

In addition to feedback requested from the general public outlined above both before and after developing an initial draft request, the NJDOE met with a number of stakeholders in person to discuss the waiver. This list includes, but is not limited to:

1. No Child Left Behind (NCLB) advisory group, consisting of statewide associations; NJSBOE, NEA and AFT union representatives, charter school lead persons, superintendents, assistant/associate superintendents, directors/supervisors, Federal Program Administrators, principal, non public representatives, substance abuse coordinators, parent representatives, and higher education representatives. This group includes 17 representatives of Title III/English Language Learners (ELL) programs from districts across New Jersey, in addition to Special Education representatives;
2. Special education advisory group, consisting of 22 statewide special education representatives. This group gave targeted feedback on the impacts on Special Education students;
3. Governor’s Education Transformation Task Force (ETTF), consisting of eight members including school administrators and other education stakeholders across the State;
4. Professional associations including the AFT, NJEA, New Jersey School Boards Association (NJSBA), New Jersey Association of School Administrators (NJASA), New Jersey Association of School Business Officials (NJASBO), New Jersey Congress of Parents and Teachers (NJCPT), New Jersey Principals and Supervisors Association (NJPSA); and
5. County curriculum coordinators across the State.

In addition, we solicited feedback from the following organizations by email. This outreach is in addition to the representatives of teachers and groups listed above, which already include representatives of the Special Education and ELL communities.

1. Educator Effectiveness Task Force, consisting of nine members;
2. New Jersey county teachers of the year;
3. Garden State Coalition of Schools (an umbrella organization for a wide array of education stakeholders);
4. Higher education representatives;
5. Civil rights groups and community leaders from high-need communities, including a specific outreach to over 50 leaders from urban cities and civil rights groups across New Jersey;
6. Business organizations; and
7. Parent email lists containing over 18,000 e-mail addresses.

The NJDOE developed an extensive outreach plan to communities to discuss the implementation of this waiver plan. This outreach plan focused both on educators and community members, especially in our

highest-need communities where the majority of Focus and Priority Schools exist. The outreach plan included educators of Special Education and ELL students as specific stakeholders. The plan included:

- Extensive outreach over 9 months about the newly formed RACs – their roles, delivery plans, and supports and interventions for struggling schools;
- Continued support and training on the implementation of the CCSS. Beyond the rollout of model curriculum and assessments for educators, the NJDOE will conduct training and supports across the State that will include a unique focus on implementation for special education and ELL teachers;
- Outreach and training for districts and educators on the implementation of the new teacher evaluation system, including targeted supports for special education and ELL teachers; and
- Public forums with educators and community members, especially from high-need communities, to discuss the development of our new school performance reports to ensure that they provide parents and other stakeholders with meaningful information about student performance.

In general, the same basic components developed above with teachers were also supported by representatives of LEAs and other stakeholders, including parents. Additional components from these groups built into the original plan include:

- On-the-ground support.
 - District staff noted that in previous interventions, the NJDOE would often not provide enough support during implementation. Our focus of RACs as on-the-ground, sustained support to develop and implement turnaround plans in Priority and Focus Schools was developed in part to address this concern;
 - Increasing the amount of data available to schools and districts;
 - Local staff and educators asked for the development of new, unitary school performance reports that include additional data on school performance, and supported the requirement that school boards discuss these findings publicly; and
- Differentiation.
 - Overall, the NJDOE received significant support for the general direction of the waiver application, including the move away from the one-size-fits-all approach to labeling schools as failing and the associated interventions under NCLB. Stakeholders consistently supported and helped to develop the method of focusing on the lowest-performing schools in the State, creating additional flexibility for higher-performing schools, and the range of interventions available to Focus and Priority Schools.

These groups also helped to influence a number of changes in the final draft. Among others, these include:

- Principal evaluation pilot. Through recommendations from the NJ Principals and Supervisors Association (NJPSA), as well as on-the-ground school leaders, the NJDOE outlined plans for a principal evaluation pilot, similar to that currently being conducted for teachers.
- Extended learning time. The Department received many comments from parents and LEA staff on the elimination of the 20 percent set aside for supplemental education services (SES) and choice related transportation. Though it was not addressed in the draft outline, the NJDOE provided additional guidance in the waiver application on the use of Title I funds to make clear

that under the new accountability system, RACs would work with LEAs to spend funds in a number of possible ways to extend learning time, as deemed necessary. These options could include, among others, tutoring, Saturday school, or extending the length of the school day.

NJDOE engaged the general public in a similar manner as it engaged teachers. The Department utilized:

- the NCLB advisory council, which contained representatives of parents organizations;
- the public hearings of the Study Commission on the Use of Assessments in New Jersey, in which numerous parents, students, and interested members of the public participated; and
- the Roundtable discussion which was attended by parents rights organizations, educational policy groups, such as the Education Law Center and Partners for Each and Every Child; and
- the NJDOE posted the renewal guidance documents from the U.S. Department of Education (USDOE) on the NJDOE website and solicited feedback from members of the general public.

All of the public outreach efforts provided NJDOE with guidance on drafting this renewal application.

EVALUATION

The Department encourages an SEA that receives approval to implement the flexibility to collaborate with the Department to evaluate at least one program, practice, or strategy the SEA or its LEAs implement under principle 1, 2, or 3. Upon receipt of approval of the flexibility, an interested SEA will need to nominate for evaluation a program, practice, or strategy the SEA or its LEAs will implement under principles 1, 2, or 3. The Department will work with the SEA to determine the feasibility and design of the evaluation and, if it is determined to be feasible and appropriate, will fund and conduct the evaluation in partnership with the SEA, ensuring that the implementation of the chosen program, practice, or strategy is consistent with the evaluation design.

Check here if you are interested in collaborating with the Department in this evaluation, if your request for the flexibility is approved.

OVERVIEW OF SEA’S REQUEST FOR THE ESEA FLEXIBILITY

Provide an overview (about 500 words) of the SEA’s request for the flexibility that:

1. explains the SEA’s comprehensive approach to implement the waivers and principles and describes the SEA’s strategy to ensure this approach is coherent within and across the principles; and
2. describes how the implementation of the waivers and principles will enhance the SEA’s and its LEAs’ ability to increase the quality of instruction for students and improve student achievement.

The central goal of the NJDOE is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career. Currently, New Jersey is far from accomplishing this mission.

While in the aggregate New Jersey’s students perform at nation-leading levels, the State has a number of troubling deficiencies. On the 2011 National Assessment of Educational Progress (NAEP) exam, New Jersey ranked 50 out of 51 States (including DC) in the size of the achievement gap between low and high-income students in 8th grade reading. Tens of thousands of children attend schools where only a minority of students meets basic levels of proficiency in reading and math. Across the State, over 40 percent of third graders are not reading on grade level. And perhaps most alarmingly, a distressingly high percentage of those who do graduate from high school are unprepared for success: nearly 90 percent of students entering some of New Jersey’s community colleges require remediation.

The State of New Jersey has a comprehensive strategy for solving these challenges. It begins with an unwavering commitment to the highest expectations for all students and a single-minded, measureable goal of ensuring all students leave high school with the skills and knowledge needed to succeed throughout life which for us means truly prepared for college and career. While the NJDOE celebrates its successes, the Department also must honestly acknowledge the massive improvements that must be achieved to meet its ambitious goals. The NJDOE intends to close the achievement gap so student performance is no longer a function of demographics while simultaneously pushing New Jersey’s highest performing students to compete with and exceed the accomplishments of their excelling peers in other States and across the globe.

To execute these goals, the NJDOE has undertaken a series of drastic organizational and philosophical changes designed to increase its capacity to implement its new vision for accountability and bring about fundamental change in the most troubled schools. Organizationally, the NJDOE has restructured around four building blocks of reform—levers that the Department believes are key to substantial and lasting improvement. They include Academics (standards, assessments, curriculum, and instruction), Talent (educator effectiveness), Performance (targets, measurement, and accountability), and Innovation (high-quality, nontraditional methods of delivering K-12 schooling). Each building block has its own division, and each division is led by an experienced executive with expert staff (See Appendix 1 for organizational charts).

Among other things, these divisions lead critical statewide reform initiatives, such as implementing CCSS and Partnership for Assessment of Readiness for College and Careers (PARCC) assessments to ensure the State transitions to more rigorous standards and assessments and, installing a statewide framework for teacher and principal evaluations that supports educators and improves policies related to recruitment, training, development, tenure, and compensation are improved.

The NJDOE has also reorganized how we engage with and intervene in schools and districts. Most significantly, the prior NJDOE organization was oriented around disparate programs. The NJDOE's current system of seven field-based Regional Achievement Centers (RACs) is charged with driving improvement in New Jersey's lowest-performing schools. These offices are led by master educators who bear specific accountability for student achievement gains in their regions and for executing coherent plans that marshal NJDOE resources to accomplish those goals (See Appendix 2 for a job description of Regional Achievement Directors, the staff members that will lead these teams). The RAC teams are deeply knowledgeable in the eight "turnaround principles" that are defined in this waiver application and widely known to be central to school improvement, including, for example, implementing high-quality curriculum, improving leadership and instruction, and expanding the analysis and use of data. The RACs are instrumental in the NJDOE's execution of its interventions; they leverage their own expertise and State and local resources to reach explicit performance targets in specific schools and districts, and they are held accountable for achieving results.

The NJDOE has also changed what it means to be a State department of education. The NJDOE has de-emphasized its traditional role as a compliance monitor and transitioned into a performance-based organization and high-quality service provider. Through a survey conducted of the State's district superintendents, the NJDOE learned that those on the ground saw little value coming from the Department's central office when it comes to what matters most: improving student learning. The State was adept at sending directives and requiring reports but did little to actually help educators advance academic achievement.

The NJDOE has made this transition in a number of ways. A gubernatorial task force (Governor's Education Transformation Task Force) reviewed all State education regulations and laws to identify provisions that place unnecessary burdens on educators. The Task Force's final recommendations were made to the Governor at the end of 2011 and resulted in a streamlined set of regulations focused not on inputs but, rather, on the most important output: student learning.

The NJDOE has also chosen a new way to engage with schools and districts. Rather than a scattershot approach of limited, piecemeal programs aimed across the entire State, the Department focuses its scarce resources on those schools in a perpetual State of underperformance and those with the most troubling achievement gaps. Undergirding this reprioritization is a critically important shift in the State's philosophy. For nearly 20 years, New Jersey has sought to improve low-performing schools by primarily working through LEAs. The State has taken over several districts, embedded State monitors in others, and created complex systems for assessing LEA capacity. These tactics alone have not transformed our most persistently under-achieving schools.

The State has made a conscious decision to alter its tack to focus on the school – i.e., teachers, principals and the students they serve – as the unit of change. As such, most of our activities associated with our most troubled schools are directed at the level of the school, while working with LEAs to ensure that school-based reforms are effective and sustainable (particularly those LEAs with significant numbers of underperforming schools). Along these lines, the NJDOE spends more time recognizing and learning from our highest performing schools, including finding ways to give them greater autonomy as they continue to excel.

In total, then, the guiding philosophy is simple: create statewide conditions for success; reduce the burdens on successful educators and schools; and provide high-impact support where needs are the greatest.

It is within this context that the NJDOE submits its application for a waiver from many of the Elementary and Secondary Education Act's (ESEA) current provisions. It is the Department's firm belief that its accountability system is an essential component of the State of New Jersey's larger efforts to prepare all students for college and career. A streamlined, coherent, unified system for assessing school and district performance and triggering differentiated supports and interventions aligned to the eight turnaround principles, serve as the foundation for the NJDOE's work. With more and better information and the flexibility to carefully tailor programs and activities to school needs, the Department is able to make the most of its organizational structure and resources and updated approach to engaging schools and districts.

This began by overhauling the two overlapping and often contradictory accountability systems for New Jersey schools. At the federal level, the ESEA - in the current form of the NCLB - focuses on schools and districts, as evaluated by absolute student performance on State exams. At the State level, New Jersey's Quality Single Accountability Continuum (QSAC) evaluates districts in five areas, with student performance comprising only one of them. Though both systems have virtues, both are also deeply flawed. Each has its own independent weaknesses, and the interaction between the two causes a whole host of problems.

Unfortunately, QSAC does not advance our efforts to drive college- and career-readiness. It prioritizes inputs instead of outputs, placing a premium on districts' submission of reports and faithful compliance to rules instead of the improvement of student learning. QSAC also forces a district to consider many of its activities in isolation, requiring separate reviews for personnel, finance, and governance, when all of this work should be viewed as part of a seamless fabric intended to help students learn. Finally, QSAC generates limited and often unreliable information. In most cases the data gleaned from QSAC does little to help the State facilitate gains in academic achievement, and in entirely too many cases, high-performing districts are found to be deficient while low-performing districts receive high scores.

The NCLB's limitations are also numerous and widely known. It fails to give schools credit for making progress with students. It over-identifies schools and districts as underperforming. It treats a school struggling with a single subgroup the same as a school that is comprehensively failing its student body. It requires an inflexible set of interventions that are inappropriate for many targeted schools. Finally, its supports and sanctions have not led to the improvements our students need.

New Jersey has built a unified accountability system that will streamline QSAC and modify NCLB.¹ It enables the NJDOE to measure and report on metrics that truly reflect schools' and districts' success in preparing students for college and career; it allows us to categorize schools more fairly and develop supports and interventions carefully aligned to their needs; and it will enable the State to focus its scarce resources on those schools in a persistent State of underperformance and those where at-risk subgroups are lagging far behind.

New Jersey is well positioned and prepared to take full advantage of the opportunity presented by this waiver request. The State's performance reports are the heart of the NJDOE's accountability system. The NJDOE produces a thorough collection of data across a wide range of areas for each district and each school. The information provided not only gives parents and the public a full accounting of each school's current performance, it also indicates how each school is contributing to the State's ultimate goal: preparing all students for success in college and career. Key metrics, such as early childhood literacy, chronic absenteeism, 8th grade reading and math proficiency, growth scores on State assessments, AP passing rates, ACT and SAT scores, and high school graduation rates paint a full and accurate picture of school and district performance with a display of statewide ranking and comparison to peer schools. And State technology enables educators to analyze data at the student level so they can develop meaningful interventions.

These reports also enable the NJDOE to fairly and transparently categorize schools so they receive the support and/or recognition they deserve and need. Consistent with this application's guidance, New Jersey focuses its attention on its most persistently underperforming schools (Priority), those with troubling achievement gaps (Focus), and those achieving remarkable results (reward).

Following directly from these categorizations (and school performance reports more broadly) is the most important element of the State's new approach: powerful interventions. The NJDOE, finally armed with clear, robust information on each school's strengths and weaknesses, is able to offer interventions designed to remediate problem areas, whether they relate to poor curriculum, inadequate instructional leadership, insufficient data use, or something else. These supports are completely aligned with this application's "turnaround principles."

As described in the "Differentiated Recognitions, Interventions and Supports" section of 2.A.i, the NJDOE has extensive authority under federal and State law to bring about major change in school and district behavior. The NJDOE can, among other things, reassign teaching staff, redirect spending to ensure funds are spent effectively and efficiently, alter curriculum and programs, charter new schools, and, where all else fails, close chronically failing schools. Though the NJDOE works collaboratively with schools and districts and expects such collaboration to lead to substantial improvement, where a school or district refuses to collaborate with the NJDOE, the Commissioner of Education has more than

¹ Since QSAC was enacted by statute, only legislative action can replace it. However, as described more fully in Section A.1 of the Appendix, NJDOE has taken steps to streamline QSAC through regulatory changes and Focus it on student achievement. So, when NJDOE refers to creation of a "unified accountability system" throughout this waiver application, it means the creation of a system with a single goal: improving student achievement so that all of New Jersey's students graduate prepared for college and career.

ample authority to compel action to ensure that all students have access to a high-quality education.

The major structural and philosophical changes that have taken place at the NJDOE will enable this new accountability system to succeed. The Department is well aware that no matter how informative are the State's performance reports or compelling the State's plans for intervention, little of value would ultimately be accomplished if the NJDOE maintained both its old approach to working with schools and districts and its old organization and staffing. The NJDOE's commitment to the highest student expectations and school autonomy empowers educators. Its embrace of four key reform strategies focuses attention on the activities that matter most. Its focus on a targeted list of struggling schools enables the State to best use its limited resources and bring about true change. Its RACs will ensure expert educators are applying effective interventions to schools in need of improvement.

In total, then, this waiver application is an essential component of a set of integrated strategies for drastically improving student performance and closing the achievement gap. New Jersey has set college- and career-ready standards; has developed an accountability system that accurately assesses performance and triggers supports and interventions; has pursued key reforms in policy and practice that support improvement efforts; and has altered what it means to be a State department of education by creating high-impact supports and developing the internal capacity to drive change.

**PRINCIPLE 1: COLLEGE- AND CAREER-READY EXPECTATIONS
FOR ALL STUDENTS**

1.A ADOPT COLLEGE- AND CAREER-READY STANDARDS

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

Option A

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that are common to a significant number of States, consistent with part (1) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)

Option B

- The State has adopted college- and career-ready standards in at least reading/language arts and mathematics that have been approved and certified by a State network of institutions of higher education (IHEs), consistent with part (2) of the definition of college- and career-ready standards.
- i. Attach evidence that the State has adopted the standards, consistent with the State’s standards adoption process. (Attachment 4)
- ii. Attach a copy of the memorandum of understanding or letter from a State network of IHEs certifying that students who meet these standards will not need remedial coursework at the postsecondary level. (Attachment 5)

1.B TRANSITION TO COLLEGE- AND CAREER-READY STANDARDS

Provide the SEA’s plan to transition to and implement no later than the 2013–2014 school year college- and career-ready standards Statewide in at least reading/language arts and mathematics for all students and schools and include an explanation of how this transition plan is likely to lead to all students, including English Learners, students with disabilities, and low-achieving students, gaining access to and learning content aligned with such standards. The Department encourages an SEA to include in its plan activities related to each of the italicized questions in the corresponding section of the document titled *ESEA Flexibility Review Guidance*, or to explain why one or more of those activities is not necessary to its plan.

Introduction

By adopting the CCSS, the NJSBOE took a crucial step toward the ambitious goal of preparing all students for college and career regardless of their life circumstances. The transition to full implementation of the standards across districts and schools, allowing all New Jersey students full access to CCSS-aligned learning content, required the NJDOE to take a stronger leadership role in helping districts and schools understand the instructional changes necessary to implement these more rigorous standards. To that end, the NJDOE engaged State and national experts in the development or adoption of a model curriculum, aligned with CCSS and Universal Design for Learning (“UDL”: precisely-defined constructs, accessible non-biased items, simple clear instructions, maximum readability and legibility), that all New Jersey districts can use to guide their implementation of the standards in order to prepare all students for college and career.

The development or adoption of the model curriculum is led by the Chief Academic Officer working closely with the Office of Special Education Programs, the Office of Supplemental Educational Programs, the Office of STEM and the Office of Literacy. Curriculum development teams comprised of statewide curriculum experts as well as experts in special education and ELLs were brought together by DOE leads and, working in content area and grade-band teams (K-2, 3-5, 6-8, HS), they reviewed national-level work being done on instructional materials to inform the development of the model curriculum version 1.0. This first version of the model curriculum aligned to both CCSS and UDL developed for implementation during the 2012-2013 school year included five six-week units including CCSS- and UDL-aligned student learning objectives (SLOs), recommendations for scaffolding SLOs to meet the needs of students with disabilities (SWDs), ELLs and/or low-achieving students, as well as end-of-unit assessments aligned to UDL principles and designed to separately assess each unit SLO in order to better inform the improvement and differentiation of instruction.

Model curriculum 2.0 will be improved using feedback collected during the implementation of version 1.0 and will include: model lessons, model formative assessments, web-based professional development, recommended instructional resources and other supports to be implemented in 2013-2014. Guidance documents, supporting resources, and professional development will be made available in years 2015-18 to assist districts in becoming self-sufficient in using the continuous review cycle of standards, curriculum, instruction, assessment, data review, and professional learning community conversations. The platform housing this work will be continually improved so that all aspects of this work can be continually “added to, improved, and grow increasingly responsive to the teachers, administrators, parents and students of New Jersey.”

Priority and Focus Schools are supported by the NJDOE’s RACs in virtually all aspects of CCSS implementation. These field-based offices are staffed with experts in instruction, literacy, mathematics, special education, ELLs, data use, school leadership, assessment development, and much more. These teams work regularly and closely with all Priority and Focus Schools and the LEAs with identified Priority and Focus Schools, ensuring that, on a daily basis, schools are teaching to these new, more challenging standards; that instruction is sufficiently rigorous; and that educators have access to aligned curriculum, instructional supports and the professional development they need.

State Standards vs. CCSS

An initial analysis of the alignment between the State’s prior content standards and the CCSS revealed that all content areas and grade levels required revision. In order for districts and schools to begin to understand the major shifts in teaching and learning required to fully implement the CCSS, the NJDOE held information sessions with over 300 groups including teachers, administrators, superintendents, parents and board members. Feedback from these sessions revealed broad support for the NJDOE taking a leadership role in engaging both State and national experts to develop and/or adopt a “model” CCSS-aligned curriculum, assessment, and intervention system that would be made available to all districts as they transition to implementing CCSS.

Model Curriculum

The NJDOE sought national experts and possible partnerships across States to assist in the adoption or development of a CCSS- and UDL-aligned model curriculum while forming a state-wide coalition of curriculum, special education, and ELL experts, including members of the State’s institutions of higher education, to guide and inform the work. The NJDOE developed a comprehensive model curriculum that includes defined, and UDL-aligned, student learning objectives divided into units of study, recommendations for scaffolding unit SLOs to meet the needs of SWDs, ELLs and low-achieving students, and quality UDL-aligned end-of-unit assessments. The scaffolded SLOs are published within each unit allowing general and special education teachers to view the same document while planning to fully support students with disabilities and ELs. End-of-unit assessments allow teacher teams the opportunity to review common data to inform and differentiate instruction to better meet the needs of all students. Implementation feedback from the 2012-2013 school year informed improvements to the model curriculum. Other additions for 2013-2014 included model lessons, formative assessments, a bank of CCSS-aligned assessment items, and a list of quality instructional resources.

Model lessons are continually added to the curriculum system through a quality review process allowing teachers throughout the State to submit videos for review. Videos judged to be of high quality through the review process will be posted within the appropriate unit, and the teacher, school and district names will be included in order to recognize their contribution to the State model curriculum.

The NJDOE published model reading/language arts K-12 and mathematics K-12 curriculum for implementation in schools and districts in the Fall of 2012. This curriculum system will form a quality foundation for achievement, including the effective differentiation of learning through the use of model and teacher-developed formative assessments and thereby meet the needs of all students including SWDs and ELLs.

ELLs are to be supported through the adoption of WIDA (World-Class Instructional Design and Assessment) ELP (English Language Programs) standards, which are aligned to CCSS for ELA and Math , and the ELL scaffolds. This alignment ensures the connections between content and language standards fully support ELLs in accessing the CCSS on the same schedule as all students.

Professional Development (see attached timeline)

The development of model curriculum, assessments, and interventions cannot drive the instructional changes necessary to improve student achievement without quality on-going professional development. Therefore, the NJDOE, working with national- and state-level experts, provides professional development sessions designed to prepare and continually support teachers and principals in fully implementing the CCSS.

Professional development designed to support the implementation of CCSS- and UDL-aligned model curriculum is delivered by NJDOE curriculum experts and by the RACs (trained by NJDOE staff). RACs center their support on Priority and Focus Schools as well as the LEAs with identified Priority and Focus Schools. These trainings include all staff in Priority and Focus Schools as well as 2-4 leads from the districts. Other districts have been asked to send 2-4 leads in each content area to be trained by NJDOE curriculum/special education/ELL experts and prepared for training teachers in their district. These trainings are also open to the LEAs with identified Priority and Focus Schools. In order to best meet teacher needs sessions focus on five key areas:

- 1) The development of the year-long plan aligned to CCSS (1 session in June);
- 2) An in-depth review of CCSS- and UDL-aligned unit SLOs, scaffolded SLOs and the unit assessment (6 sessions held throughout the year);
- 3) Effective lesson design and instructional strategies for scaffolding learning, particularly for struggling students (e.g. ELLs and special education) as they progress towards the mastery of CCSS (6 sessions held throughout the year);
- 4) The design and use of effective formative assessments, in order to prepare and empower teachers to use data to better meet the individual needs of the students in their classroom (2 sessions); and,
- 5) Finally, in order to support teacher collaboration for implementing the CCSS and continuously improving instruction through the sharing of best practices, professional development on effective protocols for analyzing and using multiple data sources will be offered to teacher teams (2 sessions).

Building on the work outlined in items 1-5, the NJDOE will continue to offer ongoing professional development and guidance documents.

All sessions include significant follow-up using on-line surveys in order to effectively address the questions and challenges teachers have as they work to implement these new standards and strategies in their classrooms. The success of these sessions is measured by on-going teacher surveys, unit assessment data, and State summative assessments.

The NJDOE has also designed an innovative model for strategic support to enhance student achievement through home/school academic partnerships. The purpose of The Parent Academy for Student Success (PASS) Model is to engage in highly focused academic partnerships that will drive student learning and success. The NJDOE PASS Model is singularly focused on student learning. Together educators and families will exchange key information and use instructional strategies that can

be applied out-of-school to support in-school performance.

Effective PASS implementation requires a new dialogue and commitment from every stakeholder group in the education community. Therefore, the suggested partners include superintendents, boards of education, principals, teachers, parents and families, and students. Recommended PASS themes are rigorous and progressively build on academic issues. This ascending support structure is the basis for personalized success strategies and deeper student learning. The suggested 2014-15 academies are aligned with learning milestones and implementation of new education initiatives.

2014-15 recommended themes:

- PASS #1 Student Learning with the Common Core State Standards (CCSS)
- PASS #2 Measure What Matters: Assessing Student Learning and PARCC
- PASS #3 Support Students in the Classroom with Out-of-School Learning

Additional supporting documents will be developed through 2018 as districts/schools are supported in using the model to facilitate conversations with stakeholders focused on academic achievement.

In addition, an RFP was developed in February 2012 in order to deliver enhanced professional development supports on CCSS implementation that more effectively leverage technology for the 2013-2014 school year. Also, IDEA funds were used for an RFP issued in 2013 for focus and priority schools to improve inclusive supports and interventions for students with disabilities to facilitate achievement in mathematics and English Language Arts.

ELLs

The NJDOE continues its system of support for districts with ELLs. Specific supports and resources include:

- **Bilingual Program Structure Training**
<http://www.state.nj.us/education/bilingual/pd/pst/>

In collaboration with the Equity Assistance Center Region 2 at Touro College, the NJDOE created seven online Bilingual Program Structure Training modules for educators interested in bilingual education. The modules equip district and school leaders to further develop the structures and goals of their bilingual program. Additionally, the modules expand participants knowledge of biliteracy and create a native language allocation policy and a long-term program vision. Each module contains links to readings and/or templates as well as video footage from the face-to-face Bilingual Program Structure Training presented in June 2014.

- **Sheltered English Instruction:** To help teachers and administrators better address the needs of their ELLs, the Department **collaborates with the Equity Assistance Center to provide** workshops for administrators and teachers who want to train other district-level and school-level staff in sheltered English instruction (SEI). The workshops, which consists of three one-

day sessions, provide school district administrators and teachers with an overview of the SEI principles, guidance on how to identify key areas of need for ELLs and teachers in their districts, and strategies for developing a timeline for at least 15 hours of SEI training in their respective schools and districts. Participants also work in small groups to focus their instruction, work towards implementation, and demonstrate model lessons.

- **ESL Curriculum Exemplars & ELL Model Curriculum Scaffolds**

<http://www.state.nj.us/education/bilingual/resources/curriculum/>

The exemplars facilitate school districts' use of the WIDA Standards to revise and/or develop an integrated language ESL curriculum. They are essentially a sample unit plan at each of the five grade level clusters – pre-k-k, 1-2, 3-5, 6-8, and 9-12 that infuses backward design/Understanding by Design, project-based learning, and 21st century skills throughout. The units stress academic language, key vocabulary, and language structures to answer the essential question, “What language do students need in order to comprehend and engage in (a content related or unit topic)?”

- Additionally, the Department hosts regional three-day sessions to familiarize school and district personnel with the ELL scaffolds and units. The sessions provide an overview of how the WIDA English Language Development Standards intersect with the Common Core State Standards, review the model curriculum ELL scaffolds in ELA and Math and share the process of developing units and the relationship to curriculum, instruction, and assessment.

- **FABRIC - A Learning Paradigm for ELLs**

<http://www.nj.gov/education/bilingual/pd/fabric/>

In October 2014, the Department issued FABRIC: A Learning Paradigm for ELL. FABRIC, designed for the use of educators and administrators that are new to working with ELLs, is a standards-based protocol that allows teachers and administrators to provide diverse groups of ELLs with access to classroom content while they acclimate to an English learning environment. The six learning threads of the FABRIC paradigm (Foundational Skills, Academic Discussions, Background Knowledge, Resources, Individualized Assessment and Culture) provide a structure that teachers can use to address the needs of ELLs. Each section of the FABRIC paradigm contains research-based recommendations, a classroom example, and application questions. School districts may use FABRIC during sheltered instruction training, professional learning community meetings, pre-service teacher education, etc.

- **Districts not Meeting Title III Annual Measurable Achievement Objectives (AMAOs)**

Specialized technical assistance is provided to districts who have not met their Title III Annual Measurable Achievement Objectives. The Department's most intense technical assistance outreach is reserved for those districts that did not meet their AMAOs for four consecutive years. To assist these schools, the Department has planned a full-day, hands-on intervention planning session. District and Department staff will participate in an analysis of the district's service delivery plan for ELLs, which will include a discussion on the demographics of the district's ELL population and the district's process for placement, monitoring, and mainstreaming of ELLs as they develop their language proficiency. Following this, there will be a review of trend data in order to identify Opportunities for Change. The Five-Year Intervention Template that the Department will use during the technical assistance session is located in Appendix 22.

For districts that have not met their Title III AMAOs for fewer than four consecutive years, the Department provides technical assistance on the completion of an Improvement Plan and the analysis of student-level and school-level data. . . The planning process involves districts developing a hypothesis based on the review of their ELL achievement data, developing improvement goals and establishing evidence-based indicators of improvement. The Title III District Improvement Plan template is located in Appendix 23. Data analysis workshops focus on data-informed decision making around language proficiency and language development as it relates to the WIDA Standards Framework to support the academic success of English language learners.

Students with Disabilities

- **Results Driven Accountability**

To support the shift in focus in special education from compliance to results, the NJDOE aligned a significant amount of resources to supporting schools with poor achievement and other outcome data. A tiered approach was used to direct more intensive professional development to focus and priority schools and schools that did not meet targets in specific priority areas identified in the state’s State Performance Plan and Annual Performance Report. Professional development activities include the following.

- **Positive Behavioral Supports in Schools**

The NJDOE targeted priority and focus schools for participation in the state’s positive behavioral support initiative. School administrators make a two-year commitment for professional development to build capacity among school personnel to create proactive and positive schools to increase achievement by increasing instructional time and creating environments conducive to including students with disabilities and behavior support needs.

- **Universal Design for Learning (UDL)**

To improve achievement for all students and promote core instruction that engages all learners, the NJDOE conducted informational professional development regarding the development of instructional lessons using the principles of UDL. Instruction using UDL principles was also embedded in intensive training for co-teaching teams in focus and priority schools. Additionally, instructional supports and scaffolds were developed for the Model Curriculum based on the UDL principles. Intensive training was conducted by the Center for Applied Special Technology (CAST) for a department-wide group of professional development providers and selected district to build capacity and develop a common framework for training and coaching district staff on UDL. The team continues to meet with a goal of developing models of universal lesson design and web-based resources.

- **Community-Based Instruction (CBI)/Structured Learning Experience**

The NJDOE provides intensive professional development and online resources to districts regarding implementation of community-based instruction and structured learning experience to support the use of the community as a context in which to learn and practice the CCCS and learn skills necessary for independence and employment after high school. . .

School Climate

A positive school climate is fundamental to teacher retention and student academic success. To address the needs of teachers and promote student achievement, in 2014 the Department developed and

released the *New Jersey School Climate Survey* (NJSCS). The NJSCS includes four validated questionnaires (elementary, middle-high, parents, school staff) to support local school climate and culture improvement activities. The survey data is one tool for schools to analyze in coordination with other data collections, as an integral part of their continuous efforts to improve student learning and academic achievement; increase graduation rates; promote positive child and youth development; and prevent at-risk student behavior. Schools are encouraged to but not required to use the NJSCS tools. The NJSCS materials are provided free to help schools focus on building a positive school climate and understand and improve safe and supportive conditions for learning.

Social and Emotional Learning

Schools that promote social and emotional learning (SEL) have a direct impact on increasing student achievement and improving school climate or maintaining a positive school climate. Research shows that integration of SEL skills into the culture of the school reduces conduct problems and aggressive behavior – leaving more time for teachers to teach and for students to learn. The Department is focused on developing a feasible and sustainable approach to integrate SEL across the curriculum with the assistance of key stakeholders from throughout the state, including other State departments, teachers, the New Jersey Principals and Supervisors Association, institutes of higher education, the New Jersey Association of School Psychologists, the National School Climate Center and others. As a key component of improving conditions for learning, the current SEL curriculum standards will be reviewed and revised. The group plans to develop and disseminate resources and provide professional development activities that support school leaders and teachers understanding of school climate and SEL, teacher development of SEL skills, and administrator leadership in implementing SEL initiatives.

Explicit Plans to Meet the Needs of Students Living in Poverty

In 2012, 90% of New Jersey's first cohort of Priority schools was comprised of students living in poverty, i.e. students living on the lowest rung of the state's socio-economic ladder. Thus, at the outset, our plan for improving academic outcomes has been deliberate in incorporating strategies to combat the effects of poverty most closely correlated with lower achievement. The work that NJDOE planned to do, and has done, includes the following:

- Created Climate & Culture plans using a trauma-informed, academically-focused lens. These plans served as exemplars for schools to replicate and/or customize to their settings;
- Provided a curricular framework to support districts and schools in adhering to a clear instructional scope and sequence that includes teaching, assessment and intensive remediation;
- Created a hiring protocol as part of a suite of resources to assist districts with executing on a recruitment strategy to attract high-quality teachers to the state's most needy schools; and
- Delivered professional development and coaching on building relationships with students and families, and maintaining high expectations for students, regardless of perceived disadvantage due to their socioeconomic background.

Moving forward, NJDOE will continue to engage in the above-mentioned strategies, which have proven to be successful particularly when educating students living in poverty. In addition to our initial foci, our Waiver Renewal extension includes a plan to focus on the non-cognitive factor of mindset, specifically applying the work of Carol Dweck and others, to develop a growth mindset among staff and students. The goal of this aspect of the work is to ensure that students can envision themselves as successful learners and work hard to achieve their academic goals. A focus on growth mindset is particularly relevant to students living in poverty, many of whom have not experienced success in school and doubt their ability to ever be successful. Teachers will receive coaching on

strategies to provide students with the optimal type of feedback and support to advance their learning.

Instructional Leadership

Principals must receive quality professional development on the implementation of the CCSS if they are to truly lead the continuous improvement of teaching and learning in their schools. In order to effectively support principals in developing the necessary instructional leadership skills, the NJDOE worked with the New Jersey Principal and Supervisors Association (NJPSA) to deliver this professional development during the 2012-2013 school year.

The professional development sessions, including follow-up sessions were presented in a variety of formats to meet the needs of principals throughout the State. Sessions focused on three key areas:

- 1) Collecting classroom data to verify that educators are teaching the CCSS at the appropriate level of rigor and using strategies that meet the needs of all students;
- 2) Collecting and analyzing assessment data to drive the work of teacher teams and individual teachers in using data to improve and differentiate instruction; and
- 3) Forming teacher teams that become responsible for the continuous improvement of instruction and student achievement through the effective use of classroom observation and assessment data.

The NJDOE and NJPSA made these sessions as productive as possible by offering sessions to groups of principals who supervise similar grade levels; the instructional materials used were also be relevant to those grade levels. All sessions includes follow-up activities using both small groups and web-based tools in order to effectively address the questions and challenges principals have as they work to monitor and improve the implementation of the CCSS in their schools. The success of these sessions was measured.

The NJDOE, NJPSA, NJASA, and NJEIRC have developed a series of Leadership Academies for cohorts of district/school/teacher leaders. Cohorts attend a series of in-person trainings, participate in online professional learning communities, share resources and demonstrations of learning, and receive specific feedback from facilitators. The academies are currently being piloted and will be built out over the next two years.

In addition, the NJDOE included principal professional development as part of the RFP seeking to better leverage technology to support continuous learning for principals as well as teachers in connection to implementing the CCSS.

Instructional Supports

The NJDOE developed a data collection and reporting system for schools and districts to list and rate the resources they are using. The aim of doing so was to fully support districts and schools in the process of selecting the highest quality instructional resources, materials, programs and technology-based supports designed by external vendors to meet the needs of all students, including, ELLs, students with disabilities, and low-achieving students. Ratings are be driven by a quality rating system

designed by the NJDOE with input from State experts. This information is disseminated throughout the State in order to inform all districts as they decide which instructional materials or programs best meet the needs of their students.

High School

The ultimate goal of the CCSS is that all students, regardless of birth circumstances, will graduate college- and career-ready. To that end, the NJDOE took a number of actions to better connect secondary and post-secondary institutions and measure whether K-12 students are on track to graduate from high school prepared to do college-level work.

First, all high school core content area courses include well defined CCSS-aligned model curriculum (including formative and end-of-course assessments), developed in collaboration with State institutions of higher education in order to ensure course designs meet the rigorous expectations of college. Second, high school course and assessment rigor is evaluated through an NJDOE data system that connects student grades in high school courses and assessments to AP scores, grades in dual enrollment courses, SAT and ACT scores, achievement on college entrance assessments, as well as acceptance into post-secondary institutions, and remedial courses.

This data is used to continually inform improvements in high school course design and assessment rigor. The development of more rigorous high school courses not only prepares students for post-secondary experiences without remediation but also allows more students greater access to accelerated learning opportunities including AP and dual-enrollment courses. The NJDOE will create a system for tracking the opportunities available for students to take AP, dual enrollment or other career-oriented courses in each school and district. This data will be used to ensure there is an appropriate and equitable distribution of these opportunities in each district and school.

The DOE continues to support the development of quality Career and Technical Education (CTE) programs that prepare students for career pathways that link secondary education to postsecondary education and/or industry credentials. Development of model curriculum in various career clusters provides academic and technical skills for students for college and career readiness.

Additionally, the adoption of Career Ready Practices by the State Board in October 2014 has led to developing tools and strategies for educators to integrate into instruction to enhance career readiness of all students. This work will continue in order to expand capacity of teachers to better prepare students to be career ready.

The NJDOE will also continue to provide technical assistance to support the expansion of Structured Learning Experiences (SLE) for students (<http://www.state.nj.us/education/cte/sle/>).

Transition of State Summative Assessments

The alignment of the State assessments to CCSS is a strong motivator for teachers and principals to fully implement the CCSS; at the same time teachers and principals needed to know that there was a transition process rather than an abrupt change. As a first step in this transition the NJDOE reviewed

all current State assessment items to determine the alignment of each item to New Jersey State Standards and CCSS. This information was used to increase the number of items aligned to both sets of standards while decreasing items aligned to only New Jersey standards.

In addition, as a governing State in PARCC, the NJDOE will be working with other States to inform this transition process in 2014-2015. The NJDOE continues working with national-, district- and school-level experts to evaluate and improve the rigor of the State developed model curriculum assessments. The Department believes these model unit assessments, available for district- and school-level review and use, as well as a bank of CCSS-aligned assessment items, will help teachers, principals, parents and students better understand and meet the more rigorous expectations of the CCSS. The final part of the transition process is a full NJDOE review of the State's current high school assessment regime. Data suggests the State's prior comprehensive exit exam lacked sufficient rigor and should be replaced. Too many high school graduates who passed the test required remediation when they entered college. For that reason, in 2014-2015, high schools across New Jersey will administer all six PARCC end-of-course assessments (English Language Arts in grades 9, 10, and 11 and Algebra I, Geometry, and Algebra II) while elementary and middle schools will administer appropriate grade level assessments. NJDOE encouraged all local districts to test eight grade math students at a level that matches the individual's growth. For 2014-15, as approved by the USDE on June 15, 2015, the NJDOE will use with respect to a student who is not yet enrolled in high school, but who takes advanced high-school level mathematics coursework and the corresponding advanced, high-school level assessment, the student's score on that assessment in the Federal Accountability determination for the grade and school in which the student is enrolled.

As NJ begins to transition to PARCC end of course assessments (EOC) as our graduation requirement, we will establish interim policies and criteria so that, as a matter of fundamental fairness and sound educational practice, students and educators have sufficient time and guidance to implement aligned curriculum and instruction. NJDOE understands and shares the equity concerns being raised by the USDE regarding course sequencing and will work with school districts on this issue and will closely monitor practices and results in setting expectations for future classes. However, we believe that the policy to allow certain students to take advanced level assessments aligns with the goals of differentiating course work and supports, as well as promoting equitable educational opportunities, as an acknowledgement that students may demonstrate growth at different rates throughout their scholastic careers.

In the Fall of 2015, when PARCC data is first available, we will be forming a panel of practitioners and stakeholders to review the data and determine what EOC assessments in Math, ELA and Science the students in the class of 2021, and thereafter, will be required to pass in order to graduate. It is expected that these recommendations will be adopted by the State Board of Education during the summer of 2016. As part of the panel's deliberations, it will specifically address any equity issues that may arise from the assessment and graduation requirements, recognizing that the Algebra 1 EOC assessment will be offered at the point the student completes the corresponding course work, and that for some students this may occur in Middle School.

Alternative Assessments for Students with the Most Significant Cognitive Disabilities

New Jersey was one of the first states to join the Dynamic Learning Maps (DLM) consortium in 2010. New Jersey administered the DLM assessment in 2014-2015 to all students with the most significant cognitive disabilities who met the participation criteria established by the partner states. The contract that New Jersey has with DLM is a three-year contract waiver that expires in August of 2017. NJ

contracted with DLM for \$270,000 to administer the assessment. This demonstrates NJ’s commitment to continuing the administration of DLM beyond this year and NJ intends to continue to administer an alternate assessment through the duration of the ESEA renewal waiver in 2018.

Connections with Higher Education

The NJDOE fully engaged institutions of higher education (IHEs) in the process of CCSS implementation to not only improve the rigor of high school courses and assessments, ensuring that our students are college- and career-ready, but also to impact the quality of teacher and principal preparation programs.

As a result of the report issued by the College- and Career-Ready Task Force the NJDOE worked with both 2- and 4-year IHEs to review the rigor of end-of-course (EOC) high school assessments in order to develop a system for determining students are college ready as a result of passing these assessments in lieu of using current college readiness indicators such as the Accuplacer.

In addition, the NJDOE provided the State’s IHEs with data linking the graduates of their teacher and principal preparation programs to student achievement data from the classrooms and schools in which their graduates work. This data system linking student performance and class rosters was completed and available to all schools in the Fall of 2012. These data will the dialogue necessary between IHEs and the NJDOE regarding both current expectations for entry into teacher and principal preparation programs as well as the skills and knowledge students needs to be fully prepared for college and career.

This is a joint project between the NJDOE’s Division of Academics and Division of Talent. The former leads the State’s CCSS and assessment work, while the latter has an office dedicated solely to improving educator preparation programs. This cross-functional collaboration is a key factor in the long-term success of CCSS implementation and our larger efforts to greatly expand college- and career-readiness.

The NJDOE will also continue to work collaboratively with IHEs to establish and expand dual enrollment opportunities for high school students enrolled in Career and Technical Education (CTE) programs. Students in quality CTE programs have many opportunities to earn dual credits through CTE programs. These model programs contribute to academic and career success and will be explored for replication in other districts. Building capacity and expertise in local high schools will also be essential to accomplish this.

For a complete implementation plan for NJDOE’s transition to the CCSS, see Appendix 3.

1.C DEVELOP AND ADMINISTER ANNUAL, STATEWIDE, ALIGNED, HIGH-QUALITY ASSESSMENTS THAT MEASURE STUDENT GROWTH

Select the option that pertains to the SEA and provide evidence corresponding to the option selected.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA is participating in one of the two State consortia that received a grant under the Race to the Top Assessment competition.</p> <p>i. Attach the State’s Memorandum of Understanding (MOU) under that competition. (Attachment 6)</p>	<p>Option B</p> <p><input type="checkbox"/> The SEA is not participating in either one of the two State consortia that received a grant under the Race to the Top Assessment competition, and has not yet developed or administered Statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Provide the SEA’s plan to develop and administer annually, beginning no later than the 2014–2015 school year, Statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs, as well as set academic achievement standards for those assessments.</p>	<p>Option C</p> <p><input type="checkbox"/> The SEA has developed and begun annually administering Statewide aligned, high-quality assessments that measure student growth in reading/language arts and in mathematics in at least grades 3-8 and at least once in high school in all LEAs.</p> <p>i. Attach evidence that the SEA has submitted these assessments and academic achievement standards to the Department for peer review or attach a timeline of when the SEA will submit the assessments and academic achievement standards to the Department for peer review. (Attachment 7)</p>
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**2.A DEVELOP AND IMPLEMENT A STATE-BASED SYSTEM OF DIFFERENTIATED
RECOGNITION, ACCOUNTABILITY, AND SUPPORT**

- 2.A.i Provide a description of the SEA’s differentiated recognition, accountability, and support system that includes all the components listed in Principle 2, the SEA’s plan for implementation of the differentiated recognition, accountability, and support system no later than the 2012–2013 school year, and an explanation of how the SEA’s differentiated recognition, accountability, and support system is designed to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

Introduction

The central goal of the NJDOE is to ensure that all children, regardless of life circumstances, graduate from high school ready for college and career. Currently, the Department is far from accomplishing this mission.

While in the aggregate New Jersey’s students perform at nation-leading levels, the State has a number of troubling deficiencies. On the 2011 NAEP exam, New Jersey ranked 50 out of 51 States (including DC) in the size of the achievement gap between low and high-income students in 8th grade reading. Tens of thousands of children attend schools where only a minority of students meets basic levels of proficiency in reading and math. Across the State, over 40 percent of third graders are not reading on grade level. And perhaps most alarmingly, a distressingly high percentage of those who do graduate from high school are unprepared for success: nearly 90 percent of students entering some of New Jersey’s community colleges require remediation.

New Jersey has a comprehensive strategy for solving these challenges. It begins with an unwavering commitment to the highest expectations for all students and a single-minded, measureable goal of ensuring all students leave high school with the skills and knowledge needed to succeed throughout life which, for us, means truly prepared for college and career. While the NJDOE celebrates its successes, the Department must also honestly acknowledge the massive improvements that must be achieved to meet our ambitious goals. The NJDOE intends to close the achievement gap so student performance is no longer a function of demographics while simultaneously pushing New Jersey’s highest performing students to compete with and exceed the accomplishments of their excelling peers in other States and across the globe.

In this context, New Jersey has undertaken an aggressive reform strategy to ensure the State invests in the activities that have the greatest impact on student performance, districts and schools have the information and tools to constantly improve, and that cut the bureaucratic red tape preventing schools and districts from being able to innovate and drive student achievement.

The NJDOE took its first step toward this end during the spring of 2011, shortly after former Acting Commissioner Chris Cerf joined the Department. The NJDOE conducted a survey of the nearly 600 district superintendents across the State to learn how successful the NJDOE had been historically in

supporting district work and, more generally, advancing student achievement. The results were eye-opening and discouraging: the superintendents responded clearly that the NJDOE was not an engine for change and improvement in the State. Moreover, respondents said that many of the Department’s district-level activities were uncoordinated, that the NJDOE was overly focused on compliance (inputs) rather than performance (outputs), and that its work to improve instruction was particularly lacking.

As a result, the NJDOE was reorganized to ensure it was designed to meet its primary obligation of supporting student achievement. The new NJDOE is built on four building blocks:

Academics: Ensuring all schools adhere to challenging content standards, administer rigorous assessments specifically tied to college and career readiness, and have access to high-quality curricula and instructional supports;

Performance: Overseeing a unified academic accountability system that accurately measures school and district performance and triggers high-impact, tailored interventions and supports;

Talent: Ensuring that all New Jersey educators are effective by improving policies and practices related to recruitment, preparation, evaluation, compensation, development, retention, and recognition; and

Innovation: Identifying, recruiting, incubating, and supporting diverse, high-quality delivery systems for K-12 education, especially in our persistently lowest-performing school communities.

In October of 2011, the Department took the second step in its reorganization by creating seven field-based RACs staffed by master educators and designed to provide comprehensive support to our persistently lowest-achieving schools. The RACs are instrumental in the Department’s execution of its interventions, working closely with the Department’s senior leaders to ensure that statewide initiatives are implemented, school and district performance targets are established and met, and high-impact supports are developed and delivered.

While the Department worked to ensure it was structured to better support schools and districts, it was simultaneously pursuing a wide array of activities aligned with its four building blocks and designed to drastically increase college- and career-readiness. This waiver application—and the accountability system it enables—is an essential component of the NJDOE’s comprehensive strategy for improving student learning and closing the achievement gap across the State.

As outlined in Section 1 of this application, the State adopted the CCSS, and joined the PARCC consortium and the WIDA ASSETS consortium to ensure the NJDOE aligns its understanding of what K-12 students should know and be able to do with the rigorous expectations of higher education and the workplace. Through the development of model curricula, formative assessments, instructional supports, leadership development activities, and much more, the NJDOE has worked to ensure all districts and schools are prepared for the transition to CCSS and PARCC and, as a result, that all students are college- and career ready upon graduation from high school.

As a supporting initiative, the NJDOE also convened a College- and Career-Ready Task Force bringing

together K-12, higher education, and business leaders to build consensus among all relevant stakeholders about what knowledge and skills students need when they leave secondary education. This task force is informing the state's work on high school assessments, educator preparation programs, and more.

As outlined in Section 3, the NJDOE has also taken major steps to ensure every classroom is led by an outstanding teacher. In late 2010, the Governor signed an executive order convening the New Jersey Educator Effectiveness Task Force, which was charged with building a framework for educator evaluations. Its work led to the launch of an eleven-district teacher evaluation pilot during the 2011-12 school year. All participating districts (and the state's SIG schools), built evaluation systems that are based equally on student performance and teacher practice and that lead to meaningful professional development for classroom teachers.

With concrete plans in place to ensure the NJDOE has high-quality standards, assessments, instructional supports, and effective teachers are leading our classrooms, it is time to have a nation-leading accountability system to ensure the NJDOE is accurately measuring our performance, making progress with all students, and delivering meaningful interventions. Below, the NJDOE offers its plan for building and implementing this next-generation accountability system, which the Department thinks is essential to advance our work. This ESEA Waiver will facilitate and enable this critical effort.

Current Status of Accountability in New Jersey

There are currently two overlapping and often contradictory accountability systems for New Jersey schools. At the federal level, the ESEA - in the current form of the NCLB Act - focuses on schools and districts, as evaluated by absolute student performance on State exams. At the State level, New Jersey's QSAC triennially evaluates districts in five areas with student performance comprising only one of them. Though both systems have virtues, both are also deeply flawed. Each has its own independent weaknesses, and the interaction between the two causes a host of problems.

Unfortunately, QSAC does not advance efforts to drive college- and career-readiness. It prioritizes inputs instead of outputs, placing a premium on districts' submission of reports and faithful compliance to rules instead of the improvement of student learning. QSAC also forces a district to consider many of its activities in isolation, requiring separate reviews for personnel, finance, and governance, when all of this work should be viewed as part of a seamless fabric intended to help students learn. Finally, QSAC generates limited and often unreliable information. In most cases the data gleaned from QSAC does little to help the State facilitate gains in academic achievement, and in entirely too many cases, high-performing districts are said to have deficiencies and tragically low-performing districts receive high scores.

NCLB's limitations are also numerous and widely known. It fails to give schools credit for making progress with students. It over-identifies schools and districts as underperforming. It treats a school struggling with a single subgroup the same as a school that is comprehensively failing its student body. It requires an inflexible set of interventions that are inappropriate for many targeted schools. Finally, its supports and sanctions haven't led to the improvements our students need.

In 2011 the Governor issued an executive order establishing New Jersey’s Education Transformation Task Force, which was charged with making recommendations on how best to craft a rigorous, transparent, trustworthy accountability system while also freeing the State’s educators to innovate and drive achievement. In September of 2011, the task force released an interim report focused on the deficiencies of QSAC and NCLB and the myriad regulations that burden our educators, schools, and districts. (See Appendix 4 for the interim report). The task force recommended excising a wide range of unnecessary regulations from New Jersey’s codebook and creating a unified accountability system that focuses on what matters most – student achievement. Those recommendations drive the NJDOE’s approach to educational accountability, autonomy, and support, and they provide the foundation for this waiver request.

The NJDOE has now built a unified accountability system to modify many aspects of QSAC and NCLB. To fully implement that system and realize its many benefits, New Jersey needs flexibility from many of ESEA’s rules. The system enables the NJDOE to measure and report on metrics that truly reflect schools’ and districts’ success in preparing students for college and career; it allows the Department to categorize schools more fairly and develop supports and interventions carefully tailored to their needs; and it enables the NJDOE to focus its scarce resources on those schools in a persistent State of underperformance and those where at-risk subgroups are lagging far behind. Finally, it also allows the Department to better hold districts and schools accountable for results.

As part of this waiver, the NJDOE is able to set rigorous and achievable targets for each school and subgroup. The process to set these targets takes into account individual school and subgroup starting points, and focuses on constant, yearly growth. Those subgroups that are farthest behind require the largest gains each year. This is a significant change from NCLB, where all students were held to the unrealistic expectation of 100% proficiency by 2014.

Despite this difference, the NJDOE maintains its belief that every child in New Jersey, regardless of birth circumstance, can achieve at high levels. By focusing on customized growth at the subgroup level, New Jersey has set an ambitious goal that will help all schools constantly improve. The NJDOE believes that the plan in this application will ensure that every student entering Kindergarten in the 2012-13 school year, regardless of circumstance, will graduate from high school ready for college and career.

Performance Reports

The heart of New Jersey’s accountability system is the data-rich school- and district-level performance report that provides clear, meaningful information on student performance and college- and career-readiness. It provides numerous measures, targets, attainment and growth metrics, composite rankings, and peer-to-peer comparisons to assist schools and stakeholders to fully understand performance and customize supports and interventions.

New Jersey chose its draft metrics by studying the work of leading states, such as Florida and Massachusetts, and top school systems, such as Montgomery County, Maryland. It includes not only traditional information, such as grades 3 – 8 reading and math scores and high school graduation rates, but also includes measures that give a clear indication of college- and career-readiness, such as AP/IB and

PSAT/SAT and ACT scores as well as participation in Visual and Performing Arts coursework. The performance report also allows observers to compare each school's or district's performance to a group of peers with similar demographics. Finally, the report enables educators and parents to see, at a glance, whether and to what degree each school is meeting its performance targets, including narrowing achievement gaps.

The first page of the performance report serves as a summary report of the many metrics in the Performance Report. For a high school, three performance areas are presented, each with a subsection in the performance report: Academic Achievement, College and Career Readiness, and Graduation Rate and Post-Secondary Outcomes. As shown in the table below, each area summarizes the percentage of the performance targets met, how the school's performance compares to schools that are educating a similar student population, and how the school compares to the State as a whole. For example, in this school score card, the school met 88% of its Academic Achievement Targets. The school is in the 6th percentile of its peer comparison group and 7th percentile statewide.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	6	7	88%
College & Career Readiness	24	29	20%
Graduation and Post-Secondary	13	8	0%

School Score Card			
Performance Indicators	Statewide Ranking	Peer School Ranking	% Performance Targets Met
Academic Achievement	82%	17%	50%
College/Career Readiness	82%	78%	25%
Graduation/Post Secondary	95%	10%	25%
Closing Achievement Gaps	65%	5%	33%
Improvement Status:	Focus		
Rationale:	Achievement Gaps		
Change since last year:	■ Improvement	■ No change	■ Decline

Also noted on the front page of the School Performance Report, each school's designation (Priority, Focus, etc.) under this waiver application is published. In this example, this school has been labeled as a Focus School because its 4-year adjusted cohort graduation rate did not meet the target.

Improvement Status**Focus****Rationale****Lowest Grad Rate**

Additionally, as shown in the next table demonstrating results for Language Arts Literacy, the school's overall and subgroup performance targets will be displayed as part of the Academic Achievement subsection of the performance report. As described below in this application, New Jersey has selected Option A in the determination of Annual Measurable Objectives (AMOs), referred to as Progress Targets in New Jersey. Thus, for each subgroup in each school the following metrics are displayed for both English Language Arts and Math: the current pass rate, the target that the school was required to meet, and whether the target was met or exceeded, was not met, or was within the range of the standard error of the measurements.

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	269	75.5	72.2	YES
White	-	-		--
Black	234	78.6	73.1	YES
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	58	29.3	26.3	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	116	79.3	69	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Performance Targets - Language Arts Literacy**

This table presents the annual proficiency targets, as measured by the High School Proficiency Assessment (HSPA), established for this school under New Jersey's Elementary and Secondary Act Waiver.

Subgroup	2010-2011 Pass Rate	2010-2011 Target	Met Target
Schoolwide	64.6%	65.0%	YES
White	78.0%	73.0%	YES
Black	81.0%	76.0%	YES
Hispanic	65.0%	74.2%	NO
American Indian	72.0%	78.0%	NO
Asian	93.0%	92.0%	YES
Native Hawaiian	N/A	N/A	N/A
Two or More Races	58.0%	74.0%	NO
With Disabilities	60.0%	68.0%	NO
Limited English Proficiency	70.0%	67.0%	YES
Economically Disadvantaged	69.0%	73.4%	NO

For non-Priority and non-Focus Schools, each school develops a local school board-approved Progress Targets Action Plan that identifies students (schoolwide and subgroups) that missed their proficiency targets and their graduation rate targets (See Appendix 20). Guidelines for such plans were provided by the NJDOE at the beginning of the 2012-2013 school year. This work is a joint product of the Divisions of Academics and Performance and the Department's RACs (described more fully in Section 2.F below).

In addition to Academic Achievement, the performance report will contain indicators of how well a school is doing to prepare its students for college and career. Five College- and Career-Readiness Indicators are shown in this mock-up: SAT/ACT participation rates, participation in the PSAT, SAT scores, AP/IB Participation rates, and AP/IB score outcomes. For each indicator, the school's performance is present, next to the performance of its peer schools, and the overall performance of the state. The final column indicates whether the school met each particular performance target. In this example, the school met only one target – the Percent of Students Taking the PSAT – and thus in the total line of the table below is shown to have met only 20% of the performance targets in College and Career Readiness.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	60%	19	18	80%	NO
Percent of Students Participating in PSAT	89%	70	79	60%	YES
Percent of Students Scoring Above 1550 on SAT	6%	10	14	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	7%	13	18	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	8%	7	17	75%	NO
Summary		24	29		20%

College and Career Readiness*				
College and Career Readiness Indicators	School	Peer Schools	Statewide Target	Met Target
Percent of Students Taking SAT	71%	78%	70%	YES
Percent of Students Scoring Above SAT Composite Benchmark of 1550	45%	60%	65%	NO
Percent of Students Taking at Least One AP Test	7%	9%	22%	NO
Percent of AP Tests with scores greater than 3	29%	35%	40%	NO
% of Career and Technical Students Passing an Industry Exam or Certification	65%	56%	N/A	N/A
Total	152			25%

In the “Graduation and Post-Secondary Enrollment” subsection of the performance report, two indicators will be displayed: the school’s graduation rate and the school’s dropout rate.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	60%	7	4	75%	NO
Dropout Rate	2.8%	19	11	2%	NO
SUMMARY - Graduation & Post-Secondary		13	8		0%

Graduation and Post-Secondary Enrollment*				
Graduation and Post-Secondary Performance Indicators	School	Peer Schools	Statewide Targets	Met Target
Total Graduation Rate	82.0%	88.0%	90.0%	NO
Graduation via HSPA	74.3%	72.0%	85.0%	NO
Remediation Rate in NJ Post-Secondary	10.0%	15.0%	N/A	N/A
Enrolled in Post-Secondary within 6 months	35.0%	47.0%	48.0%	NO
Enrolled in Post-Secondary within 18 months	53.0%	50.0%	55.0%	YES
Total	244.3			25%

Within each subsection, additional tables of data – beyond the summary report for the subsection – are displayed. This table for example presents the graduation rate for each subgroup in the school. Additionally, New Jersey describes its graduates' pathways to graduation including passing the statewide assessment, graduating by demonstrating mastery in our alternative assessments and being exempt from passing our statewide assessments.

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the “4-year Adjusted Graduation Rate.” This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who ‘transfer-in’ and for students who are verified as ‘transfers-out’.

	School	State Target
Schoolwide	60%	75%
White	-	
Black	60%	
Hispanic	65%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	53%	
Limited English Proficient Students	81%	
Economically Disadvantaged Students	64%	

Graduation Rate by Subgroup

This table presents the percentage of students who graduated within four years of entering ninth grade, according to the 4-year, adjusted cohort graduation rate.

<i>Subgroup</i>	<i>School</i>	<i>Peer Schools</i>	<i>State Average</i>
White	92.0	89.0	92.0
Black	87.0	84.0	86.0
Hispanic	78.0	80.0	82.0
American Indian	87.0	67.0	88.0
Asian	93.0	92.0	94.0
Native Hawaiian	N/A	N/A	92.0
Two or More Races	89.0	88.0	92.0
Male	89.0	90.0	92.0
Female	91.0	88.0	93.0
Students With Disabilities	38.4	25.1	2.7
Limited English Proficiency	7.1	4.5	2.7
Economically Disadvantaged	16.5	15.9	1.7

Closing Within School Gaps*

Closing Within School Gaps Indicators	School	Peer Schools	Statewide Targets	Met Target
Bottom 25th Percentile v. 75th Percentile HSPA LAL Scale Score	55	60	35	NO
Bottom 25th Percentile v. 75th Percentile HSPA Math Scale Score	60	55	40	NO
Total	210			33%

*The table above displays the difference in scale score points between the student at the 25th percentile and the student at the 75th percentile (the interquartile range) in each content area of the New Jersey High School Proficiency Assessment (HSPA).

In January 2012, a workgroup of educators, parents, stakeholders, and school board members were convened to finalize the set of metrics, their various weights in a composite scoring system, and the formulation of appropriate peer school criteria. A series of public meetings and focus groups were convened to pilot the reports to ensure they are robust, clear, fair, and useful to the broadest set of stakeholders. Led by the NJDOE's Chief Performance Officer, this work concluded at the end of the 2011-2012 school year; and the finalized performance report were introduced for the 2012-13 school year. The performance reports are published on the same timeframe as the School Report Cards with the first reports publicly released in the early winter of 2013. All schools receive state-level academic

proficiency data, including AMO data, during the summer of any school year in order to inform the development of their School Improvement Plan. The complete School Performance Report including AP, SAT, Graduation rates and Growth data, with School-to-School comparisons, is available to all schools in February. Schools are expected to use this information to inform the mid-year review and adjustment of the SIP. In addition, these performance reports will inform the development of the SIP for the following school year.

Unlike many other school and district report card systems, New Jersey’s system goes beyond assessing school and district performance. The NJDOE helps educators and parents understand and enhance the achievement of every student by developing additional student-level metrics and analytical tools within New Jersey’s statewide, student-level longitudinal data system. These tools include an Early Warning Report, College and Career Report, and a Successful Post-Secondary Student Profile.

Early Warning Report

A series of performance metrics were designed to function as an Early Warning System (EWS) that identifies students who are at-risk of failing to achieve college- and/or career-readiness. These metrics begin in first grade and continue through twelfth grade. An example of one measure to be reported annually throughout a student’s school career is his or her attendance rate; special attention is directed toward those who are chronically absent, a powerful indicator of future challenges.

In third grade, when State testing begins, student-level proficiency is added as a metric, and carried forward into fourth, fifth, sixth, seventh, eighth and eleventh grades. In fourth grade, student-level growth scores (“SGPs,” which measure how much growth a student made relative to his or her academic peers) is added as a metric, and carried forward into fifth, sixth, seventh and eighth grade.

In high school, a record of course credits earned is added. Additionally, suspensions and expulsions are also noted. Each metric in the EWS is “drill down-ready,” meaning that with one click, an educator is able to obtain a roster of students in a particular category, such as students in fourth grade demonstrating partial proficiency, low growth, and chronic absenteeism. This powerful report was ready for Statewide deployment at the beginning of the 2012-2013 school year.

High School Feedback Report

The High School Feedback is also available at a student level to provide educators with performance metrics that demonstrate college-readiness such as PSAT, SAT, ACT and AP/IB test scores. Additionally, a student’s transcript data –including courses taken and grades earned – is provided by the NJDOE and can be cross-referenced with end-of-course assessments such as Algebra I, in addition to third-party assessments, such as AP tests. Furthermore, a student’s participation and success in Industry or Credential Exams, as part of his/her Career and Technical Education (CTE) program, are included. This report was deployed statewide in the 2012-2013 school year and will be enhanced as additional metrics become available.

Successful Post-Secondary Student Profile

The NJDOE constructed a Successful Post-Secondary Student Profile for each high school using real outcome data, similar to the work done by Montgomery County, Maryland in the formation of their “Seven Keys.” Beginning in the fall of 2011, data from the National Student Clearinghouse was joined with the longitudinal data in New Jersey’s statewide, student-level data system to build a profile of a typical 2011 high school graduate enrolled in post-secondary education within four months of graduating high school.

The profile includes State assessment scores, SAT scores, AP scores, and twelfth grade attendance data. As the 2011 high school graduate cohort ages through college, the profile will be updated to reflect those students who remain continuously enrolled in college. In 2015, it will then be possible to construct a profile at a high school level of those students who successfully completed post-secondary education. These profiles can be used by high schools to set their own specific goals for proficiency levels in all tested grade levels, SAT scores, and attendance trends.

Taken together, through the Statewide Longitudinal Data Systems (SLDS) reports, the performance reports, and accountability outcomes, educators and stakeholders have a wealth of information available to them regarding the performance of their schools. This information is provided in a way where comparisons to other schools and the State can be drawn. Thus, specific areas of strength and weakness can be identified and targeted for improvement. While the NJDOE establishes statewide performance targets, schools and districts can also establish their own, such as being in the top quartile of their peer school comparison group on any particular indicator. Thus, this type of reporting invites continuous engagement of educators and stakeholders in the reflection and feedback processes so critical to school improvement.

The district’s student level reports are available to educators to use in a school level continuous improvement discussion with parents. The Performance reports are available to parents and the community. These student level reports rely on data available in a student’s personal data file at their student’s school. This Performance Report includes information advising parents how to access the information for their students by requesting this information from their school.

Differentiated Recognitions, Interventions and Supports

Categories

New Jersey’s unified accountability system identifies schools using the criteria in the four categories defined below. These categories are triggers for the NJDOE’s differentiated recognition, intervention, and support system:

Priority Schools

Priority schools are the lowest performing schools across the State with regard to absolute achievement or graduation outcomes and those that are persistently low achieving. The NJDOE will structure intense, mandatory interventions and supports (in alignment with the application’s “turnaround principles”) that match each school’s particular needs.

Focus Schools

Focus schools are those in which particular subgroups have extremely low achievement levels or lag far behind their peers. The NJDOE will identify targeted interventions and supports that are specific to the school’s needs (e.g. instructional leadership) and the subgroups in question, such as ELLs or students with disabilities.

Reward Schools

The NJDOE will recognize, celebrate, and reward schools with high overall and subgroup achievement levels and those that are demonstrating great progress.

High-Risk Non-Categorized Title I Schools

Title I schools with low academic performance in total and subgroup populations for two consecutive years. Other identification criteria include low student growth (elementary and middle schools) and lack of college- and career-readiness (high schools).

All Other Schools

The NJDOE will provide detailed, specific data to illustrate the strengths and areas in need of improvement for all schools so that progress in each area and in every subgroup can be tracked and used to inform school improvement activities and to illustrate the performance targets met or not met.

The methodologies for identifying each category of school, for determining appropriate interventions and supports, and the criteria for monitoring progress can be found below in the subsections of Principle 2.

Differentiated Support Models For Priority and Focus Schools

As delineated in the document, “Support Models by School” (refer to Appendix 24), NJDOE will establish three tiers of Priority Schools and three tiers of Focus schools. Depending on a school’s classification, RAC staff will determine the pre-work that must be done by the field teams prior to engagement, and the frequency with which the respective members of the field team will have a site-based presence at the school or interact remotely with school staff. For some schools, weekly site-based interactions are warranted, whereas for others biweekly or monthly visits suffice. In the schools that are on the most promising trajectory for success, quarterly visits are all that will be required. Our goal is to acknowledge the limitations of our field staff and deploy our regional teams strategically to ensure that schools receive a level of support proportional to their need.

A synopsis of the tiers of schools follows:

Priority or Focus School	Tier Descriptor
Tier I	Highest Need/Lowest Capacity Priority or Focus schools in non State-Operated districts
Tier II	Other Priority or Focus schools in non State-operated districts
Tier III	Priority or Focus Schools in State-operated Districts

Each tier was established in keeping with the realities of the demands and capacities of our schools on the ground, based on the experiences of our field staff over the past three years engaging with schools. We will assign a rating to each school based on two (2) metrics:

- Internal capacity, as measured by the diagnostic Quality School Review (QSR) process, and
- Student outcomes, as measured by the growth made in number of students meeting proficiency from 2012-2013 to 2013-2014, based on the state’s standardized tests. . .

The QSR, which is done yearly, reveals gaps in a school’s capacity, whether those gaps are due to deficiencies at the district/LEA level, struggling school leadership, unique demographic characteristics of the school’s population or other extenuating circumstances. This will separate the Tier I and Tier II schools – the latter having a greater capacity to lead the turnaround effort than the first. Finally, a third tier of schools are those that are still evaluated based on internal capacity and student outcomes, but are also located within State-operated districts that are led by State-appointed superintendents who report directly to the Commissioner of Education and, thus, have primary responsibility for developing and implementing plans to improve their Priority and Focus schools. This unique relationship between the Superintendent in a State-operated district and the Commissioner necessitates a different RAC support model that is customized to the State-operated Superintendent’s plan of action.

The student outcome metrics will identify schools based on how students are progressing with career and college readiness skills. This will ensure that if there are within-school achievement gaps, subgroup gaps, and/or low grad rates, the school will be flagged as needing support and will not be awarded the highest rating. . .

Interventions

The structural and philosophical changes made to the NJDOE over the last several years (described above) enables the State to assist schools and districts to an extent far exceeding the Department’s previous capacity. The NJDOE makes available to all schools a wide array of support, but the most troubled schools—those falling into Priority and Focus status—receive extensive attention.

The Department’s RACs play a critical role. Teams from these offices visit and assess every Priority and Focus school and, in conjunction with the NJDOE’s central office, district and school leaders, educators, and families, develop a comprehensive individualized school improvement plan for each school keyed to the interventions described below.

In years past, the State has exercised less authority than it might have when it comes to requiring districts to take bold action in their persistently underperforming schools. Today’s NJDOE, however, uses the full leverage granted it under Title I and various provisions of State law to ensure districts faithfully implement improvement plans for Priority and Focus Schools.

For all districts receiving Title I money with one or more Priority or Focus Schools, the individualized school improvement plan for each Priority and Focus School must be incorporated into the district’s Local Educational Agency Plan (“LEAP”) submitted to the NJDOE every June pursuant to the ESEA. *See* 20 U.S.C. § 6312. Before Title I monies can flow to a district, the NJDOE must approve the district’s LEAP.

If a district’s LEAP fails to incorporate, either in whole or in part, the individualized school improvement plan for each of the district’s Priority and Focus Schools, the NJDOE will reject the LEAP and withhold

all Title I funds from the district until it comes into compliance with this waiver application. A district will be considered in compliance only when:

- 1) The District’s LEAP fully incorporates each individualized school improvement plan for each of the district’s Priority and Focus Schools;
- 2) The District’s LEAP reflects a set-aside of up 30% of its Title I allocation to supplement school level Title I allocations for the use of interventions in Priority and/or Focus schools; and
- 3) District leadership has executed a Statement of Assurances committing the district to implementing its LEAP. A sample Statement of Assurances is attached to this waiver application as Appendix 6.

The requirement for Priority and Focus Schools to reserve up to 30% of their allocation to supplement the schools’ Title I allocation ensures that those schools maintain enough funds to implement interventions to address their needs.

For districts not receiving Title I money with one or more Priority or Focus Schools, the NJDOE works collaboratively with district leaders to implement each individualized school improvement plan. However, if any such district refuses to implement a plan, either in whole or in part, the NJDOE will make use of its far-reaching statutory and regulatory powers under State law to compel action. The NJDOE is empowered, among other things, to:

- 1) Ensure that “all educational expenditures in the district will be spent effectively and efficiently in order to enable students to achieve the core curriculum content standards” (N.J.S.A. § 18A:7F-60);
- 2) “Take any affirmative action as is necessary to ensure the effective and efficient expenditure of funds by school districts” (N.J.S.A. § 18A:7F-60);
- 3) “Direct [] the restructuring of curriculum or programs” (N.J.S.A. § 18A:7F-6(b));
- 4) “Direct [] staff retraining or reassignment” (N.J.S.A. § 18A:7F-6(b)); and
- 5) “Redirect [] expenditures” (N.J.S.A. § 18A:7F-6(b)); and “Review [] the terms of future collective bargaining agreements” (N.J.S.A. § 18A:7F-6(b)). The NJDOE also has unique authority to authorize charter schools, set requirements for educator certification and licensure, and, where all else fails, close persistently failing schools.

The Commissioner has further codified the powers enumerated under N.J.S.A. § 18A:7F listed above through Commissioner Regulations promulgated in 2013, 6A:33-1.1, et seq. Specifically, 6A:33-3.1, et seq., sets out a process to identify Qualified Turnaround Providers – third party organizations with a proven track record of supporting one or more of the eight turnaround principles – to partner with Priority and Focus schools to support their school improvement plans at the direction of the RAC.

Interventions and Supports for Priority Schools

The NJDOE is poised to support and intervene in meaningful, lasting ways in both Priority and Focus Schools. The Department will identify at least 5 percent of Title I schools as Priority Schools. With guidance and support from the Department’s senior leadership, the NJDOE’s RACs take the lead on

developing and implementing customized interventions based on the needs of each school. Each intervention category aligns with the “turnaround principles” outlined in this waiver’s guidance documents.

Quality School Reviews (QSRs) are used to differentiate interventions in order to meet the needs of each school. Intensive interventions have been developed to address:

School Climate and Culture: Establishing school environments that support the social, emotional and health needs of all students

School Leadership: Ensuring that the principal has the ability to lead the turnaround effort

Standards Aligned Curriculum, Assessment and Intervention System: Ensuring teachers have the foundational documents and instructional materials needed to teach to the rigorous college and career ready standards that have been adopted

Instruction: Ensuring teachers utilize research-based effective instruction to meet the needs of all students

Use of Time: Redesigning time to better meet student needs and increase teacher collaboration focused on improving teaching and learning

Use of Data: Ensuring school-wide use of data focused on improving teaching and learning

Staffing Practices: Developing the skills to better recruit, retain and develop effective teachers

Family and Community Engagement: Increasing academically focused family and community engagement

Priority School interventions are closely monitored and continued for a three-year period providing schools the time needed to implement required changes and demonstrate improvement in student achievement. Priority Schools that fail to implement the required interventions or fail to demonstrate required improvement in student academic achievement may become subject to state-ordered closure or other action.

Interventions and Supports for Focus Schools

The NJDOE will identify at least 10 percent of Title I schools as Focus Schools. These schools will be selected from Title I schools that are not categorized as Priority Schools and will be identified based upon within-school achievement gaps and low performance among particular subgroups. Any non-Title I school that would otherwise meet the same criteria will also be designated as a Focus School. The Department’s RACs will work with LEAs to develop and implement customized improvement plans for Focus Schools, targeted specifically at the identified achievement gaps, and aligned to the federal turnaround principles listed above. These improvement plans will likely include specific interventions and supports for students with disabilities and ELLs as their subgroup performance has been traditionally lower than others.

Recognitions and Rewards for Reward Schools

The NJDOE will identify Reward Schools based on high proficiency levels or high levels of growth, including progress toward closing achievement gaps. This will allow for a range of schools from across the State to attain Reward status, regardless of their absolute starting point. The Department will provide financial incentives to Reward schools to be used with input from the school community, and will work with partner organizations to help these schools share best practices with educators across the state.

Non-categorized Schools

The NJDOE will develop school performance reports and school and subgroup performance targets for all schools in the state, regardless of whether they fall into one of the three categories above. For all non-categorized schools, LEAs will be required to hold public meetings to review their performance reports and other data and develop a Progress Targets Action Plan to address student deficiencies. In their plans, schools will also articulate how they will align Title I resources to support the plans. The completed plans will be approved by the Boards of Education and posted on districts' web pages. Non-categorized schools will have flexibility in the interventions they use to address achievement gaps and other performance challenges and will be invited to attend regional trainings and professional development sessions offered for Focus and Priority schools by the RACs. Through these optional capacity-building opportunities and through supports provided to all schools through the Department's website, non-categorized schools will be able to benefit from the supports offered to Focus and Priority schools.

Additional assistance and monitoring will be implemented for a subset of particularly high-risk non-categorized schools (those with low student performance, low student growth/lack of evidence of evidence that students are college- and career-ready). For those high-risk non-categorized schools located in districts that are working with RAC staff, the Regional Achievement Directors will review and approve future school improvement plans and offer technical assistance based on successful strategies implemented in similar schools. The Office of Supplemental Educational Programs will work directly with the subset of high-risk non-categorized schools that are in districts without Priority/Focus Schools. Such work will include a review of the District's LEAP and the schoolwide plans (if applicable) for inclusion of program/services to address identified needs, as well as collaboration with other NJDOE offices to identify appropriate resources to meet the needs of students and staff in the schools.

The accountability system described above is a critical component to NJDOE's efforts to identify, differentiate, and support all schools, enabling all students, regardless of background, the opportunity to graduate college- and career-ready.

2.A.ii Select the option that pertains to the SEA and provide the corresponding information, if any.

<p>Option A</p> <p><input checked="" type="checkbox"/> The SEA only includes student achievement on reading/language arts and mathematics assessments in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus Schools.</p>	<p>Option B</p> <p><input type="checkbox"/> If the SEA includes student achievement on assessments in addition to reading/language arts and mathematics in its differentiated recognition, accountability, and support system and to identify reward, Priority, and Focus Schools, it must:</p> <p>a. provide the percentage of students in the “all students” group that performed at the proficient level on the State’s most recent administration of each assessment for all grades assessed; and</p> <p>b. include an explanation of how the included assessments will be weighted in a manner that will result in holding schools accountable for ensuring all students achieve college- and career-ready standards.</p>
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Insert text for Option B here.

2.B SET AMBITIOUS BUT ACHIEVABLE ANNUAL MEASURABLE OBJECTIVES

Select the method the SEA will use to set new ambitious but achievable annual measurable objectives (AMOs) in at least reading/language arts and mathematics for the State and all LEAs, schools, and subgroups that provide meaningful goals and are used to guide support and improvement efforts. If the SEA sets AMOs that differ by LEA, school, or subgroup, the AMOs for LEAs, schools, or subgroups that are further behind must require greater rates of annual progress.

<p>Option A</p> <p><input checked="" type="checkbox"/> Set AMOs in annual equal increments toward a goal of reducing by half the percentage of students in the “all students” group</p>	<p>Option B</p> <p><input type="checkbox"/> Set AMOs that increase in annual equal increments and result in 100 percent of students achieving proficiency no later than</p>	<p>Option C</p> <p><input type="checkbox"/> Use another method that is educationally sound and results in ambitious but achievable AMOs for all LEAs, schools, and</p>
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<p>and in each subgroup who are not proficient within six years. The SEA must use current proficiency rates based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>the end of the 2019–2020 school year. The SEA must use the average Statewide proficiency based on assessments administered in the 2010–2011 school year as the starting point for setting its AMOs.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p>	<p>subgroups.</p> <p>i. Provide the new AMOs and an explanation of the method used to set these AMOs.</p> <p>ii. Provide an educationally sound rationale for the pattern of academic progress reflected in the new AMOs in the text box below.</p> <p>iii. Provide a link to the State’s report card or attach a copy of the average statewide proficiency based on assessments administered in the 2010–2011 school year in reading/language arts and mathematics for the “all students” group and all subgroups. (Attachment 8)</p>
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Progress Targets (formerly Annual Measurable Objectives)

The NJDOE is more fully integrating its expectations for specific school-level and sub-group improvement in student achievement outcomes into a coherent performance and accountability framework. Instead of terming these metrics “AMOs”, the NJDOE has re-titled them Performance Targets.

The NJDOE will calculate state-, district-, school- and subgroup-level performance targets, determine whether schools achieved each target, and report the results each year in the New Jersey School Performance Report. Schools, districts, and staff from the NJDOE’s RACs will use this data to inform their school-specific strategies for improvement.

For example, if the ‘all students’ group is currently demonstrating a proficiency rate of 40 percent, the methodology would take the 60 percent point gap between 100 percent proficiency and the current rate ($100 - 40 = 60$) and then divide the gap in half to determine the target for the sixth year – a gain of 30 percentage points ($60 / 2 = 30$).

Then, the 30-percentage point gain is divided into six equal increments ($30/6 = 5$) so that annual targets can be set. Thus, the school in this example begins this process with a rate of 40 percent and is then expected to move to proficiency rates of 45 percent, 50 percent, 55 percent, 60 percent, 65 percent, and finally 70 percent in each of the following years of the six-year period.

As illustrated in the table below, the process for defining the six-year goal for the percentage of proficient students in each content area across the State was conducted in the following manner:

1. Determine the percentage of students who were not proficient in the 2010–2011 school year (Column 1 below);
2. Divide that percentage by 2 (Column 2);
3. Subtract the number in Column 2 from 100 percent. This resulting percentage is the SEA’s goal for the 2016–2017 school year (Column 3); and
4. Establish annual incremental performance targets by dividing the number in Column 2 by six (Column 4).

PROCESS: DETERMINING SIX-YEAR GOALS

Process Steps			1	2	3	4
Level	Subject	2010-11 Percent Proficient	2010-11 Percent Partially Proficient	Partially Proficient divided by 2	2017 Percent Proficient Goal	Annual Equal increments
State	L	71.7	28.3	14.2	85.9	2.4
State	M	78.1	21.9	11.0	89.1	1.8

The table below, “State Level Performance progress targets” details these performance targets for each content area and subgroup. New Jersey will reset its progress targets after the 2014-2015 baseline year of data derived from the administration of the Partnership for Assessment of Readiness for College and Careers (PARCC). In the 2015 School Performance Reports (i.e., school report cards), NJDOE will publish the actual performance level (i.e., the percentage of students meeting standards) for each subgroup against the state averages for each subgroup in each testing program (i.e., 3rd grade ELA, 3rd grade math, 4th grade ELA, 4th grade math, etc.). The inclusion of the state averages is intended to provide context for the schools in interpreting their data and to fulfill the requirement of ESEA section 1111(h)(1)(C)(ii). The performance report interpretive guide, published annually to accompany the release of the performance reports, will offer additional guidance for interpretation and appropriate ESEA citations.

EX: Third Grade English Language Arts in Maple Elementary

	2015 School Mean	2015 school % meeting standards	2015 statewide mean	2015 statewide % meeting standards
Schoolwide	177	59.7%	187	44.5%
Subgroup #1				
Subgroup #2				

At the school level, NJDOE will publish on its 2015 Performance Reports, the aggregated outcomes in both ELA and Math for all testers in the school. Additionally, NJDOE will publish the percentage of the students who participated in the testing program and whether that percentage met NCLB’s requirement of 95%.

	2015 school % meeting standards	2015 Participation Rate	Met NCLB Participation Rate Target
Schoolwide	59.7%	93%	No
Subgroup #1	60.2%	89%	No
Subgroup #2	44.0%	96%	Yes

NJDOE’s work with Other Title I schools, as well as with Priority and Focus schools, will utilize the 2014-2015 assessment data at schoolwide, subgroup, and educational standard-levels to further refine and develop appropriate interventions and supports.

District-Level

The NJDOE will repeat the process described above for each subgroup of students in the district to

identify the district’s performance targets for the 2016–2017 school year for each subgroup, ensuring that the six-year goals reduce by half the percentage of students in each subgroup who are not proficient and that subgroups of students who are further behind are expected to make greater rates of annual progress.

School-Level

The NJDOE will repeat the process described above for each subgroup of students in the school to identify the school’s performance targets for the 2016–2017 school year for each subgroup, ensuring that the six-year goals reduce by half the percentage of students in each subgroup who are not proficient and that subgroups of students who are further behind are expected to make greater rates of annual progress. As part of our obligation to work toward continuous improvement of our lowest performing schools, New Jersey will set progress targets after the 2014-2015 baseline year of data derived from the administration of the Partnership for Assessment of Readiness for College and Careers (PARCC). We will establish a “hold harmless” year for the 2015-16 school year, while using leading indicator data to drive continued supports and interventions. In order to ensure that NJDOE is optimally supporting all students, we will shorten the feedback loop between our field staff and our neediest partner schools. Conversely, where warranted, we will have fewer contacts with the schools that demonstrate the greatest internal capacity and will to improve.

Interpreting Performance Targets

Annually, the NJDOE publishes school and district level Progress Targets and Profiles that show each school’s/district’s progress toward meeting their respective targets. These data are also published in the School Performance Reports. As part of a system of accountability and performance metrics, districts are instructed to review these progress targets and profiles and share the data with their stakeholders to more fully understand the performance of the district and its schools to collaborate in identifying strengths and areas for improvement.

However, New Jersey’s diversity of schools in terms of size, the number of subgroups present in any given school building, and ultimately the relatively small number of students in any particular subgroup present a unique challenge in interpreting performance targets. The NJDOE also determined that for the highest performing schools and subgroups, this will likely present unreasonable increments as the progress targets approach 100 percent proficiency with the result of identifying schools at the absolute top of the performance level as failing to meet their performance targets. The NJDOE therefore established that schools and subgroups could meet expectations by either reaching their individually determined progress targets or a proficiency rate of 90 percent. The progress targets calculated require schools that are currently further behind in student achievement to make greater rates of progress in order to reach their goals.

2.C REWARD SCHOOLS

2.C.i Describe the SEA’s methodology for identifying highest-performing and high-progress schools as Reward Schools.

The NJDOE participates in the national Title I Distinguished Schools and National Blue Ribbon Schools programs. This waiver application offers an opportunity to further recognize excellent schools by formally designating a set of schools as Reward Schools. The waiver application specifies that NJDOE designate two sub-categories within the Reward category. They are schools that are “Reward-High Performing”, denoted as required in Table 2 as Category A, and “Reward-High Progress”, denoted as required in Table 2 as Category B.

These two sub-categories of Reward schools allow the NJDOE to recognize two separate but very important types of success. The first type of school demonstrates remarkable success for all of its students and for each subgroup. These schools are deemed to be High Performing (Table 2: Category A) because they have met measures of Adequate Yearly Progress (AYP) for all of their students and subgroups during the school year, have a school-wide proficiency rate above 90 percent (that is, 90 percent of the school’s students met or exceeded State standards as measured by our statewide assessments), and, at the high school level, have a graduation rate above 90 percent and an attendance rate that exceeds that of the state average.

To ensure that a high school-wide proficiency rate for such schools does not mask low subgroup performance, we also require High Performing schools to have high performance in each subgroup. Specifically, we require that each subgroup in a High Performing school rank in the top 10 percent of performance, relative to that subgroup’s performance across the state. To ensure that any subgroup deficiencies are pervasive enough to warrant a school being ineligible for reward status, the NJDOE has included only subgroups with more than 30 students that represent at least 5 percent of its school’s student enrollment.

The second type of Reward School is called High Progress (Table 2: Category B). These schools – while perhaps not meeting AYP benchmarks – are set apart from other schools because they are demonstrating a remarkable rate of progress. The NJDOE will measure the “trajectory” of a school by utilizing the SGP methodology. SGP calculates a school’s growth by using the median growth score of a school’s student population. This number, which ranges from 1 to 99, is centered on a statewide median of 50. The NJDOE has determined that schools with an SGP score of 55 or higher is demonstrating high growth and will designate these schools as High Progress Growth.

In creating the list of Reward Schools (Categories A and B), the NJDOE employed the following specific methodology:

Step 1: The NJDOE categorized all Title I schools that met the following criteria as Reward-High Performing (Table 2: Category A):

- 1) A school will have at least a 95% participation rate on the PARCC assessment in 2015-16 year;
- 2) Achieved an “all students” proficiency rate in the top 10 percent; based upon averaging school level ELA and Math proficiency.
- 3) At the high school level, achieved a graduation rate of above 90 percent for 2014-15 and 2015-16, and
- 4) Achieved a proficiency rate in the top 10 percent of performance with respect to each eligible subgroup. This is a relative measure that determines whether each subgroup in a Reward-High

Performing school ranks in the top 10 percent of performance, relative to that subgroup’s performance across the state. As mentioned above, the NJDOE has included only subgroups with 30 or more students, that represent at least 5 percent of the school’s student enrollment,

- 5) And for K-8 schools, a student growth percentile below 65, which is the NJDOE’s marker for “high growth.”
- 6) School met Progress Targets (participation rate and performance) for all students and each subgroup. High schools must meet graduation rate targets and elementary/middle schools must meet the attendance rate target of 90% or higher.

Step 2: The NJDOE categorized all remaining Title I schools that obtained a median student growth percentile (SGP) of 55 or higher as Reward High Progress (Table 2: Category B).

- 1) A school will have at least a 95% participation rate on the PARCC assessment in 2015-16 year;
- 2) This school will not be a Focus school, one classified based upon an achievement gap;
- 3) The school will have a median student growth percentile is above 65, which is the NJDOE’s marker for “high growth.”
- 4) School met Progress Targets (participation rate and performance) for all students and each subgroup. High schools must meet graduation rate targets, and elementary/middle schools must meet the attendance rate target of 90% or higher.

New Jersey aims to avoid one-year aberrations from unduly influencing the results when we formally categorize schools as Reward in the future. Therefore the NJDOE plans to incorporate additional years of State assessments, SGP and graduation rate data as it becomes available (i.e., calculating SGP from the 2009-2010 and 2010-2011 assessments). This will allow the Department to more accurately determine which schools are consistently most effective in advancing student learning. SGP scores based on the 2010 and 2011 test administrations are expected to be available no later than December 2011, at which point they will be incorporated into an updated list of Reward Schools.

New Jersey will ensure *all* schools are recognized for their high achievement and progress. Per ESEA Flexibility Guidelines, New Jersey is committed to recognizing Reward Schools that are not only high-performing in the aggregate but those that are also closing the achievement gap between subgroups. To that end, schools that are already classified as a Focus School are not included in the universe of schools eligible to be identified as Reward Schools.

2.C.iii Describe how the SEA will publicly recognize and, if possible, reward highest-performing and high-progress schools.

The NJDOE will implement several rewards and recognitions for its highest-performing and high-progress schools. The decision on how to use any monetary rewards the school receives from the State will be made by the district and school based on feedback from stakeholders, including teachers and district leaders. To acknowledge the State’s Reward Schools, the Department will use Title I, Part A funds under the provision of *ESEA* §1117(c)(2)(A) and other Title I, Part A funds, up to a maximum of \$1 million, that may be available for reallocation such as excess carryover funds.

The designation of Rewards School will be noted on the school performance report, and schools will receive a certificate of excellence signed by the Commissioner. Additionally, schools will be recognized during an Effective Practices Conference, and have the opportunity to share strategies for success with other schools during the Conference.

Title I-funded schools that have sustained achievement and have demonstrated high progress will receive monetary awards, using Title I funds. School principals, in consultation with their stakeholders, will have discretion over how to use these funds to enhance the school’s Title I program.

Title I Schools that are designated “Reward-High Performing” will receive a monetary reward of up to \$100,000 each based on school enrollment size. The recognized schools that receive a monetary reward for sustained achievement must:

1. Have received a Title I allocation and operate a Title I program; and
2. Meet the criteria of a Reward School as articulated in 2.C.i, Category A.

Title I Schools that are designated “Reward-High Progress” will also receive a monetary reward of up to \$100,000 each based on school enrollment size. The recognized schools that receive a monetary reward for high progress must have:

1. Received a Title I allocation and operate a Title I program; and
2. Meet the criteria of a Reward School as articulated in 2.C.i, Category B.

Further, the NJDOE will nominate Title I Rewards schools for participation in the National Title I Distinguished Schools Program. Two Rewards Schools will be identified for meeting recognition in each of the following Distinguished Schools categories: Category 1: Exceptional student performance for two or more consecutive years and Category 2: Closing the achievement gap between student groups. The NJDOE will award each school a \$15,000 grant to attend the National Title I Association’s Conference where the school will be formally recognized along with the nation’s other Title I Distinguished Schools.

2.D PRIORITY SCHOOLS

2.D.i Describe the SEA’s methodology for identifying a number of lowest-performing schools equal to at least five percent of the State’s Title I schools as Priority Schools.

In addition to identifying Reward schools as specified above in Section 2.C.i., this waiver application calls upon the NJDOE to categorize at least 5 percent of the Title I schools across the State as Priority Schools. Priority Schools are schools that demonstrate very low levels of success, either in their school-wide student proficiency rates or in their overall graduation rates. This category of schools requires sustained, systemic interventions, and supports as described below.

The key to Table 2 below describes three sub-categories of Priority Schools. The first sub-category includes Title I schools across the State with the lowest absolute levels of proficiency as measured on the State assessments (Table 2: Category C). In other words, when ranked by the percent of the students who passed the test school-wide, these schools’ percentage of students passing the test was among the lowest across the state. In creating this category, however, the NJDOE also took into account whether, despite the low levels of school-wide student achievement, the school was demonstrating progress. Thus, schools that would have otherwise been categorized as Priority Schools were removed if they were demonstrating high growth, as measured by the SGP methodology, described above in 2.C.i. Because the calculation of SGP is not possible at the high school level, a high school was removed from this category if its average yearly increase in their proficiency rate was greater than 5 percentage points as measured on New Jersey’s High School Proficiency Assessment (HSPA).

A second sub-category of Priority Schools is high schools among the lowest performing schools in the State (as described in the preceding paragraph) that *also* have a low, school-wide graduation rate (Table 2: Category D). The waiver application specifies that all such high schools with a graduation rate below 60 percent be included in this category. The graduation rate is calculated based on New Jersey’s four-year adjusted cohort model required by 34 C.F.R. §200.19. After examining New Jersey’s graduation rate across all Title I High Schools in the state, the Department determined that a graduation rate of 60 percent was too low a threshold. Adhering to the 60 percent graduation rate threshold would have under-identified struggling high schools with persistently high dropout rates and low retention rates. Thus, based on an analysis of the data, the NJDOE has included any high school with a graduation rate below 75 percent in this sub-category.

A third sub-category of Priority Schools includes those previously identified as a Tier 1 or Tier 2 school under the federal School Improvement Grant program (Table 2: Category E).

Taken together, the total number of schools in Priority status must be equal to at least 5 percent of Title I schools statewide. As there are 1,444 such Title I schools statewide, the NJDOE has identified **72** Title I schools (and 2 non-Title I schools) as Priority utilizing the following methodology:

Step 1: The NJDOE began by classifying the 19 schools previously identified as Tier 1 and Tier 2

SIG schools as Priority Schools (Table 2: Category E).

Step 2: The NJDOE removed from further consideration any school with a median SGP of 65 or higher, or any high school with average *yearly* increases in proficiency rates greater than 5 percentage points on New Jersey’s High School Proficiency Assessment (HSPA).

Step 3: Next, the NJDOE rank-ordered all remaining Title I schools by their school-wide proficiency rates on the appropriate State assessments and selected the lowest-performing 53 schools as Priority schools. This group of schools formed the basis for the second and third sub-categories of Priority Schools (Table 2: Categories C and D).

Step 4: From this set of 53 schools, the NJDOE classified high schools with graduation rates below 75 percent as Category D schools, and all remaining schools as Category C schools.

Step 5: In order to create a unified system of accountability, recognitions, and interventions, the NJDOE added any non-Title I school ranking below the highest ranked Title I school that meets the above criteria to their appropriate Priority School category.

New Jersey aims to avoid one-year aberrations from unduly influencing our results, and therefore plan to incorporate additional years of this data as it becomes available. An additional year of cohort graduation rate data, for instance, will allow the State to track improvements in college-readiness over time, while additional years of SGP data will allow us to determine which schools are consistently most effective in advancing student learning.

2.D.ii Provide the SEA’s list of Priority Schools in Table 2.

NJDOE will provide an updated list of Focus schools, based on 2014-15 data no later than January 31, 2016 for implementation beginning in 2016-17.

A list of schools will be identified based on the following criteria, with the exception of schools with a median Student Growth Percentile (SGP) of 55 or higher, or high schools with average yearly increases greater than five (5) percentage points in graduation rates:

- Previously-identified Priority Schools that have not exited Priority status. A Priority School may not exit status unless it meets the exit criteria established in the State’s Original Waiver Application.
- Schools in active School Improvement Grant (SIG) cohorts that are using SIG funds to implement a school intervention model.
- Schools qualifying for Federal funds pursuant to Title I of the Elementary and Secondary Act of 1965 with the lowest absolute levels of proficiency as measured on State assessments.
- Any non-Title I school ranking below the highest ranked Title I school and that meets the criteria noted in the criteria above.

2.D.iii Describe the meaningful interventions aligned with the turnaround principles that an LEA with Priority Schools will implement.

Introduction

A staff of qualified school turn-around experts located in seven RACs throughout the State will identify and ensure effective implementation of a system of intense interventions targeted to address the eight turnaround principles. The identified needs, specific intervention plans and progress monitoring goals will be included in individualized school improvement plans developed for each Priority school and approved by the school's LEA. The RAC staff will be fully supported by NJDOE senior staff. Resources developed by the NJDOE and used in Priority school interventions will include: model CCSS- and UDL-aligned curriculum and assessments, professional development supporting improved instruction, data systems for improving teaching and learning, guidelines for identifying quality enhanced and extended learning opportunities, as well as innovative strategies to support SWDs, ELLs and low-achieving students.

The NJDOE senior staff will prioritize the resource needs of the RACs and continually improve the NJDOE resources based on RAC feedback from school-level implementation. This process will efficiently leverage the NJDOE staff to develop, adopt or identify resources that can be used across all RACs, while requiring RACs, located closer to schools, to help implement interventions and provide feedback on implementation issues to the NJDOE. This dynamic system is supported by a strong communication system and accountability for all parties to improve student achievement in these lowest performing schools. RACs will also have the freedom and flexibility to look outside of the NJDOE to adopt resources, materials or programs they believe will best meet the needs of the students in the specific Priority schools under their direction. These RACs were staffed with qualified school-turnaround experts in 2012. Training on QSR's, CCSS, UDL and any other required training in their specific area of expertise was completed during the spring and summer of 2012. The seven fully staffed RACs started working in the identified Priority schools at the start of the 2012/2013 school year. The full set of interventions implemented in Priority schools address all of the eight turnaround principles including: school climate and culture, strong principal leadership, effective instruction, curriculum, assessments and interventions, use of time, use of data, effective staffing practices, and family and community engagement. In order to develop specific intervention strategies aligned with the eight turnaround principles RACs conduct QSRs focused on the eight turnaround principles as well as student data disaggregated by sub-groups (e.g. SWDs and ELs).

If the Priority school is in a Title I district, the district will have to incorporate the school's individualized improvement plan in its annual Local Educational Agency Plan and sign assurances that the district will faithfully implement its LEAP. If the district refuses to do so, the NJDOE will withhold the district's Title I monies until the district comes into compliance. If the Priority School is in a non-Title I district, then the NJDOE will compel implementation of the school's individualized improvement plan by using the statutory and regulatory powers discussed, in part, in section 2.A.i. For Priority schools that are approved to operate a Title I Schoolwide Program, the school's improvement plan will serve as the Title I schoolwide plan.

Title I districts with Priority schools will be required to set-aside a maximum 30% of their Title I allocation to support interventions in Priority schools. This set-aside will complement schools' Title I school-level allocations to ensure that schools have the necessary fiscal resources to support the implementation of identified interventions. This set-aside is consistent with *NCLB* required set-asides for Title I schools in need of improvement and Title I districts in need of improvement: 20% for the implementation of supplemental educational services/public school choice and 10% for district professional development.

If the Priority school is a charter school, the NJDOE Office of Charter Schools will evaluate the school in accordance with the Performance Review requirements defined for all charter schools. Priority charter schools will be required to create a Remediation Plan which must address all issues found during the Performance Review. Of the 5 charter schools identified as Priority in 2012, three schools (Liberty Academy, Emily Fisher, Schomburg) have been closed and two schools (Paul Robeson and Freedom Academy) have undergone a Transformation process which includes the constitution of a new school Board of Trustees, new school leadership and other improvements aligned to the 8 Turnaround Principles. (See attached Appendix “25” for a copy of a Transformation plan.)

Turnaround Interventions²

See Appendix 7 for a chart of Turnaround Interventions

Differentiated Support Models by School

While the core strategies included in our original application and outlined below remain unchanged, we will establish three tiers of Priority Schools to further refine our process and differentiate our supports based on demonstrated need. Depending on a school's classification, we determine the pre-work that must be done by our field teams prior to engagement, and the frequency with which the respective members of our field team will have a site-based presence at the school or interact remotely with school staff. For some schools, weekly site-based interactions are warranted, whereas for others biweekly or monthly visits suffice. In the schools that are on the most promising trajectory for success, quarterly visits are all that will commit to. Our goal is to acknowledge the limitations of our field staff and deploy our regional teams accordingly in the places where they are most needed.

We will assess each school based on two (2) metrics:

- Internal capacity, as measured by the diagnostic Quality School Review (QSR) process, and the presence of other DOE supports, i.e. Office of Intervention for state-operated districts;
- Student outcomes, as measured by the growth made in number of students meeting proficiency from 2012-2013 to 2013-2014, based on the state's standardized tests.

The QSR, which is done yearly, reveals gaps in a school's capacity, whether those gaps are due to deficiencies at the district/LEA level, struggling school leadership, unique demographic characteristics of the school's population or other extenuating circumstances. The student outcome metrics will identify schools based on how students are progressing with career and college readiness skills. This will ensure that if there are within-school achievement gaps, subgroup gaps, and or low grad rates, the school will be

² All interventions will be implemented consistent with State statutes and regulations, as well as any district collective bargaining agreement.

flagged as needing support and will not be awarded the highest rating.

Using the school-categorization process identified below, we will tier the intensity of our interventions. A synopsis of the tiers of schools follows:

Priority or Focus School	Tier Descriptor
Tier I	Highest Need/Lowest Capacity Priority or Focus schools in non State-Operated districts
Tier II	Other Priority or Focus schools in non State-operated districts
Tier III	Priority or Focus Schools in State-operated Districts

The Department’s list of Priority Schools may consist of both newly identified Priority Schools as well as those Priority Schools that have not exited Priority status per the terms of the Department’s ESEA waiver (“Continuing Priority Schools”). Newly-identified Priority Schools will initially be treated as Tier I schools until such time as a QSR is completed and a determination can be made on need and capacity. All Continuing Priority Schools will all be assessed on the criteria identified above and placed into a Tier of intervention. Continuing Schools identified as Tier I schools – meaning, those with the highest needs and that have not made progress over the past three years – will receive additional support either through the RAC team, other Department offices or using the Qualified Turnaround Provider process established by regulation that will identify intervention partners to provide either targeted support (e.g., focusing one turnaround principle) or comprehensive school turnaround support. Continuing Priority Schools in Tier II that have demonstrated some progress may or may not receive additional support, based on their specific needs, and may also take advantage of the QTP process established by the state for specific targeted support.

In order to ensure the effective implementation of strategies addressing all eight turnaround principals, the RACs will assign one team member to work closely with the school principal in creating a first year plan that includes the concurrent implementation of all eight interventions. In addition the school principal and RAC staff will work to develop a communication plan that helps school staff and parents understand how the eight interventions are related and required in order to increase and sustain improved student achievement. This approach will not only allow staff and parents to better understand the plan but will drive increased staff and family support for the plan.

In order to develop improvement plans for implementing the appropriate level of intervention required for a given school RACs have the freedom to determine the intervention strategies they will use from a list of possibilities (bullets below); at the same time each RAC is held accountable to monitor the effectiveness of their work using a common set of expectations.

Although all interventions will be concurrently implemented in Priority schools, the interventions themselves are listed separately along with a set of strategies as well as expected outcomes in order to clearly outline how each intervention will be implemented and regularly measured for effectiveness:

School Climate & Culture

RACs will ensure the effective implementation of intervention strategies (listed below) in order to support the development of a safe and healthy learning environment capable of meeting the social, emotional and health needs of students:

- Embed a climate and culture specialist in the school funded with school-level Title I funds to work with the leadership, staff and families to develop or adopt a plan for creating a climate conducive to learning and a culture of high expectations;
- Require professional development for all staff and leadership to implement a comprehensive plan for creating a climate conducive to learning and a culture of high expectations; and
- Require professional development to build the capacity of the leadership team to collect and analyze appropriate data and take appropriate actions for continually improving the climate and culture of the school.

The effectiveness of these interventions will be monitored in part using attendance and discipline disaggregated data as well as climate survey responses from students, parents and staff. Effectiveness will ultimately be measured by improved student achievement on school and State level assessments.

School Leadership

In order to be sure the school leader is able to lead the turnaround effort RACs, in coordination with LEAs, will ensure the effective implementation of intervention strategies listed below:

- Remove and reassign the school principal and approve any replacement;
- Require professional development for the school leader focused on instructional leadership including the collection of data and feedback mechanisms for continually improving instruction; and
- Provide flexibility in the areas of scheduling, budget, staffing and curriculum.

The effectiveness of these interventions will be measured by improved instructional leadership behaviors of the principal including the collection and analysis of school and classroom level achievement and instructional data as well as the development and implementation of a plan for improvement using the data. Effectiveness will ultimately be measured by improved student achievement on state-level assessments.

Curriculum, Assessment & Intervention System

The RACs will ensure effective implementation of the intervention strategies listed below in order to prepare all students, including SWDs, ELLs and low performing students, to be college- and career-ready:

- Implement the NJDOE CCSS- and UDL- (precise learning goals, non-biased assessment items, clear & intuitive instructions, maximum readability and legibility) aligned model curriculum and unit assessments; and
- Implement research-based interventions for all students two or more grade levels behind in reading or mathematics.

The effectiveness of this intervention will be measured by improved instructional data (walkthroughs, formal/informal observations), curriculum implementation data (walkthroughs, formal/informal observations), classroom level assessment data and intervention implementation and achievement data as well as improved student achievement measured by state-level assessments.

Effective Instruction

The RACs will ensure effective implementation of the intervention strategies listed below in order to continually improve the quality of instruction:

- Require mutual consent for up to 100 percent of staff;
- Require professional development for all teachers focused on effective instruction;
- Prohibit Tier 1 (ineffective) or Tier 2 (partially effective) teachers from being assigned to the school following the full implementation of the new teacher evaluation system (2013-2014); and
- Require professional development for the principal focused on the skills necessary for improving instruction.

The effectiveness of these interventions will be measured by improved instructional data (walkthroughs, formal/informal evaluations), an increase in the number of teachers identified as Tier 3 (effective) or Tier 4 (highly effective) on the new teacher evaluation system (2013-2014), and improved student achievement as measured by state-level assessments.

Effective Use of Time

The RACs will identify one or more of the following strategies in any Priority School that fails to effectively utilize time for improving instruction and achievement for all students (e. g. SWDs, ELLs):

- Require a schedule change to increase instructional time for students who need more time to meet the rigorous goals of the CCSS;
- Require additional time for professional development focused on all teachers learning strategies for effectively working with SWDs or ELLs;
- Require additional time for professional development focus on understanding the rigorous requirements of CCSS for all teachers including special education teachers and teachers supporting ELLs;
- Require additional time for professional development focused on teachers developing and using common assessment data to inform and differentiate instruction;
- Require professional development for all teachers on effective use of instructional time including effective transitions; and
- Require professional development for school leaders on effective scheduling to support learning for students and teachers.

While the form of this intervention may include extended learning time during the school day, it may also include extended learning opportunities in the form of either before school or afterschool programs consistent with CCSS. The NJDOE may partner with organizations, either for-profit or not-for-profit, and school-based entities to identify best practices and strategies for effective extended learning opportunities. Where the RACs, in consultation with the leaders, teachers, and parents of the Priority School, determine that implementation of extended learning opportunities are necessary to help in improving student achievement, they will work with the school to identify appropriate programs. To the extent the RACs identify before school or afterschool tutoring or related supports as appropriate, the school may provide these services themselves or contract with an appropriate provider organization (either for-profit or not-for-profit) or school-based entity.

The effectiveness of this intervention will be measured by improved instruction for all students (walkthrough data, formal/informal observations), classroom level assessment data for all students, and student achievement as measured by state-level assessments.

Effective Use of Data

The RACs will ensure effective implementation of the strategies listed below in order to increase the effective use of data to improve instruction:

- Embed a full time data specialist in the school focused on implementing a system for teachers to develop and use common assessment data for improving and differentiating instruction funded by school-level Title I funds;
- Require professional development for all teachers in formative assessment design and data analysis to improve and differentiate instruction; and
- Require professional development to build the capacity of the principal to collect and analyze data for improving instruction and the skills necessary to develop a schedule and system for increasing teacher ownership of data analysis for improving instruction (PLC).

The effectiveness of this intervention will be measured by an increase in the numbers of teachers using data to inform and differentiate instruction as well as improved student achievement as measured by state-level assessments.

Effective Staffing Practices

The RACs will ensure effective implementation of the strategies listed below in order to increase the recruitment, retention and development of effective teachers:

- Require professional development to certify that all administrators in the school can effectively evaluate instruction and give quality feedback to teachers;
- Require professional development for the principal and leadership team on effective recruiting and retention practices; and
- Require outside master educators to conduct observations as part of a comprehensive evaluation process that supports reliable observations.

The effectiveness of these interventions are measured by improved instruction (walkthrough data, formal/informal observations) and an increased number of teachers identified as Tier 3 or 4 on the new teacher evaluation system (2013-2014) as well as improved student achievement as measured by state-level assessments.

Effective Family and Community Engagement

The RACs will ensure effective implementation of the strategies listed below in order to increase the engagement of families and the community.

- Revise the job description of the family and community engagement staff in order to focus engagement on academics;
- Require professional development for family and community engagement staff designed to

increase their skill level in developing academically focused engagement opportunities for families and the community;

- Require professional development for all staff on the effective support of SWDs and ELs and their families; and
- Require professional development for all staff on the development and implementation of effective academically focused family and community engagement.

The effectiveness of these interventions will be measured by an increase in the number of family and community engagement opportunities, including academically focused activities, as well as improvement on key indicators on the school climate survey. In addition, effectiveness will be measured by student achievement state-level assessments.

Focus schools that are identified as not meeting the needs of SWDs will be required to implement:

- Curriculum aligned to UDL;
- Collaborative teaching model;
- Improved use of data for differentiating instruction;
- Professional development for special education teachers to better understand the rigor of the CCSS; and
- Professional development for all teachers to better meet the needs of SWDs.

The specific interventions will be determined by the RAC, school leaders, and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures.

Focus Schools identified as not meeting the needs of ELLs will be required to implement:

- Research-based strategies for teaching academic English;
- Strategies to improve the use of native language support;
- Strategies to scaffold learning to meet the rigorous requirements of CCSS;
- Professional development for all teachers to learn strategies for meeting the content learning needs of ELLs; and
- Professional development for teachers supporting ELLs to better understand the rigorous requirements of the CCSS.

The specific interventions will be determined by the RAC, school leaders and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures.

For all schools, the impact of the interventions will be regularly monitored by the RAC staff in order to ensure that all schools are implementing interventions effectively and making progress towards increasing student achievement. The RACs will be in constant communication with the NJDOE leadership in the central office in order to ensure that the central office is designing and providing the resources and guidance most effective to drive school improvement.

Additional Legislative Strategies

Though we believe strongly that the interventions described above will lead to substantial improvements in our Priority and Focus schools, the NJDOE believes that a number of changes to State law have strengthened our proposed interventions and will facilitate our work with struggling schools.

Accordingly, the Christie administration and the NJDOE strongly supported two pieces of legislation, now enacted laws, that enable the NJDOE to provide greater support to districts, schools, and, most importantly, students.

The first is comprehensive educator effectiveness legislation. Among other things, the law has created a statewide educator evaluation system (consistent with the provisions outlined in this waiver invitation), and ties tenure to effectiveness. This law has drastically improved the State’s human capital strategies, helping districts and schools recruit and retain highly effective educators.

In addition, the Urban Hope Act, which was signed into law by Governor Christie on January 12, 2012, has encouraged the development of new, high-performing schools in the State’s five lowest performing districts. In combination, these bills would do a great deal to provide disadvantaged families with an immediate exit strategy while the State and districts work to improve performance in Priority schools.

Alongside the interventions described in this waiver application, the State will use its current set of authorities, as well as its powers codified in regulations 6A:33-1 et seq., to vigorously recruit high-performing turnaround organizations to partner with struggling schools in districts with Priority Schools. Finally, during the state’s annual charter application review process, the NJDOE will give preference to proposals that seek to locate in these districts and serve students in the grade spans found in the district’s Priority Schools.

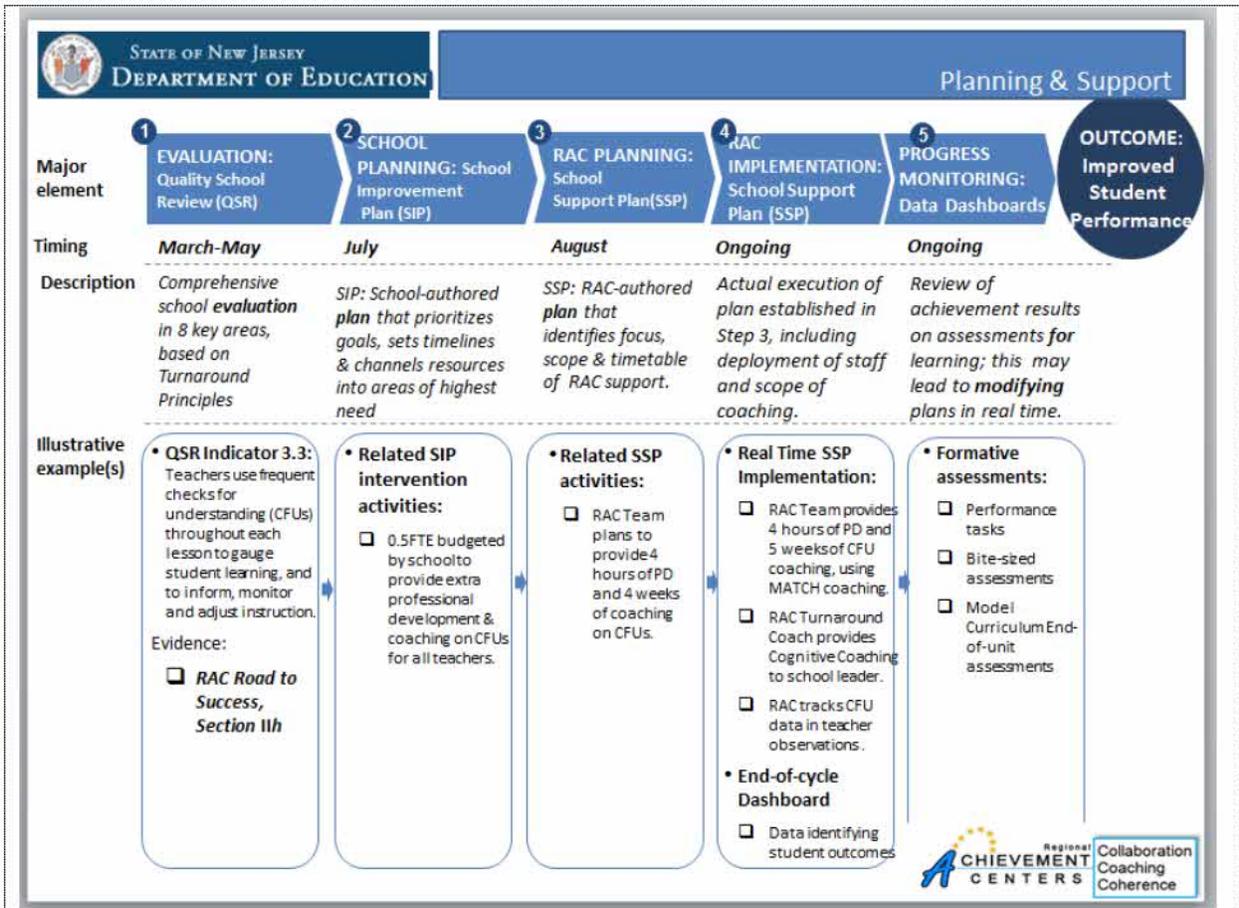
- 2.D.iv Provide the timeline the SEA will use to ensure that its LEAs that have one or more Priority Schools implement meaningful interventions aligned with the turnaround principles in each Priority School no later than the 2014–2015 school year and provide a justification for the SEA’s choice of timeline.

Timeline for Interventions

Timeline for Implementation of Interventions Aligned to the Turnaround Principles

March-May	Diagnostic needs-assessment via QSR.
May-June	Development of School Improvement Plan (SIP).
July	Finalization & approval of SIP.
Throughout SY	On-site coaching and support provided by RAC team.
Every 6-8 weeks in SY	Progress monitoring and strategy revision based on data findings.

A more comprehensive rendering of our timeline and approach is to be found below:



New Jersey’s RACs were fully staffed by fall 2012 in order to deliver the interventions within Priority and Focus schools as schools open in September 2012. Therefore, the work to deliver support and ensure that schools implement interventions within Priority and Focus schools began before the start of the 2012 – 2013 academic year.

Priority Schools

The Collaborative Assessment and Planning for Achievement (CAPA) review process was designed by the NJDOE to assess the need areas of schools in Year 3 of improvement status under NCLB. A work group reviewed the data collected and determined that this data could be used to inform the work of the RACs rather than repeating the data collection process. In addition the work group is completing a process to align the data collection of CAPA to the eight intervention principles used by RACs in order to both present the data in a workable structure for the RACs and to inform the development of the Quality School Review process that will be used moving forward.

By the end of the 2015-2016 school year all schools listed as Priority Schools will have a completed a QSR review, which will allow the RACs to begin developing school improvement plans and implementing interventions at the start of the 2016-2017 school year.

All Priority Schools will receive the targeted interventions as determined by the RACs and agreed to by the LEA for a three-year period, providing schools the time needed to implement required changes and demonstrate improvement in student achievement. Priority Schools that fail to implement the required interventions or fail to demonstrate required improvement in student academic achievement may become subject to state-ordered closure or other action.

NJDOE Plan for adjusting SIP and monitoring processes

The School Improvement Plan (SIP) and the monitoring processes for these SIPs will be adjusted in the following ways:

- NJDOE SIPs for the 2013-2014 school year have been reviewed to ensure that each of the Turnaround Principles is explicitly addressed in each SIP submitted to the Department.
- NJDOE SIPs were then revised, where necessary, for schools to explicitly indicate how each of the SMART goals included in the SIP addresses one or more of the Turnaround Principles.
- For the 2013-2014 school year, the SIP monitoring report, or End of Cycle (EOC) dashboard – which is produced five times yearly - was revised to reflect schools’ incremental progress in the implementation of each of the turnaround principles. (Appendix 13 – EOC Dashboard 2013-2014)
- For the 2014-2015 year, the School Improvement Plan template has been modified, such that the turnaround principles will be aligned to each action step. In previous years, the turnaround principles were aligned to the intervention strategies; however, by aligning the turnaround principles to the action steps, we will be able to more precisely identify which turnaround principles are being implemented with fidelity. (Appendix 14 – SIP Template 2014-2015)
- For the 2014-2015 school year, the SIP monitoring report, or End of Cycle (EOC) dashboard, will include data-driven milestone targets at each of the five monitoring intervals to determine whether or not schools are making adequate incremental progress towards the implementation of the turnaround principles. (Appendix 15 – EOC Dashboard 2014 - 2015)
- All leading indicator tools used to evaluate a school will be embedded with Turnaround Principle correlations, including but not limited to walkthrough tools, and qualitative reports. (For example, Appendix 16 - RAC Road To Success report)

In addition, we intend to strengthen the alignment between the turnaround principles, the Quality School Review (QSR), and the School Improvement Plan in Priority schools with the introduction of Turnaround Imperative Projects (TIPs.) TIPs provide concrete exemplars of the Turnaround Principles in action, and in some cases, are aligned to multiple turnaround principles simultaneously. An example of a TIP is:

- A Priority School Climate and Culture plan to guide schools in improving school climate and discipline (Turnaround Principle: Climate & Culture). (Appendix 17 – Sample Climate & Culture Plan)

For Priority schools in the 2014-2015 school year and beyond, the implementation of the TIPs will be evaluated throughout the QSR needs assessment process. Where necessary, TIPs will be incorporated into the SIPs to ensure that these interventions are implemented. By doing so, we will be able to

ensure that our Priority schools are taking the shortest, most direct path to accelerate academic achievement.

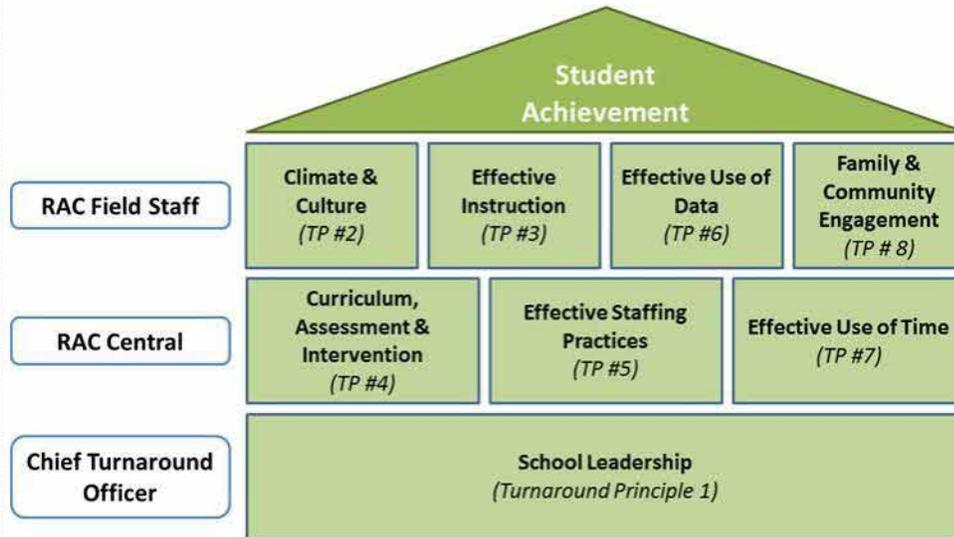
Turnaround Imperative Projects (TIPs)

(Please note that some TIPS are reflected under more than one turnaround principle. This was done to underscore the fact that the content of these TIPS simultaneously address multiple turnaround principles.)

Turnaround Principle 1: Principal Capacity
Comprehensive Calendar & Time Management System (Heyck-Merlin)
Coaching on Leadership Levers (Ambrick-Santoyo)
Turnaround Principle 2: Climate & Culture
School Workshop I – The Big Five: Core Tenets of Effective Classroom Management
School Workshop III – Balancing Warm Relationships with High Expectations
School Workshop VI – Concrete Action Steps for Productive Parent Engagement
School-Based Teacher Recognition System: Attendance & Craft
School Climate & Culture Specialist Sample Weekly Schedule (20h/week)
School Climate & Culture Plan
Turnaround Principle 3: Effective Instruction
School Workshop I – The Big Five: Core Tenets of Effective Classroom Management
School Workshop II – Creating High Impact Lesson Plans
School Workshop V – Maximizing the Impact of Universal Design for Learning (UDL) in the classroom
Lesson Plan Review Checklist
Turnaround Principle 4: Curriculum, Assessment & Intervention
School Workshop II – Creating High Impact Lesson Plans
School Workshop V – Maximizing the Impact of Universal Design for Learning (UDL) in the classroom
Turnaround Principle 5: Effective Staffing
Hiring Protocol (include vetting for mindset)
Turnaround Principle 6: Effective Use of Data
School Workshop IV – Data from the Ground Up (Infusing Data Analysis throughout the Learning Cycle)
School Data Specialist Sample Weekly Schedule (20h/week)
School Behavior Referral Tracker & School Homework Completion Tracker
Turnaround Principle 7: Effective Use of Time
Progressive Intervention Ladder (PIL) for each Priority school (Cohesive I plan will suffice)
Master Schedule Evaluations (with Effective Use of Time checklist)
Turnaround Principle 8: Family and Community Engagement
School Workshop III – Balancing Warm Relationships with High Expectations
School Workshop VI – Concrete Action Steps for Productive Parent Engagement
Biweekly School Newsletter

To further assist the implementation of the Turnaround Principles the Regional Achievement Center staff has been designated in three categories (Chief Turnaround Officer, RAC Central, and RAC Field Staff). This allocation is strategically designated to manage the support provided to schools for each Turnaround Principle.

Turnaround Principle Implementation



Analysis of 2012-2013 Priority Schools Implementation Status Data

The NJDOE has completed an analysis of the implementation status of all non-SIG Priority Schools SIPs for the 2012-2013 school year. The purpose of this review was to determine if all of the Turnaround Principles were implemented concurrently and with fidelity. Based on this analysis, the NJDOE has identified the schools that did not achieve concurrent implementation of all turnaround principles for the 2012-2013 school year, allowing the NJDOE to measure the concurrent implementation of all Turnaround Principles for priority schools over three years of implementation. (Appendix 18 – SIP Implementation Tracking)

Focus Schools

In order to start quality interventions in all Focus Schools at the start of the 2012-2013 school year RACs required identified schools to present the following reports and data sets:

- Report progress on interventions currently in place to improve sub-group performance;
- Present sub-group attendance, discipline and all school-level academic data;
- Present sub-group curricular materials;
- Present randomly selected student schedules); and
- Present the work done, if any, to increase family involvement targeted to meet the identified sub-group needs;

The presentation of this information can take place during the month of August allowing the RACs to plan interventions designed to address the needs of the identified sub-group(s) that start at the beginning of the school year and take into account the plans already in place in each focus school.

All interventions within each school turnaround principle area will continue for one full year, or until sustained improvement has been observed by the regional achievement teams.

For all schools, the impact of the interventions will also be regularly monitored by the RACs in order to ensure that all schools are making progress towards increasing student achievement. The RAC staff will be in constant communication with the NJDOE leadership in the central office in order to ensure that the central office is designing and providing the resources and guidance most effective in driving school improvement.

2.D.v Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement exits Priority status and a justification for the criteria selected.

In addition to monitoring whether a school continues to meet the definition of the Priority classification (within the bottom 5% of all Title I schools in overall student achievement outcomes or maintaining a low graduation rate), the NJDOE will also monitor improvements in student learning and the extent to which required interventions are being faithfully implemented.

A school can become eligible for exiting Priority status if it meets all three of these requirements:

- 1) no longer meets the definition of a Priority school for two consecutive years;
- 2) has, as determined by its RAC, successfully implemented all interventions required through its QSR; or
- 3) demonstrated high growth for two consecutive years, as measured by an SGP score of 55 or higher (as defined in 2.C.i); and
- 4) has met the school-wide graduation rate target in 2016, 2017, and 2018.

2.E FOCUS SCHOOLS

2.E.i Describe the SEA’s methodology for identifying a number of low-performing schools equal to at least 10 percent of the State’s Title I schools as “Focus Schools.”

In addition to identifying schools as Reward, as outlined above in 2.C.i., and Priority, as outlined above in 2.D.i., the waiver application requires the NJDOE to identify at least 10 percent of its Title I schools, 144 schools, as Focus schools. As the name implies, the category of Focus schools includes schools with ‘focused’ deficiencies. With Focus schools, the NJDOE sees the opportunity to develop interventions and supports that may be targeted to a subset of a school’s population to address its low achievement or a large within-school achievement gap.

As specified in the key to Table 2, the waiver application identifies three sub-categories within Focus Schools. The first requires the NJDOE to identify schools that have the largest within-school gaps between the highest-achieving subgroups and the lowest-achieving subgroups. Because these differences are measured in proficiency rate gaps, the within-school gap is a relative measure. In order to determine which schools have the largest within-school gaps, these gaps are determined for all schools and then ranked against each other across the state. The schools with the largest such gaps are identified for inclusion (Table 2: Category F).

A second sub-category requires the identification of schools that simply have subgroups whose performance, as compared to the rest of the state, is particularly low (Table 2: Category G). This subcategory consists of schools whose lowest-performing subgroups are demonstrating low levels of proficiency on statewide assessments when ranked against the rest of the State.

When determining the membership of Categories F and G described above, the NJDOE will combine the performance of a school’s two lowest-performing subgroups and then rank the schools based on the combined performance of those two subgroups. For example, if the proficiency rate of a school’s two lowest subgroups is 15 percent and 30 percent, respectively, the NJDOE will average these rates together (weighted by their respective shares of tested enrollment) to form a weighted average of proficiency. Category F schools will be those that have the lowest performance using this combined proficiency rate. Category G schools will be those that have the largest within-school gap between the proficiency of the highest-performing subgroup and this combined proficiency rate.

When including subgroups in this analysis, the NJDOE has included only subgroups with more than 30 students, that represent at least 5 percent of its school’s tested student enrollment, and whose student growth percentile (described more fully in 2.C.i.) is below 55 (failing to reach the NJDOE’s marker for “high growth”); this was done to ensure that the ‘focused’ deficiencies in a particular building are pervasive enough to warrant the investment of the NJDOE interventions and supports.

The third sub-category of schools within Focus requires the identification of a high school whose graduation rate is less than 60 percent (Table 2: Category H). As detailed above in the identification of Priority Schools, in section 2.D.i., the NJDOE chose to raise this graduation threshold to 75 percent to

prevent the under-identification of high schools with significant dropout or retention rates.

The universe of schools from which Focus Schools are selected is all Title I schools that are not already identified as Priority Schools. As mentioned above, the waiver requires the identification of 10 percent of Title I schools as Focus. To create the particular subcategories, the NJDOE utilized the following methodology:

Step 1: The NJDOE began by identifying all Title I-eligible and Title I-participating high schools that are not previously identified as a Priority School with a graduation rate less than 75 percent (Table 2: Category H). This resulted in the identification of 19 high schools across the state.

Step 2: Next, the NJDOE computed the within-school gap, as measured by the difference in percentage points of proficiency, between the highest-performing subgroup and the average proficiency of the two lowest-performing subgroups in each Title I school. As mentioned above, to be included in the analysis, a subgroup must have at least 30 students, represent at least 5 percent of the total student population, and have an SGP score below 55 (if an elementary or middle school). The Department then ranked the schools according to their gaps and selected the 35 schools with the largest gaps across the State – representing about 30 percent of the remaining schools in the Focus category after the identification of the 19 high schools in Step 1 above. (Table 2: Category F).

Step 3: The NJDOE then ranked the remaining Title I schools that are not already classified as Focus Schools according to the combined and weighted proficiency rates of their two lowest-performing subgroups. Again, to be included each subgroup must have at least 30 students, represent at least 5 percent of the total student population, and have an SGP score below 55 (if an elementary or middle school). From this ranking, the Department selected the 90 schools with the lowest combined proficiency rates across the State (Table 2: Category G). This netted to a total of 144 schools within the Focus School category.

Step 4: In order to create a unified system of accountability, recognitions, and interventions, the Department added any non-Title I school ranking below the highest ranked Title I school that meets the above criteria to their appropriate Focus School category.

New Jersey aims to avoid one-year aberrations from unduly influencing our results, and the Department will incorporate additional years of this data as it becomes available. An additional year of cohort graduation rate data, for instance, will allow the NJDOE to track improvements in college readiness over time, while additional years of SGP data will allow the Department to determine which schools are consistently most effective in advancing student learning.

2.E.ii Provide the SEA's list of Focus Schools in Table 2.

NJDOE will provide an updated list of Focus schools, based on 2014-15 data no later than January 31, 2016 for implementation beginning in 2016-17, in accordance with federal guidance. This list will include any current Focus schools that have not exited Focus status as of January 31, 2016.

- 2.E.iii Describe the process and timeline the SEA will use to ensure that its LEAs that have one or more Focus Schools will identify the specific needs of the SEA’s Focus Schools and their students and provide examples of and justifications for the interventions Focus Schools will be required to implement to improve the performance of students who are the furthest behind.

As with our Priority schools, depending on a school’s classification, we determine the pre-work that must be done by our field teams prior to engagement, and the frequency with which the respective members of our field team will have a site-based presence at the school or interact remotely with school staff. Bi-weekly site-based interactions are at the threshold of the highest level of support, with field staff providing coaching and feedback on leadership team meetings, school “data days” and strategies targeted to specific, gap populations in the school, whereas for others monthly or quarterly visits suffice. Our highest-need Focus schools will be referred to as “Hot List” Focus schools. The Focus schools that have demonstrated significant progress, through quantitative and qualitative data gathered during the prior years of engagement, but have met the criteria to exit status, will be referred to as “On Track” Focus schools. These schools will engage with our regional teams for monthly check-ins, and on a quarterly basis through a more comprehensive cycle review process. As with our engagement with Priority schools, we are cognizant of our team’s bandwidth, and therefore will be thoughtful in our decisions regarding where to concentrate our team’s efforts in the field.

As with our priority schools, the levels of our Focus schools are based on a combination of the experiences of our field staff engaging with schools, the capacity of our teams, and other state-level supports being leveraged to benefit these schools. We will assign a rating to each school based on two (2) metrics:

- Internal capacity, as measured by the diagnostic Quality School Review (QSR) process, and
- Student outcomes, as measured by the growth made in number of students meeting proficiency from 2012-2013 to 2013-2014, based on the state’s standardized tests.

Timeline for Interventions

Timeline for Implementation of Interventions Aligned to the Turnaround Principles

March-May	Diagnostic needs-assessment via QSR.
May-June	Development of School Improvement Plan (SIP).
July	Finalization & approval of SIP.
Throughout SY	On-site coaching and support provided by RAC team.
Every 6-8 weeks in SY	Progress monitoring and strategy revision based on data findings.

The student outcome metrics will identify schools based on how students are progressing with career and college readiness skills. This will ensure that if there are within-school achievement gaps, subgroup gaps, and or low grad rates, the school will be flagged as needing support and will not be awarded the highest rating.

Using the school-categorization process identified below, we will tier the intensity of our interventions. A synopsis of the tiers of schools follows:

Priority or Focus School	Tier Descriptor
Tier I	Highest Need/Lowest Capacity Priority or Focus schools in non State-Operated districts
Tier II	Other Priority or Focus schools in non State-operated districts

Tier III

Priority or Focus Schools in State-operated Districts

Growth Mindset

In addition, we will support our schools in developing staff and students in one particular non-cognitive factor that has been shown to impact academic outcomes – growth mindset. Derived from the work of Carol Dweck and gaining increased prominence in the education community as being a driver of success, growth mindset is the idea that the ability to learn is not fixed; it can change with effort. This idea has been a consistent focus of our Regional Achievement Center (RAC) teams –embedded into the coaching model we use to coach principals, and used as a feature of our teacher trainings. One of the foundational professional development workshops and coaching cycles delivered to our schools addresses growth mindset and coaches teachers to employ various techniques to foster growth mindset in students (refer to Appendix). Such techniques include: normalizing failure as part of the learning process; employing the use of character behavior language; and using constructive responding techniques to scaffold students to success.

In order to start quality interventions in all Focus Schools RACs will require identified schools to present the following reports and data sets:

- Report progress on interventions currently in place to improve sub-group performance;
- Present sub-group attendance, discipline and all school-level academic data;
- Present sub-group curricular materials;
- Present randomly selected student schedules); and
- Present the work done, if any, to increase family involvement targeted to meet the identified sub-group needs.

Focus schools that are identified as not meeting the needs of SWDs will be required to implement:

- Curriculum aligned to UDL;
- Collaborative teaching model;
- Improved use of data for differentiating instruction;
- Professional development for special education teachers to better understand the rigor of the CCSS; and
- Professional development for all teachers to better meet the needs of SWDs.

The specific interventions will be determined by the RAC, school leaders, and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures.

Focus Schools identified as not meeting the needs of English Learners will be required to implement:

- Research-based strategies for teaching academic English;
- Strategies to improve the use of native language support;
- Strategies to scaffold learning to meet the rigorous requirements of CCSS;
- Professional development for all teachers to learn strategies for meeting the content learning

needs of ELLs; and

- Professional development for teachers supporting ELLs to better understand the rigorous requirements of the CCSS.

The specific interventions will be determined by the RAC, school leaders and the LEA. Effectiveness measures will be determined based on the interventions and will be required to include student achievement measures.

For all schools, the impact of the interventions will be regularly monitored by the RAC staff in order to ensure that all schools are implementing interventions effectively and making progress towards increasing student achievement. The RACs will be in constant communication with the NJDOE leadership in the central office in order to ensure that the central office is designing and providing the resources and guidance most effective to drive school improvement.

For Focus Schools that are approved to operate a Title I Schoolwide Program, the school's improvement plan will serve as the Title I schoolwide plan.

Title I districts with Focus schools will be required to set-aside a maximum 30% of their Title I allocation to support interventions in the schools. This set-aside will complement schools' Title I school-level allocations to ensure that the schools have the necessary fiscal resources to support the implementation of identified interventions. This set-aside is consistent with NCLB required set-asides for Title I schools in need of improvement and Title I districts in need of improvement: 20% for the implementation of supplemental educational services/public school choice and 10% for district professional development.

Plan for adjusting SIP and monitoring processes

In addition to the global augmentation of our SIP and monitoring processes as explained above, the monitoring of the School Improvement Plans (SIPs) have been adjusted in the following ways:

- NJDOE SIPs have been reviewed to ensure that each of the Turnaround Principles is explicitly addressed in each SIP in ways that address the unique needs of students in the two lowest performing subgroups.
- The SIP monitoring reports, or End of Cycle (EOC) dashboards, for the 2013-2014 and 2014-2015 school years have been updated to include data-driven milestone targets at each monitoring interval to determine whether or not schools are making adequate incremental progress towards accelerating progress with the two lowest performing subgroups in the school.

Continued support and accountability going forward

Focus schools currently receive support from the Regional Achievement Center staff and are monitored to determine the extent to which a school is accomplishing the implementation of the interventions. In some instances, Focus schools are demonstrating significant progress towards improving student achievement and narrowing achievement gaps. As per our approved waiver, to ensure sustainability of

efforts and outcomes, these schools will remain in their classification as Focus school until the exit criteria, as defined in our approved waiver, are met. However, schools that are demonstrating progress will receive differentiated support from the Regional Achievement Center staff.

To this end, the NJDOE will identify schools that are “On Track for Exit”. A Focus school can become eligible for identification as “On Track for Exit” if it meets the following requirements:

- has, as determined by the RAC, successfully implemented all interventions required through its QSR for two consecutive years;
- if identified as Category F or G, its lowest performing subgroups have made significant progress, or have met their annual measurable objectives for two consecutive years; and/or has demonstrated typical or high growth for two consecutive years as measured by SGP of 35 or higher.
- If identified as Category H, increased the percentage of students meeting the accountability workbook four-year graduation rate target for at least two consecutive years.

Focus schools that are identified as “On Track for Exit” will continue to complete a needs assessment via the QSR, as well as a School Improvement Plan. However, while the RAC staff will readily assist the schools upon their request, the schools will implement the interventions as identified in the SIP, without the planned support of RAC staff. Rather, RAC staff will solely be responsible for monitoring the implementation and impact of interventions on a periodic basis, to ensure that these schools are continuing to implement the interventions effectively and making progress towards meeting the exit criteria.

Effectiveness measures will be determined in a manner that aligns to the nature of the interventions, and will include student achievement measures. If a school identified as “On Track for Exit” fails to meet the effectiveness measures as defined by the RAC staff, this school may lose its “On Track for Exit” status, and will resume planned, hands-on RAC support.

2.E.iv Provide the criteria the SEA will use to determine when a school that is making significant progress in improving student achievement and narrowing achievement gaps exits Focus status and a justification for the criteria selected.

In addition to measuring the degree to which a school meets the quantitative definition of the Focus classification (a school that continues to demonstrate the largest within-school achievement gap based on proficiency outcomes and a lack of growth), the NJDOE will also monitor the extent to which a school is accomplishing the implementation of the interventions aligned to the turnaround principles.

A school can become eligible for exiting Focus status if it:

- 1) no longer meets the definition of a Focus school for two consecutive years;
- 2) has, as determined by its RAC, successfully implemented all interventions required through its QSR;
- 3) if identified as Category F or G, its lowest performing subgroups have met their progress targets for three years; and/or
- 4) has demonstrated high growth for two consecutive years as measured by SGP of 55 or higher (as defined in 2.C.i); and

5) has met the school-wide graduation rate target in 2016, 2017, and 2018.

2.F PROVIDE INCENTIVES AND SUPPORTS FOR OTHER TITLE I SCHOOLS

2.F Describe how the SEA’s differentiated recognition, accountability, and support system will provide incentives and supports to ensure continuous improvement in other Title I schools that, based on the SEA’s new AMOs and other measures, are not making progress in improving student achievement and narrowing achievement gaps, and an explanation of how these incentives and supports are likely to improve student achievement and school performance, close achievement gaps, and increase the quality of instruction for students.

To ensure all schools are engaged in continuous improvement, the NJDOE developed school performance reports for all schools, as described in 2.A.i. In a clear and accessible manner, the NJDOE reports on the performance of each school by focusing on the most critical measures of student achievement including subgroup measures and key college- and career-readiness metrics (e.g., AP, SAT, scores).

As demonstrated in the table below, a school’s meeting each performance target is an integral part of the performance report’s summary metric of Academic Achievement. Each subgroup’s performance at each school is measured and identified as meeting or not meeting its specific performance targets.

Performance Targets - Language Arts Literacy**			
This table presents the annual proficiency targets, as measured by the High School Proficiency Assessment (HSPA), established for this school under New Jersey's Elementary and Secondary Act Waiver.			
Subgroup	2010-2011 Pass Rate	2010-2011 Target	Met Target
Schoolwide	64.6%	65.0%	YES
White	78.0%	73.0%	YES
Black	81.0%	76.0%	YES
Hispanic	65.0%	74.2%	NO
American Indian	72.0%	78.0%	NO
Asian	93.0%	92.0%	YES
Native Hawaiian	N/A	N/A	N/A
Two or More Races	58.0%	74.0%	NO
With Disabilities	60.0%	68.0%	NO
Limited English Proficiency	70.0%	67.0%	YES
Economically Disadvantaged	69.0%	73.4%	NO

These performance reports identify schools that are not making progress or not meeting other targets, such as participation rates in SAT test-taking. They also identify highly successful schools, thereby allowing the NJDOE to recognize and celebrate districts and schools with high achievement and/or high growth. This recognition serves as an incentive for schools and districts to continue innovating and improving, and it enables the NJDOE to learn from these schools and districts and share their best practices widely.

The performance report identifies key areas of need for all New Jersey schools. That is, while some schools do not fit into the Priority or Focus categories, they may nevertheless have weaknesses in need of attention. Other Title I schools that have not obtained proficiency targets for each individual subgroup, including graduation rate targets, are required to formulate a Progress Targets Action Plan as follows:

- Each LEA will be required to develop, for each school missing proficiency targets, a local school board-approved Progress Targets Action Plan that addresses the school-wide population and subgroup population(s) that missed performance targets, as described above.
- For each high school that has not achieved its proficiency targets, the Progress Targets Action Plan must include interventions targeted to improving the graduation rate. The plan will address interventions only for those students without an Individualized Education Plan that supports continued enrollment beyond four or five years.
- These plans are required to describe the alignment of Title I funds to address the deficiencies in performance identified for that school.

During the 2012-2013 school year, the NJDOE disseminated to districts information on the process for developing the Progress Targets Action Plans, and a template to guide their planning and to document their interventions. This work is a product of the Division of Student Services and Career Readiness.

Because the NJDOE is committed to ensuring that achievement gaps are addressed in all schools—not just in Priority and Focus Schools—the Department will identify another subset of schools for further attention.

The NJDOE will identify high-risk non-categorized Title I schools using the following criteria:

- Academic performance in total and subgroup populations for at least two consecutive years
- Evidence of low student growth (Elementary and Middle Schools) and/or,
- Evidence of College and Career Readiness (High Schools)

The NJDOE utilized a multidimensional approach to analyze academic performance (X) at various levels of growth data (Y1) or College and Career Readiness (Y2) to identify the most at-risk non-categorized school.

Elementary and Middle schools

Step 1: Calculated the **percent proficient for reading/language arts (X₁)** for every school using the most recent assessment data available. (Used the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

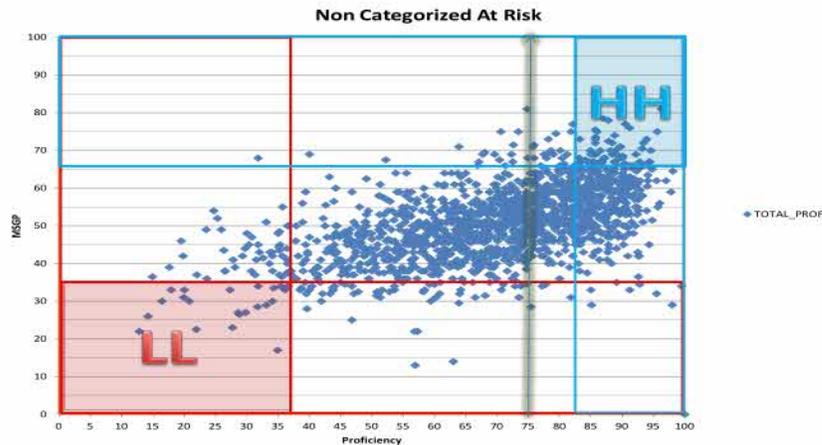
Step 2: Determined the **Median Student Growth Percentile for reading/language arts (Y₁)** for each school using the most recent data available. (Used the same data that the State Performance Reports)

***Median Student Growth Percentile:** A measure of school wide growth, all student growth scores in either Language Arts or Math are ranked from highest to lowest. The median growth score is*

determined to then represent the school wide growth in either Language Arts or Math. A school is deemed to be making low growth if the growth score is below 35, typical growth if a score is between 35 and 65 and high growth if the score is greater than 65. (School Performance Report)

Step 3: Plot (X_1 , Y_1) for every non-categorized Title I school to identify the schools with LOW performance and LOW Growth (LL) in reading/language arts. (See Figure 1)

Figure 1: The lowest 5 % of non categorized Title I schools on reading/language arts performance and growth (LL)



Step 4: Repeat Steps 1-2 for **mathematics** (X_2)

Step 5: Plot (X_2 , Y_1) for every non-categorized Title I school to identify the schools with LOW performance and LOW Growth (LL) in mathematics.

High Schools

Step 1: Calculated the **percent proficient for reading/language arts** (X_1) for every high school using the most recent assessment data available. (Used the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 2: Calculated the **percent proficient for mathematics** (X_2) for every high school using the most recent assessment data available. (Used the same data that the State reports on its report card under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group)

Step 3 : Determined the Percentage of students who take the SAT who score at or above **the College Board’s SAT Benchmark score of 1550** (Y_2) for every high school using the most recent data available. (Used the same data that the State Performance Reports)

Independent research conducted by the College Board found that:

“The SAT Benchmark score of 1550 is associated with a 65 percent probability of obtaining a first year GPA (FYGPA) of a B- or higher, which in turn is associated with a high likelihood of college success. Students meeting the benchmark score of 1550 were more

likely to enroll in a four-year college, had higher first-year GPAs and were more likely to be retained for their second and third year than those students who did not attain the SAT benchmark.” (NJ Performance Report).

Step 4: Plot (X_1 , Y_2) for every non-categorized Title I high school to identify the schools with LOW performance and LOW SAT (LL) in reading/language arts.

Step 5: Plot (X_2 , Y_2) for every non-categorized Title I high school to identify the schools with LOW performance and LOW SAT (LL) in mathematics.

The NJDOE considered multiple factors when determining the lowest 5% of non-categorized Title I schools. The factors will include though may not be limited to:

- 1) whether identified schools are low performing for at least two consecutive years
- 2) whether there are gaps in subgroup performance for at least two consecutive years
- 3) whether high school is meeting graduation rate targets
- 4) whether identified schools are within LEAs with a substantial number of Priority and/or Focus schools (indicating the LEAs’ limited capacity to address the needs of non-Priority and non-Focus Schools); and
- 5) the capacity of the RACs and the Office of Supplemental Educational Programs (Title I) to meaningfully support high-risk non-categorized schools.

High-risk non-categorized will be invited and encouraged to attend regional trainings and professional development sessions designed around the NJDOE interventions and school turnaround principles, and the State’s model curriculum will be made available to all schools and districts. In these ways, these schools will have access to many of the same supports being provided to Priority and Focus Schools. Further, many additional resources will be placed on the NJDOE website. These web resources include, but are not limited to, webinars, online professional development courses, toolkits and guidance. All schools will benefit from these resources.

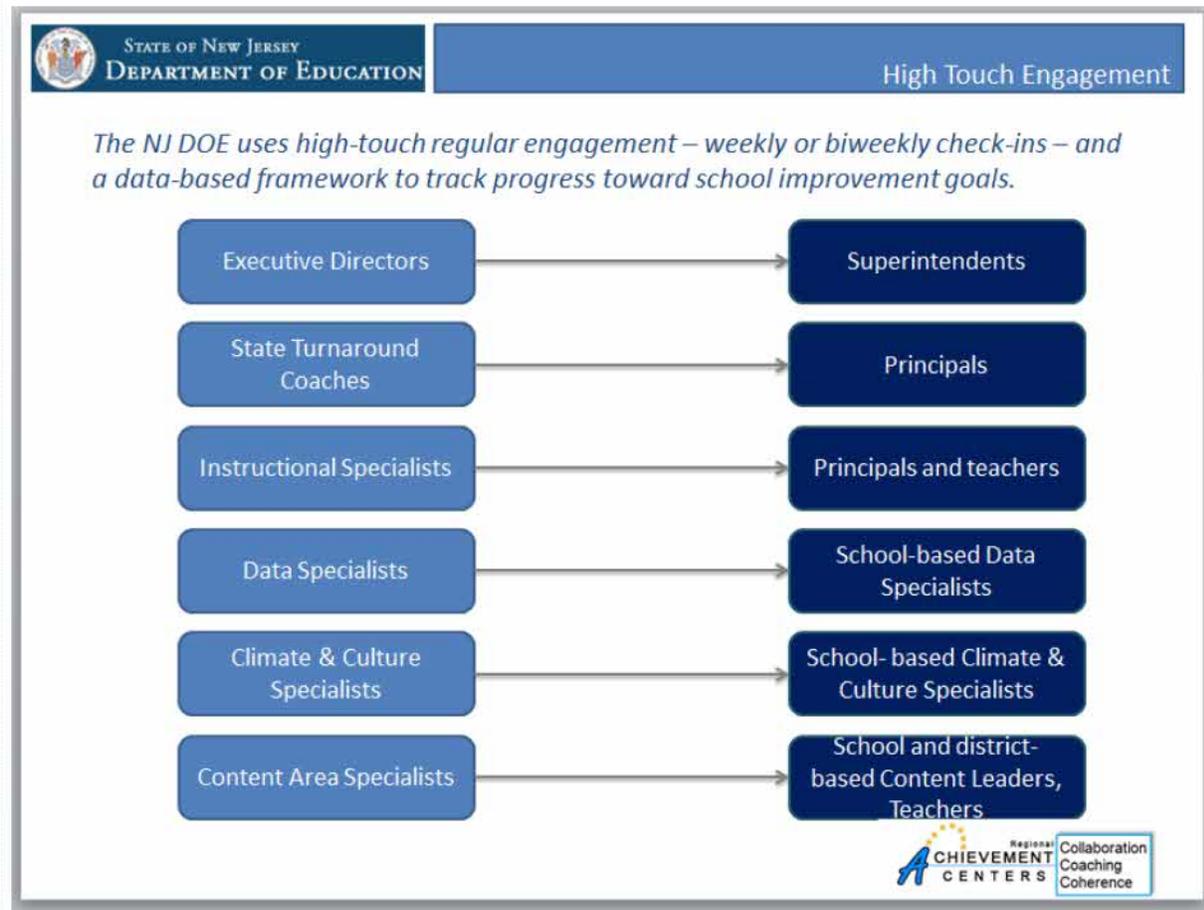
Finally, RACs will also pay particular attention to schools that are close to reaching Priority status. Though RACs will not immediately intervene in such schools, regional teams will monitor progress and offer assistance in order to prevent the school from falling into the Priority category.

- 2.G Describe the SEA’s process for building SEA, LEA, and school capacity to improve student learning in all schools and, in particular, in low-performing schools and schools with the largest achievement gaps, including through:
- i. timely and comprehensive monitoring of, and technical assistance for, LEA implementation of interventions in Priority and Focus Schools;
 - ii. holding LEAs accountable for improving school and student performance, particularly for turning around their Priority Schools; and

- iii. ensuring sufficient support for implementation of interventions in Priority Schools, Focus Schools, and other Title I schools identified under the SEA’s differentiated recognition, accountability, and support system (including through leveraging funds the LEA was previously required to reserve under ESEA section 1116(b)(10), SIG funds, and other Federal funds, as permitted, along with State and local resources).

Explain how this process is likely to succeed in improving SEA, LEA, and school capacity.

NJDOE maintains a commitment to the strategies outlined below from our original waiver application. However, in light of the fact that the Department recognizes and acknowledges our LEAs, or local school districts, as a pivotal macro unit of change for our schools, the structure of each our Regional Achievement Centers reflects regular, deliberate engagement and collaboration at the district level. This is accomplished, first and foremost, by the Executive Director of each region, who is responsible for meeting with district Superintendents and their cabinets regularly, in order to synchronize RAC efforts with district initiatives and where necessary, provide guidance and pushback on district initiatives that are not aligned to the turnaround principles that must necessarily guide the work of school improvement. Where a downward trajectory is observed, our regional teams will be held accountable for reporting such concerns, through the chain of command to the Commissioner, so that all remedies can be applied to ensure improvement.



In addition, there are various meetings in which NJ DOE staff is embedded. These meetings are

structured and focused on accomplishing specific goals. A description of two such meetings follows:

- **School-by-School Data Review.** Following discrete data protocols (Refer to Appendix C), these meetings engage DOE data specialists, Climate & Culture specialists, content-area specialists and regional Executive directors with LEA/district leadership, school building leaders and NJ DOE staffers in joint review of school-based data in the areas of Climate & Culture (suspensions, chronic absenteeism, attendance) and Academics (interim assessments, standardized tests). These meetings ensure that a focus is maintained on the data not just at the school building level, but at the district level as well so that district supports and mandates will reflect commitment to issues revealed through data analysis.
- **Budget Planning.** These meetings occur with regional Executive Directors and district leadership to ensure that the budget reflects a prioritization of school improvement efforts.

In addition to RACs, the NJDOE has several other offices that provide supports to the LEAs. These offices may collaboratively engage in an audit of all agency-wide supports currently being provided to schools and districts, and from there determine what additional support should be provided, and the best entity within our structure to provide such support. The relevant support entities are:

- **Office of State Intervention.** This is an office charged with coordinating and monitoring support for New Jersey’s state-operated districts, as well as other targeted districts demonstrating acute need based on emergent situational factors.
- **County Offices.** These offices employ a staff of content-area specialists and specialists trained to work with special populations such as Students with Disabilities.
- **Program Offices.** These offices, such as our Office of Academic Standards, Office of Supplemental Educational Programs, and Office of Special Education Programs are currently working in their respective areas of expertise to support various districts and schools.

Project managers, a role represented in each of our RACs, will manage the coordination process of supports, so as to be judicious with the human resources of our SEA, and not duplicative in our efforts.

The State has several strategies for ensuring the success of interventions in Priority and Focus Schools. The state’s seven RACs are committed solely to improving student outcomes; they focus primarily on Priority and Focus Schools. These offices conduct reviews of underperforming schools, diagnose the causes of schools’ challenges, and provide the support and interventions required for meaningful and lasting improvement. The teams include specialists in reading, math, data use, and more; they are in schools regularly. The teams ensure that reforms are underway and that results follow. This is a departure from prior NJDOE practice, in which school supports and interventions were often delivered in an unfocused, temporary, and undifferentiated manner.

It is also a departure from the NJDOE’s historic reliance on districts as conduits for state-level reforms. In years past, the State sought to improve the performance of the most persistently troubled schools by intervening at the LEA level. The State has had, and continues to have, a number of powers and strategies designed to improve district capacity. For example, the State has taken over troubled districts such as Newark, Paterson, Jersey City, and Camden. In these locations, the NJDOE has taken

numerous bold steps, including removing governance authority from a local board, installing a new state-hired superintendent, and more. The NJDOE has also placed highly empowered State employees in a number of troubled districts in the form of fiscal monitors and “highly skilled professionals” with authority over a wide array of areas, including personnel and budget.

The State also uses QSAC to assess and build district capacity. Executive County Superintendents, State employees, oversee a process that identifies LEAs’ areas of weakness in operations; instruction and program; governance; personnel; and fiscal management. The process reveals where districts need to focus greater attention and, in cases where results are particularly troubling and no progress is being made, can lead to severe State interventions.

The State will continue to use these tools and others to build districts’ capacity to help struggling schools improve; however, the NJDOE will focus its resources on schools, which are the true units of change. Through the RACs and other central office divisions, the NJDOE provides greatly increased support to principals and teachers in a wide array of areas, while also working with LEAs to ensure that school-led reforms are effective and sustained. It is the state’s conviction that these robust and highly targeted interventions will drive improvement in far superior ways to the previous approach focused solely at the LEA level.

The State has numerous levers for ensuring that LEAs improve the performance of their lowest-achieving schools. The first way to hold LEAs accountable is through a robust school performance report. Annually, each school receives a thorough report detailing its performance along a number of measures (see 2.A. i.). These reports are made public.

Each school is evaluated based on its achievement on State assessments; the growth of its students as measured by the SGP; and in its College and Career Readiness as measured by a variety of school metrics.

Each school is compared to the State overall as well as to schools with similar student bodies. The report provides demographic information as well as financial data, again in comparison to the State average and peer schools.

The report also provides detailed information on the performance of the school relative to the school’s specific school-wide and subgroup targets for accountability purposes. Proficiency and growth are reported over time for language arts, math and science, and by each subgroup.

This performance report is used to identify schools that are not making progress or meeting targets. Districts are required to have public meetings to review the data and identify the areas in which improvement is needed. Districts are further required to address performance gaps among various groups. Districts not making progress must develop proposed targets for improvement that will be reviewed annually by the RACs. Targeted technical assistance will be offered through the RACs.

For schools that have not been designated as Focus or Priority, the RACs review performance reports to identify areas for improvement and identify the combination of services and interventions that could

improve student learning. Such interventions and services may include training to improve the quality of school leadership, high-quality curriculum aligned to the Common Core, and assistance in the analysis and use of data. The RACs devote a vast majority of their time to Priority and Focus Schools; however, by monitoring other schools, they can ensure that non-identified schools don't regress and fall into priority or focus status and that schools' otherwise hidden areas of need are addressed.

Beyond making school information public, and as described more fully in Section 2.A.i., the NJDOE has extensive authority under federal and State law to bring about major change in school and district behavior. The NJDOE can, among other things, reassign teaching staff, redirect spending to ensure funds are spent effectively and efficiently, alter curriculum and programs, charter new schools, and, where all else fails, close chronically failing schools

In total, then, the State is relying on five strategies for growing the capacity of schools, LEAs, and the State to improve student learning and close the achievement gap. The first is increased information. Through detailed, user-friendly school performance reports, the NJDOE's Division of Performance provides actionable information on student achievement to schools, districts, and the public.

Second, the NJDOE's restructured organization enables the State to provide improved supports to schools and LEAs. The Division of Educator Effectiveness, through initiatives on recruiting, preparation, certification, evaluation, and more, helps grow and improve the State's human capital, that is, collection of effective educators. The Division of Academics provides schools and districts with an abundance of support, including model curricula, formative assessments, leadership training, and more. The Division of Innovation recruits, develops, incubates, and supports new, high-quality education models so students assigned to the lowest-performing schools have improved options.

Third, the NJDOE has built seven RACs as described in 2.D.iii. Each is responsible for improving student achievement, particularly in Priority Schools, in its region. State Title I funds will be repurposed to provide the aforementioned supports and interventions to Title I Priority and Focus Schools.

Fourth, the NJDOE undertook an exhaustive effort to remove unnecessary burdens placed on the State's educators.

Fifth, the State may use its broad authority to take over troubled districts or place specialists into them and will execute its power over the QSAC process to ensure that LEAs have the capacity to help struggling schools improve.

Combined, these efforts enable the State, LEAs, and schools to faithfully implement meaningful interventions in struggling schools. They also help strengthen the internal capacity of the State, LEAs, and schools to continue and develop school improvement efforts over time.

**PRINCIPLE 3: SUPPORTING EFFECTIVE INSTRUCTION
AND LEADERSHIP**

3.A DEVELOP AND ADOPT GUIDELINES FOR LOCAL TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

Select the option that pertains to the SEA and provide the corresponding description and evidence, as appropriate, for the option selected.

Option A	Option B	Option C
<p><input type="checkbox"/> If the SEA has not already developed any guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. the SEA’s plan to develop and adopt guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; ii. a description of the process the SEA will use to involve teachers and principals in the development of these guidelines; and iii. an assurance that the SEA will submit to the Department a copy of the guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 15). 	<p><input type="checkbox"/> If the SEA has already developed and adopted one or more, but not all, guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of any guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); iii. the SEA’s plan to develop and adopt the remaining guidelines for local teacher and principal evaluation and support systems by the end of the 2011–2012 school year; iv. a description of the 	<p><input checked="" type="checkbox"/> If the SEA has developed and adopted all of the guidelines consistent with Principle 3, provide:</p> <ul style="list-style-type: none"> i. a copy of the guidelines the SEA has adopted (Attachment 10) and an explanation of how these guidelines are likely to lead to the development of evaluation and support systems that improve student achievement and the quality of instruction for students; ii. evidence of the adoption of the guidelines (Attachment 11); and iii. a description of the process the SEA used to involve teachers and principals in the development of these guidelines.

	<p>process used to involve teachers and principals in the development of the adopted guidelines and the process to continue their involvement in developing any remaining guidelines; and</p> <p>v. an assurance that the SEA will submit to the Department a copy of the remaining guidelines that it will adopt by the end of the 2011–2012 school year (see Assurance 15).</p>	
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Introduction

New Jersey is beginning the 4th year of a 5 year, ambitious and comprehensive plan to improve its teacher and leader evaluation system that includes five phases:

- 1) Educator Effectiveness Task Force (EETF) develops evaluation guidelines (2010-2011);
- 2) Excellent Educators for New Jersey (EE4NJ) evaluation pilot program is implemented and an expansion plan is developed, a principal evaluation pilot grant opportunity is developed, and the Department of Education provides guidelines for all districts to meet a capacity-building milestones in the subsequent school year (2011-2012);
- 3) EE4NJ teacher evaluation pilot is expanded with more rigorous guidelines and a principal evaluation pilot is implemented. All other districts meet milestones of a capacity-building year in order to prepare for full implementation in the following year. State Board regulations are revised on key provisions of a evaluation system to be implemented statewide in the subsequent school year (2012-2013);
- 4) All districts implement a new teacher evaluation system and the principal evaluation system is strengthened and expanded based upon lessons learned from the previous year’s pilot (2013-2014) and
- 5) All districts implement year 2 of the new teacher and principal evaluation systems and use data to inform personnel decisions (2014 – 2015).

TEACHER EVALUATION TIMELINE

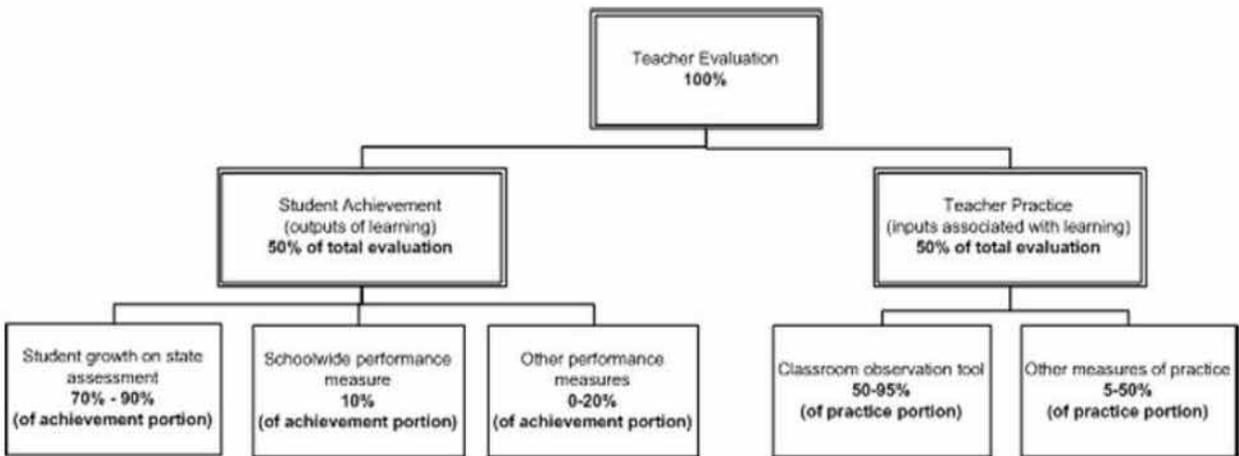
Year 1 (2010-2011): Task Force Recommendations

In October of 2010, Governor Christie launched the EETF, designed to recommend a fair and transparent system of educator evaluations that centered on student learning and achievement. The task force was comprised of nine members, including teachers, a representative from NJ's IHEs, a school board member, and district and school leaders from traditional and charter schools.

Over four months, the task force worked with experts on various elements of educator evaluation systems, researched model evaluation systems in other States and districts, and heard presentations from stakeholder groups and local districts to produce a report that included recommendations for teacher evaluations, leader evaluations, and conditions for success.

The task force recommendations included a clear framework for evaluating teachers based on equal parts teacher practice (inputs), and student learning (outputs). Evidence of student learning was defined to include progress on statewide summative assessments, but was not limited to it in recognition that the majority of teachers teach in untested grades or untested subjects. (See Appendix 8 for a copy of New Jersey's Educator Effectiveness Task Force Report).

Task Force Recommended Framework for the New Teacher Evaluation System



In addition to the framework above, the task force report emphasized how a good evaluation system can support teachers to become more effective, by clarifying expectations, providing actionable feedback, facilitating collaboration among teachers, and targeting professional development that is aligned with teachers' needs.

Finally, it recommended a teacher evaluation system with four summative categories: highly effective, effective, partially effective, and ineffective to differentiate levels of performance and appropriately identify teachers who are excelling and can share their techniques with others, those who need support and those who should be counseled to leave the profession.

The guidelines established in this task force report are guiding our current design and implementation of teacher and principal evaluation in New Jersey. During this past year and in subsequent years, we will be using this as the basis for developing our statewide system but modifying these guidelines and developing regulations based on lessons learned from our pilot districts in New Jersey, evaluation initiatives in peer states and emerging research.

Year 2 (2011-2012): Teacher Evaluation Pilot Program

Based on the recommendations offered by the task force in March of 2011, the NJDOE launched EE4NJ, an initiative to pilot a new teacher evaluation system in a wide variety of LEAs in the 2011-2012 school year.

To help pilot districts implement a strong evaluation system, the NJDOE awarded \$1,160,000 in EE4NJ grants to districts selected to pilot through a competitive grant process. The funding is being used primarily to train teachers and principals on the new system, particularly on the use of high-quality observation frameworks. This was a major investment in this critical work and demonstrated the NJDOE's commitment to working with districts and schools as partners.

Pilot districts were selected so as to achieve representation across different regions of the State and varying socio-economic demographics. Ten districts were selected as pilots, along with Newark through its own funding source.

In addition, the NJDOE required that all SIG schools (19) participate in the pilot program during the 2011-2012 school year. Pilot districts, including the SIG schools, must implement the NJDOE requirements for a robust teacher evaluation system during the 2011-2012 school year. In accordance with the task force recommendations, these requirements include the following:

- Thorough training of evaluators and teachers in effective teacher practices based on professional standards;
- Annual teacher evaluations that include multiple observations and result in clear, actionable feedback for improvement;
- Multiple measures of teacher practice and student performance, proven to be valid and reliable, with student academic progress or growth as a key measure;
- A summative rating that combines the scores of all the measures of teaching practice and student achievement;
- Four summative rating categories that clearly differentiate levels of performance; and
- A link from the evaluation to providing professional development opportunities that meet the needs of educators at all levels of practice.

Through June of 2011-2012 school year, the NJDOE solicited approximately 50 additional applications from districts for an expanded teacher evaluation pilot, drafted initial regulations that will identify key

provisions of the evaluation system that all districts meet specific capacity-building milestones in the 2012-13 SY, and provided guidance to districts on developing and implementing a framework for teacher evaluations.

Year 3 (2012 – 2013): Expanded Teacher Evaluation Pilot Program and Capacity-Building Year

In 2012-13, each district will need to demonstrate readiness for full statewide rollout in 2013-14, either by piloting the new framework or by meeting defined deadlines set forth by the state

Expanded Pilot Program

In order to ensure the NJDOE has fully informed plans to guide statewide rollout in 2013-14, the NJDOE expanded the pilot to approximately 30 districts in 2012-13. Pilot districts have been required to implement a comprehensive set of requirements in 2012-13, building on the learning from the first pilot cohort. In accordance with the task force report and incorporating lessons learned in the first year of piloting teacher evaluation, requirements included the following:

- Formation of a District Advisory Committee to ensure stakeholder engagement
- Procurement of a research-based teaching practice instrument that includes at least 4 differentiated levels of performance
- Adoption of procedures to support implementation of the teaching practice instrument that meets specific criteria, as outlined in the notice of grant opportunity
- Thorough training and proof of mastery or certification of observers
- On-going calibration of observers
- Thorough training of teachers on teacher practice framework and student achievement data
- A minimum of 5 observations for non-tenured and core subject teachers; a minimum of 4 observations for tenured and core subject teachers; a minimum of 3 observations for non-tenured and non-core subject teachers; a minimum of two observations for tenured and non-core subject teachers
- A minimum of 2 unannounced observations for non-core teachers and a minimum of 1 unannounced observations for core teachers
- At least 2 observations being conducted by an external evaluator for non-tenured teachers; at least 1 observation being conducted by an external evaluator for tenured teachers
- A minimum of 105 minutes of classroom observation for non-tenured core subject teachers and 90 minutes of classroom observations for tenured core subject teachers, with no observation being shorter than 15 minutes and at least one observation of 30+ minutes; a minimum of 60 minutes of classroom observation for non-tenured and non-core subject teachers and 45 minutes of classroom observation for non-tenured and non-core subject teachers with no observation being shorter than 15 minutes and at least one observation of 30+ minutes
- A minimum of 1 observation double-scored for core teachers
- A summative evaluation rating and conference
- Consistent data collection practices and processes

All Non-Pilot Districts

For all schools not participating in the pilot, districts need to demonstrate readiness for 2013 -14 rollout

by meeting a set of state-defined activities. Through regulations adopted in February 2013, all non-pilot schools are required to meet certain milestones that will help them prepare to implement a teacher evaluation system in 2013 – 14. The regulations require all non-pilot schools to meet the following requirements and report back to the NJDOE through semi-annual progress reports:

1. By October 31, 2012, form a District Evaluation Advisory Committee to oversee and guide the planning and implementation of the district’s evaluation policies and procedures as set forth in this subchapter.

- i. Members of the District Evaluation Advisory Committee must include representation from the following groups: teachers from each school level represented in the district; central office administrators overseeing the teacher evaluation process; and administrators conducting evaluations. Members must also include the superintendent; a special education administrator; a parent; and a member of the district board of education.
- ii. At the discretion of the superintendent, membership on the District Evaluation Advisory Committee may be extended to representatives of other groups.

2. By January 31, 2013, adopt a teaching practice observation instrument and procedures for applying the instrument that satisfy the following requirements:

- i. The teaching practice observation instrument is selected from an approved list supplied by the Department, or
- ii. Districts that do not select their teaching practice observation instrument from the Department-approved list must notify the Department by January 31, 2013 and will be given until August 31, 2014 to demonstrate to the Department’s satisfaction that their teaching practice observation instrument meets the following criteria:
 - a. It is a research-based teaching practice observation instrument or evidence-supported teaching practice observation instrument;
 - b. It includes domains of professional practice that align to the New Jersey Professional Standards for Teachers; and.
 - c. It includes rubrics for assessing teaching practice that differentiate among a minimum of four levels of performance.
- iii. The procedures shall include the following:
 - a. Provision of training and training resources that are sufficient to result in observers of teaching practice who are accurate and consistent in applying the teaching practice observation instrument;
 - b. Provision of a skills assessment, which allows an observer of teaching practice to demonstrate proof of mastery on the instrument;
 - c. Calibration of observers of teaching practice at least once per year on their

application of the teaching practice instrument and against expert judgment, to ensure continued accuracy and consistency in ratings. Provision of on-going support and resources on the instrument for all teaching staff members serving in job titles, which require an instructional certificate, such as exemplar videos of teaching practice measured by the instrument.

3. By July 1, 2013, provide training for teaching staff members serving in job titles which require an instructional certificate issued on the adopted teaching practice observation instrument.

- i. Training for teachers shall include detailed descriptions of all aspects of the teaching practice observation instrument as well as detailed and concrete descriptions of applied instrument use.
- ii. Other stakeholders may be trained at the superintendent's discretion.

4. By August 2013, provide training to all appropriately certified personnel who will be observing teaching practice using the adopted teaching practice instrument.

- i. Training shall be rigorous, comprehensive and sufficient to result in observers of teaching practice who can demonstrate proof of mastery.
- ii. Access to observer training shall be provided to members of the Department of Education.
- iii. Districts shall create processes for both remediating and disqualifying an observer of teaching practice who does not meet the accuracy and consistency requirements at either the proof of mastery step or the calibration step.

5. In January, 2013, and August, 2013, report the district's progress on implementation of these requirements in accordance with guidelines issued by the Department of Education.

The objective of this expanded pilot and capacity-building year is to continue to gather lessons learned and provide time for districts to build capacity and the conditions for successful adoption of teacher evaluation practices. Both pilot and non-pilot districts will be accountable for meeting respective milestones and requirements, inclusive of reporting their progress to the NJDOE through semi-annual reporting. At the end of 2012-13 year, all districts and schools will be prepared to fully implement the evaluation system in 2013-14.

On August 6, 2012 the TEACHNJ Act (TEACHNJ) was passed, based largely on the initial recommendations of the Educator Effectiveness Task Force. TEACHNJ was approved unanimously by the legislature and signed into law by Governor Christie on August 6, 2012. The goal of the law is to "raise student achievement by improving instruction through the adoption of evaluations that provide specific feedback to educators, inform the provision of aligned professional development, and inform personnel decisions." At its core, TEACHNJ reforms the processes of earning and maintaining tenure by improving evaluations and opportunities for professional growth. Specifically:

1. Tenure decisions are now based on multiple measures of student achievement and teacher practice as measured by new evaluation procedures.

2. Lengthy and costly tenure hearings are shorter, focused on process only, and less expensive.
3. Educator feedback and development is more individualized and focused on students.

TEACHNJ mandates that all districts roll out both teacher and principal evaluation systems with consequences in the 2013-14 school year.

Year 4 (2013 – 2014): Implementation Year for All School Districts

As originally planned, based on lessons learned from the pilot and updated regulatory requirements, all schools and districts will implement all aspects of their new teacher evaluation systems in 2013-14, thereby providing teachers and principals a comprehensive, authentic experience in terms of observations, feedback, assessment data, and summative evaluations. Districts, at their discretion, may choose to use the evaluation results of 2013-2014 to inform local personnel decisions around recruitment, professional development, compensation and retention.

Year 5 (2014-15): Implementation Year 2 for All School Districts with Results Used to Inform Personnel Decisions

Through multiple pilot programs, adequate time for preparation and capacity-building, and a full-year to implement the new system, districts will be ready to continue to improve the-quality of teacher evaluation systems across their schools. The Department will use the experience of school districts to update regulations and policy decisions. Specifically, the Department plans to continue to adjust the weighting of different measures, most notably to increase student achievement as a measure of evaluation for teachers in non-tested grades and subjects as more assessments become available and more is learned about the student growth objectives that will have been implemented for the first time in the 2013 -14 school year. Similarly, as noted in 3.B. below, the NJDOE will be in a better position to provide support and guidance as the Department will have had multiple years to build out Regional Achievement Centers, streamline data collection around statewide assessments, and provide performance management system solutions.

Coordinating Timeline with Proposed Legislation and Collective Bargaining Agreements

The 5-year timeline described above is designed to align with proposed enactment of legislation addressing the State’s tenure laws and to provide adequate time for collective bargaining agreements to reflect new Department regulations.

Educator evaluations are currently required in existing NJ statute and supported by regulations. Specific measures and many of the processes are delineated in existing statute and regulations and are not subject to collective bargaining agreements (CBAs). CBAs may, however, specify the procedures and due process attendant to the evaluations. Proposed evaluation regulations will mandate that Districts implement new robust evaluation systems in 2013-14 and 2014-15 as outlined in the year-by-year timeline above; further, these proposed regulations will require that all collective bargaining agreements for teachers and principals entered into after the regulations are in effect be consistent with its provisions.

However, the regulations will not override conflicting provisions of any collective bargaining agreement in effect at the time of passage. Rather, the regulations will apply when the agreement expires and a

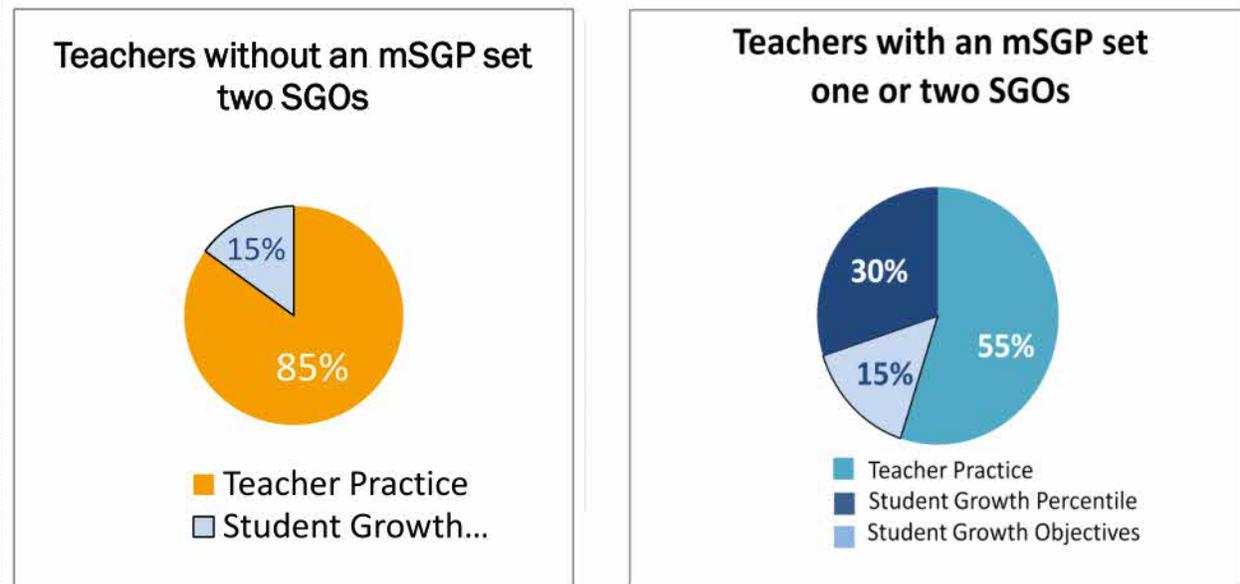
successor agreement is entered into. Approximately 95% of all CBAs are three years or less in length, thereby providing substantial time for the majority of districts to adopt the new regulations prior to the 2013-14 school year.

PROPOSED TEACHER EVALUATION SYSTEM

The task force made recommendations in 2011 that drove the development of pilot requirements and ultimately informed regulations proposed by the Department in March of 2013.

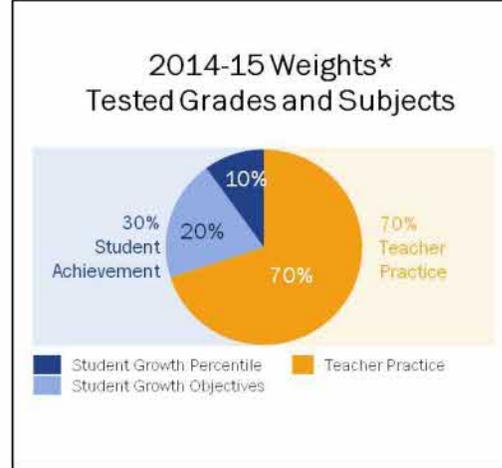
The Department's regulations, titled **AchieveNJ**, rely on multiple measures of performance to evaluate teachers. These measures include components of both student achievement and teacher practice. The weights in the charts below reflect SY13-14 and SY14-15; the state may adjust them in future school years to reflect lessons learned from new data and feedback from educators.

2013-14*



**Note: After soliciting feedback from a broad group of stakeholders, the NJDOE proposed the following change in August 2014. If a teacher's Student Growth Objective (SGO) score is the sole reason that his or her summative rating dropped from Effective to Partially Effective or from Partially Effective to Ineffective, the educator will be eligible to ask for an expedited review of the rating.*

2014-15



Student Achievement

Students enter classrooms at varying levels of achievement, and educators deserve credit for helping them progress. That is why **AchieveNJ**, wherever possible, incorporates measures of student growth over time, not a single snapshot of proficiency.

Student Growth Percentiles (SGPs) measure achievement gains within 4th through 8th grade Language Arts Literacy and Mathematics, referred to as the “tested grades and subjects.” Using the New Jersey Assessment of Skills and Knowledge (NJ ASK), SGPs compare the change in a student’s achievement from one year to the next to that of all other students in the state who had similar historical results (the student’s “academic peers”).

- For teachers of tested grades and subjects, SGP counts for 30 percent of the overall evaluation rating in 2013-14 and 10% in 2014-15.

In addition, teachers, with approval from their principals, set **Student Growth Objectives (SGOs)** for their students at the start of the year and are assessed on whether those objectives are met at the end of the year. National (e.g., DIBELS, Advanced Placement tests), state, or district-developed assessments should be used where available to identify the measurable goals for each objective. Teachers also may use collaboratively developed assessments for SGOs, including portfolios of student work.

- Teachers of non-tested grades and subjects are required to set at least two SGOs; a teacher’s ability to meet or exceed his or her SGOs counts for 15 percent of the overall evaluation in 2013-14 and 20% in 2014-15.
- Teachers of tested grades and subjects are required to set at least one SGO; a teacher’s ability to meet or exceed his or her SGO(s) counts for 15 percent of the overall evaluation in 2013-14 and 20% in 2014-15.

Teacher Practice

Teacher practice is measured by performance on a teacher practice instrument (e.g., Danielson, Marzano,

et al.), which is used to gather evidence primarily through classroom observations.

Non-tenured teachers will have at least three required observations each year.

- This includes two long observations and one short observation in the first two years of employment and one long and two short observations in the third and fourth years of employment. At least one observation must be announced with a pre-conference and at least one must be unannounced.
- Multiple observers are required.

Tenured teachers will have three required observations each year.

- This includes three short observations, at least one of which must be announced with a pre-conference and at least one of which must be unannounced. Multiple observers are recommended.

Observation Requirements Summary

Teacher Tracks		Total Minimum # of Observations	Multiple Observers
Non-Tenured	Years 1–2	3 (2 long, 1 short)	Required
	Years 3–4	3 (1 long, 2 short)	
Tenured		3 (0 long, 3 short)	Recommended

Additional notes on observations:

- **Corrective Action Plans:** After the first year, teachers who receive an Ineffective or Partially Effective rating are required to have one additional observation, and multiple observers are required.
- **Short observations:** 20 minutes, with a post-conference
- **Long observations:** 40 minutes, with a post-conference;
- **Announced vs. Unannounced:** Within the minimum requirements, all teachers must have at least one unannounced and one announced observation with a pre-conference.
- Teachers present for less than 40% of the school days within an academic year must have a minimum of 2 observations..

Observations are performed by trained staff. All observers must be trained on the instrument before evaluating educators and must participate in two “co-observations” (also known as double-scored observations) throughout the year. All observers must participate in yearly "refresher" training, and superintendents or chief school administrators must certify each year that all observers have been trained. An increased number of opportunities to engage in high-quality professional conversations with trained observers will allow educators to reflect on their professional practice with more depth and clarity. Information derived from observations and their respective post-conferences will be used to tailor individualized professional development for each teacher.

Teaching Practice Instrument

Any teacher practice evaluation framework adopted by an LEA must be shown to meet, at minimum, the following criteria:

- a. It is a research-based teaching practice observation instrument or evidence-supported teaching practice observation instrument;
- b. It includes domains of professional practice that align to the New Jersey Professional Standards for Teachers (N.J.A.C. 6A:9-3); and
- c. It includes rubrics for assessing teaching practice that differentiate among a minimum of four levels of performance.

As districts participate in a capacity-building year and we continue to learn lessons from our expanded pilot in 2012-13, we will be developing regulations that outline teacher practice evaluation procedures to take effect in 2013-14.

Stakeholder Engagement

Pilot districts have the opportunity to help shape the new system from its inception and will provide critical information and feedback to the NJDOE thereby guiding statewide implementation in the future. There are several ways for the pilots to provide feedback: through regular communication with an NJDOE Implementation Manager, whose role is to work with the pilots, helping with implementation; through the external researcher who will collect data and other input from the pilots; and through the Evaluation Pilot Advisory Committee (EPAC).

The EPAC is comprised of education stakeholders, including teachers and school leaders, who will collaborate with and advise the NJDOE throughout implementation of the EE4NJ pilot program. The role of the EPAC is to engage in outreach to their constituencies and to provide feedback and guidance on issues and challenges to inform statewide implementation of an educator effectiveness evaluation system. The NJDOE has ensured that the voices of teachers will be heard by requiring that every pilot district designate a teacher to serve on the EPAC. EPAC members attend monthly meetings and convene in the interim to discuss key issues related to rollout. NJDOE has also established a web-based collaborative space where this advisory committee shares resources and continues a dialogue between meetings.

In addition to the State-level EPAC, each pilot district formed its own stakeholder committee, called the District Evaluation Advisory Committee (DEAC), to discuss challenges and opportunities and participate in decision-making about program development and implementation. The DEAC has also had a communications role and shared information about the pilot to the district community, ensuring transparency of the system.

DEACs represent key stakeholders in the evaluation system and school community. These include: a school board representative; elementary, middle, and high school teachers (as applicable given pilot participation); a principal; a superintendent; a central office representative; an administrator conducting evaluations; a data coordinator; a parent; and others as determined by the district. Each DEAC must appoint two of their members, including one teacher, to also serve on the State EPAC and attend monthly meetings. This will ensure that district-level concerns are raised with the State-level EPAC, and that pilot districts will receive information shared at the State-level meetings.

The experience from the first year of our current pilot has shown the benefit of having a DEAC group

engaged in this process. As we continue to implement this work statewide, we will be requiring every district to form a DEPAC to help guide this process.

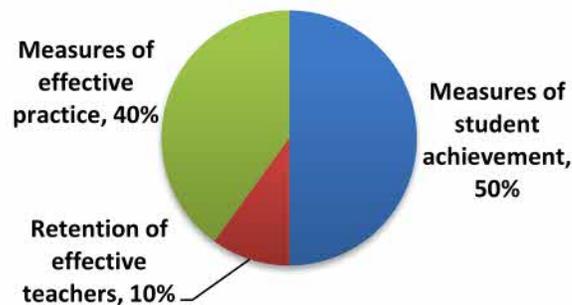
PRINCIPAL EVALUATION TIMELINE

Year 1 (2010-2011): Task Force Recommendations

The Educator Effectiveness Task Force recommended specific components and weights for a new principal evaluation system:

- Measures of effective practice (40 percent);
- Differential retention of effective teachers (hiring and retaining effective teachers and exiting poor performers (10 percent); and
- Measures of student achievement (50 percent).

Components of Principal Evaluations



Year 2 (2011-2012): Principal Evaluation System Development

During Year 2 of its comprehensive plan to improve educator evaluations, the NJDOE is working with a small group of stakeholders to draft guidelines for a principal evaluation system, building from the recommended framework set forth in the Educator Effectiveness Task Force report. To inform its knowledge base, this group reviewed research on critical leadership behaviors, recommendations on best practices for principal evaluation, and details already available about requirements and processes from various systems currently being implemented in New Jersey districts and in other States.

This group's recommendations were presented to the larger EPAC stakeholder advisory committee and representatives from the pilot district DEACs for review and feedback. A special subcommittee of EPAC was created to support the development and implementation of a principal evaluation system statewide. However, the State expanded the charge of EPAC in 2012-2013 to also focus on the principal evaluation.

New Jersey understands that a fair, comprehensive, and robust system for evaluating principal effectiveness is critical to getting the outcomes we expect from our teacher evaluation system. The two

systems must align in order to support a continuous cycle of educator development and improved learning results for students. The purposes of principal evaluation include both assessment and professional development. In order for a principal evaluation system to be truly successful, it must accurately assess the current performance of the principal and provide feedback on where and how to improve.

Year 3 (2012-2013): Implementing Principal Evaluation

The goals for Year 2 (2011-12) around principal evaluation were to develop grant guidelines, solicit applications, and select districts in which to pilot a principal evaluation system in 2012-13. The pilot year has informed our understanding of principal evaluation; it has helped us develop guidance materials; allowed us to test frameworks, assessments and tools; and learn more about what supports are necessary for state wide implementation in 2013-14.

As with the teacher evaluation implementation, districts will be allowed the flexibility to select a State-approved model of principal practice evaluation to apply in their particular contexts. It is intended that the requirements for evaluation will pertain to both principals and assistant principals.

Similar to the preparation required for districts not participating in the teacher evaluation pilot, the State has mandated similar requirements to help prepare districts for the 2013-14 school year.

Year 4 (2013-2014): Implementing Principal Evaluation Across All Districts in a Subset of Schools

Based on lessons learned from the pilot, and under the authority of TEACHNJ, the State will be expanding its implementation of the principal evaluation work state wide.

Year 5 (2014-2015): Implementing Principal Evaluation Across All Districts and Schools

In 2014-2015, the Department will use lessons learned in year one of implementation to continue to make adjustments and improvements to principal evaluation policy and regulations. The Department will also use these lessons to continue to improve the support that it offers to these districts and their principals.

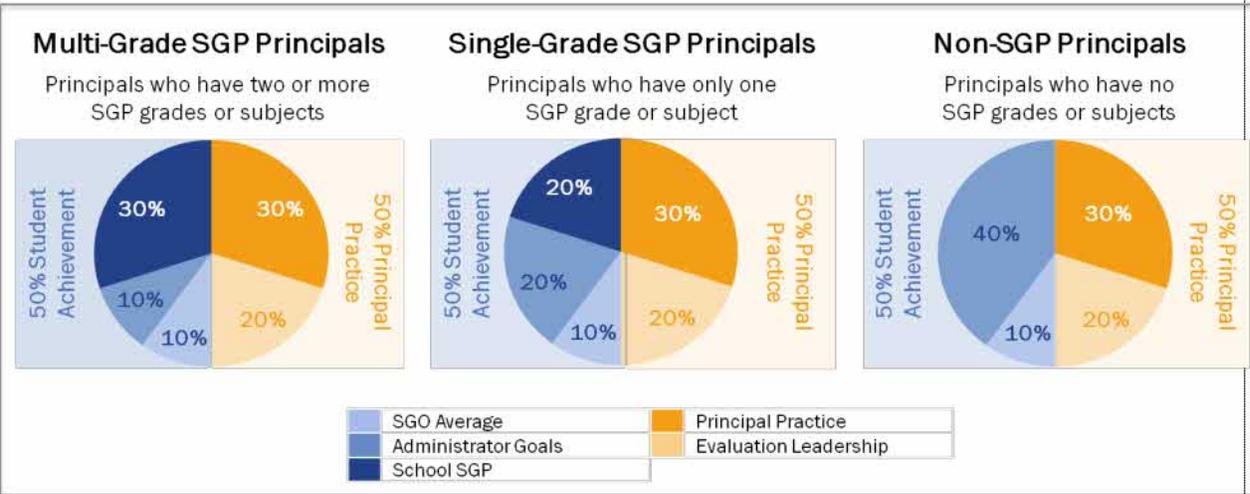
PROPOSED PRINCIPAL EVALUATION SYSTEM

Assessment of Principal Practice

The Educator Effectiveness Task Force made recommendations in 2011 that drove the development of pilot requirements, and ultimately led to regulations proposed by the Department in March, 2013.

The regulations proposed by the Department, titled **AchieveNJ** rely on multiple measures of performance to evaluate principals. These measures include components of both student achievement and principal practice. All principals, vice principals, and assistant principals are rated on the multiple measures of effectiveness displayed in the chart below (weights in each chart vary according the number of tested grades and subjects in a school):

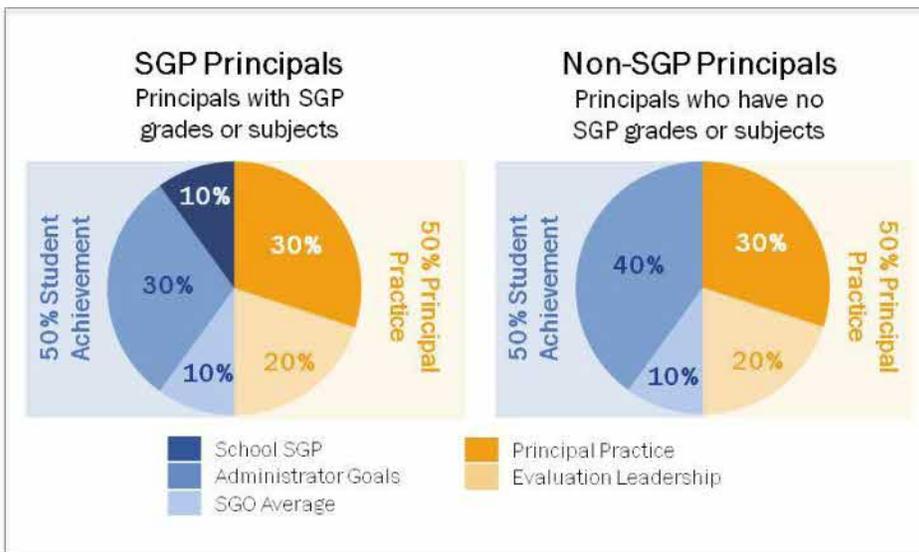
2013-14



*The above weights apply to principals for the 2013–14 school year; further guidance on weights for vice principals and assistant principals is forthcoming.

**Concurrent with similar adjustments made in August 2014 for teachers, the NJDOE has proposed that for 2013-14, if a principal/assistant principal(AP)/vice principal(VP)'s Administrator Goal score is the sole reason that his or her summative rating dropped from Effective to Partially Effective or from Partially Effective to Ineffective, the educator will be eligible to ask for an expedited review of the rating. In addition, if a teacher's rating is adjusted through the SGO review, that teacher's SGO score may be negated from the principal's SGO average if doing so improves the principal's rating from Ineffective or Partially Effective to Effective or Highly Effective.

2014-15



Student Achievement

- Student Growth Objective (SGO) Average: A percentage (shown in the charts above) of a

principal's summative rating is based on the average teacher SGO score in their school. SGOs are measurable academic goals that teachers set for their students based on growth and achievement.

- **Administrator Goals: The percent of a principal's summative rating based on Administrator Goals is shown in the charts above and varies by year depending on whether the principal is a Multi-Grade SGP Principal, a Single Grade SGP Principal or a Non-SGP Principal.** The principal sets these goals, such as increasing scores on Advanced Placement tests or improving graduation rate, with his or her superintendent.
- **School Student Growth Percentile (SGP):** Some principals have school wide SGP data. SGPs are state-calculated scores that measure a principal's ability to help increase student achievement on the NJ ASK. See charts above for weighting.

Principal Practice

- **Principal Practice: In 2013-14 and 2014-15, 30 percent** of a principal's overall evaluation is based on **observations** of a principal's practice by his or her superintendent. These might involve a school walk-through, staff meetings, parent conferences, or other significant school events.
 - **Non-tenured principals** are required to have at least three observations a year.
 - **Tenured principals** are required to have at least two observations per year.
 - **Corrective Action Plans:** principals who receive an Ineffective or Partially Effective rating go on a Corrective Action Plan. These principals, assistant principals, and vice principals must have one additional observation per year.
- **Evaluation Leadership: 20 percent** is based on a **Leadership** rubric. The rubric measures how well the principal implements the new teacher evaluation system in his or her school. The rubric includes the following domains and components:
 - **Domain 1: Building Knowledge and Collaboration**
 - 1A. Preparing teachers for success
 - 1B. Building collaboration
 - **Domain 2: Executing the Evaluation System Effectively**
 - 2A. Fulfilling requirements of the evaluation system
 - 2B. Providing feedback and planning for growth
 - 2C. Assuring reliable, valid observation results
 - 2D. Assuring high-quality student growth objectives

Principal Practice Framework Requirements

The following minimum criteria have been recommended for any principal practice evaluation framework adopted by an LEA. The framework must:

1. Be research-based and shown to be valid and reliable;
2. Be based on multiple sources of evidence collected throughout the year;
3. Encompass domains of practice aligned to the NJ Professional Standards for School Leaders;

4. Include at least two observation of principal performance;
5. Include a measure of progress on at least one individual, school and/or district performance goal;
6. Incorporate feedback from teachers;
7. Incorporate feedback from any other stakeholder groups (such as parents or students) if deemed appropriate based on designated performance goals;
8. Include an assessment of the quality of the principal’s evaluations of teachers;
9. Include evidence of the principal’s leadership for implementing a rigorous curriculum and assessments aligned to content standards;
10. Include evidence of the principal’s leadership for high-quality instruction; and
11. Include rubrics for assessing practice that have a minimum of 4 levels of performance.

Combination of Practice and Achievement

The ratings of principal practice and student achievement will be combined to form a summative measure designating the principal as highly effective, effective, partially effective, or ineffective.

Professional Development

Evaluation systems alone are not sufficient to produce higher levels of principal effectiveness. Outcomes of principal evaluation must be linked to a system for developing principal practice.

New Jersey already has a standards-based professional development requirement for school leaders conducted on a three-year planning and review cycle, which was initiated in 2005. Currently, each active principal is required to create an individualized professional growth plan that aligns with professional standards; grounds professional development activities in objectives related to improving teaching, learning, and student achievement; requires evidence of plan fulfillment; and identifies professional goals that address specific district or school needs.

The current process for creating and reviewing principals’ professional growth plans will dovetail with the proposed evaluation process in that it incorporates self-reflection, a professional conversation between principals and their supervisors to set goals for the plan, and monitoring of plan fulfillment by the supervisor. In addition, the principal creates a peer-review committee to support development and implementation of the plan and to certify completion of the plan to the chief school administrator.

As part of our systemic efforts to improve educator effectiveness, we are currently reviewing these professional development requirements in order to make more explicit the links between the results of principal evaluation, our expectations for principal practice, and the creation of the required leadership development plan.

3.B ENSURE LEAs IMPLEMENT TEACHER AND PRINCIPAL EVALUATION AND SUPPORT SYSTEMS

- 3.B Provide the SEA’s process for ensuring that each LEA develops, adopts, pilots, and implements, with the involvement of teachers and principals, including mechanisms to review, revise, and improve, high-quality teacher and principal evaluation and support systems consistent with the SEA’s adopted guidelines.

DEVELOPMENT, MONITORING AND SUPPORT TO ENSURE QUALITY

Based upon the lessons learned from our pilot districts, as well as our stakeholder groups and the national context, the State made changes to its rollout plans.

The changes allowed for more rigorous pilot initiatives, more time to build capacity in districts, increased monitoring and support from the State, and a timeline better aligned to align evaluation results with statutorily mandated personnel actions. In addition, these changes provided a thoughtful, careful approach to ensure that all schools and districts were on track for full rollout of the evaluation system in 2013-14.

These steps were in addition to the districts’ pre-existing procedures around evaluation which also must have been followed in 2012-13. To ensure all of this work was being completed and is of high quality, the NJDOE provided targeted support and comprehensive monitoring, including but not limited to requiring two progress reports on these items throughout the year (in January 2013 and July 2013), enhancing our on-the-ground support through our Regional Achievement Centers, and providing additional guidance on performance management tools and assessments for non-tested subject areas.

With strict oversight by the NJDOE, these steps ensured that every district had the plans in place for successful implementation in 2013-14. In addition, all teachers in 4th-8th grade ELA and math received SGPs for the first time in the 2013-14 school year. The state encouraged districts to use that SGP data to inform all evaluations during the year. Additionally, having a second cohort of pilots allowed the state to accelerate its learning around a diversity of observation protocols. Lessons learned informed our regulations for the subsequent 2013-14 statewide implementation.

During this same time period, the NJDOE developed guidance on the development/selection of assessments for non-tested subjects and grades and develop a “student growth objectives” (SGOs) process that can be implemented across the State in a way that is comparable, rigorous and valid.

The support and guidance for districts implementing all of this work came from multiple sources:

- Regular meetings with the EPAC and DEAC groups proved to be fertile environments to bring in national experts, learn from local successes and pain points, and access recommendations on State policy from those who are doing the work. These meetings were shaped to wrestle with decisions that guided statewide implementation. The meeting participants included teachers, principals, superintendents, NJDOE staff, higher education institutions, the teacher association and union representatives, and parents. The State sought to replicate the teacher evaluation model that worked successfully for the principal evaluation pilot.

- The NJDOE completed a significant departmental reorganization that recast the department as a service delivery organization from one that traditionally focused on compliance. Key elements of the reorganization included changes to internal offices and divisions and the development of seven RACs. The former includes an Office of Educator Evaluation, which is responsible for overall project progress, including guidance on expenditures and procurement issues, leveraging economies of scope and scale in delivery, and monitoring key milestones and deliverables. The latter provides focused support to some of our lowest-performing schools in the areas of procuring frameworks and providing meaningful training, conducting observations and providing feedback, and identifying student achievement measures for teachers of non-tested grades and subjects.

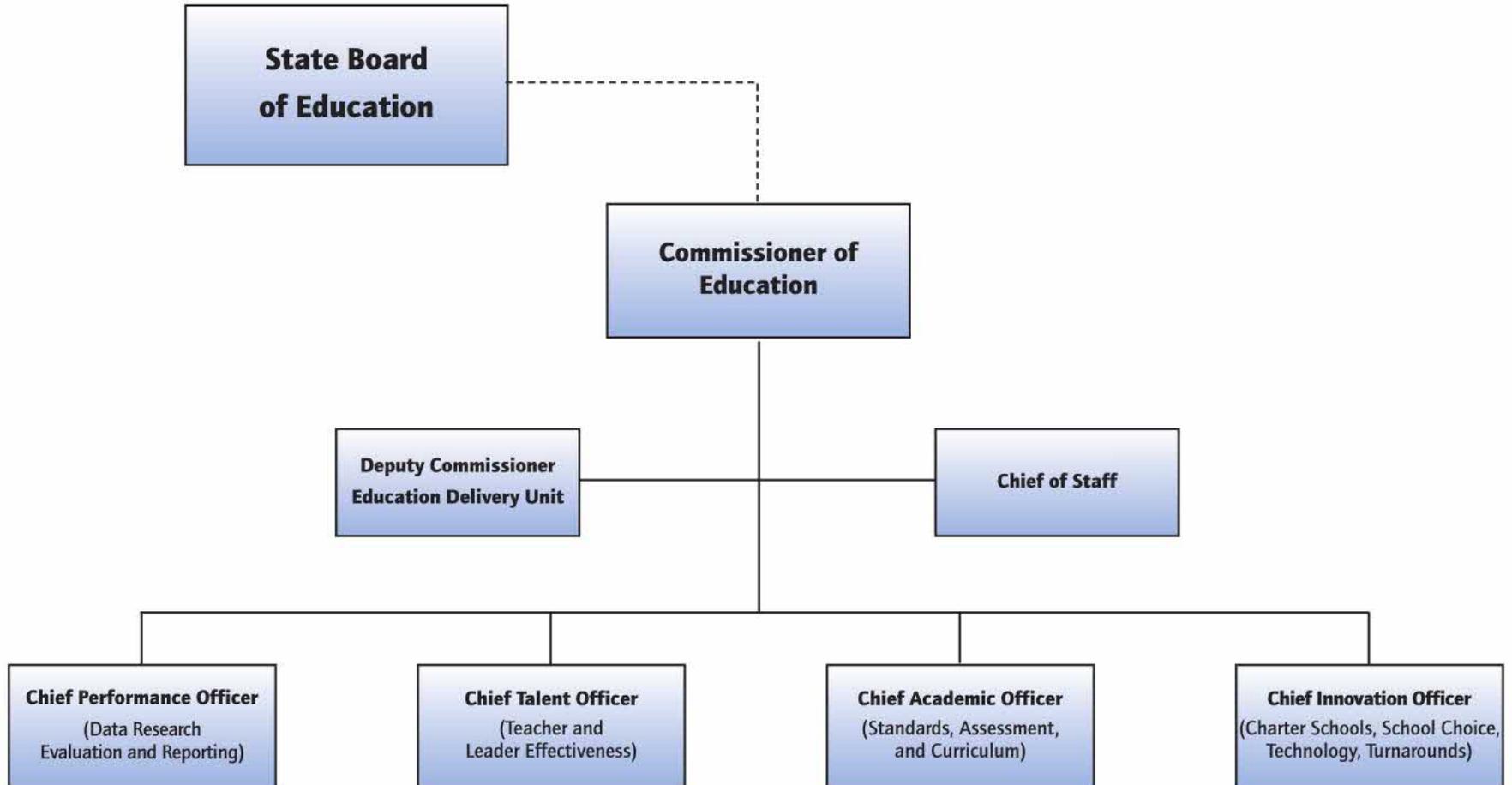
As the State shaped and staffed the RACs, the NJDOE provided service to our pilot districts and SIG schools through dedicated resources. Specifically, the NJDOE had a team in the field comprised of 3 Implementation Managers, Education Specialists and a policy team which provides resources and materials that helped guide districts in their professional development and training.

- The State realized that to do this work well there is a cost to training, calibration of observers, and implementation. To assist districts with the cost, the State provided grant opportunities for districts to advance this work. Additionally, through our Race to the Top award, districts were able to access and utilize their pro-rata share of the \$19M to help support these efforts. Title I SIA funds were also directed to evaluation system development and implementation activities. Lastly, by providing fiscal guidance and working to bring together districts with similar needs, the DOE helped them prepare for and leverage their expenditures.
- The State partnered with an external evaluator to assess the implementation of the 2011-12, and 2012-13 pilots. A similar evaluation was conducted for the 2012-13 principal evaluation pilot.

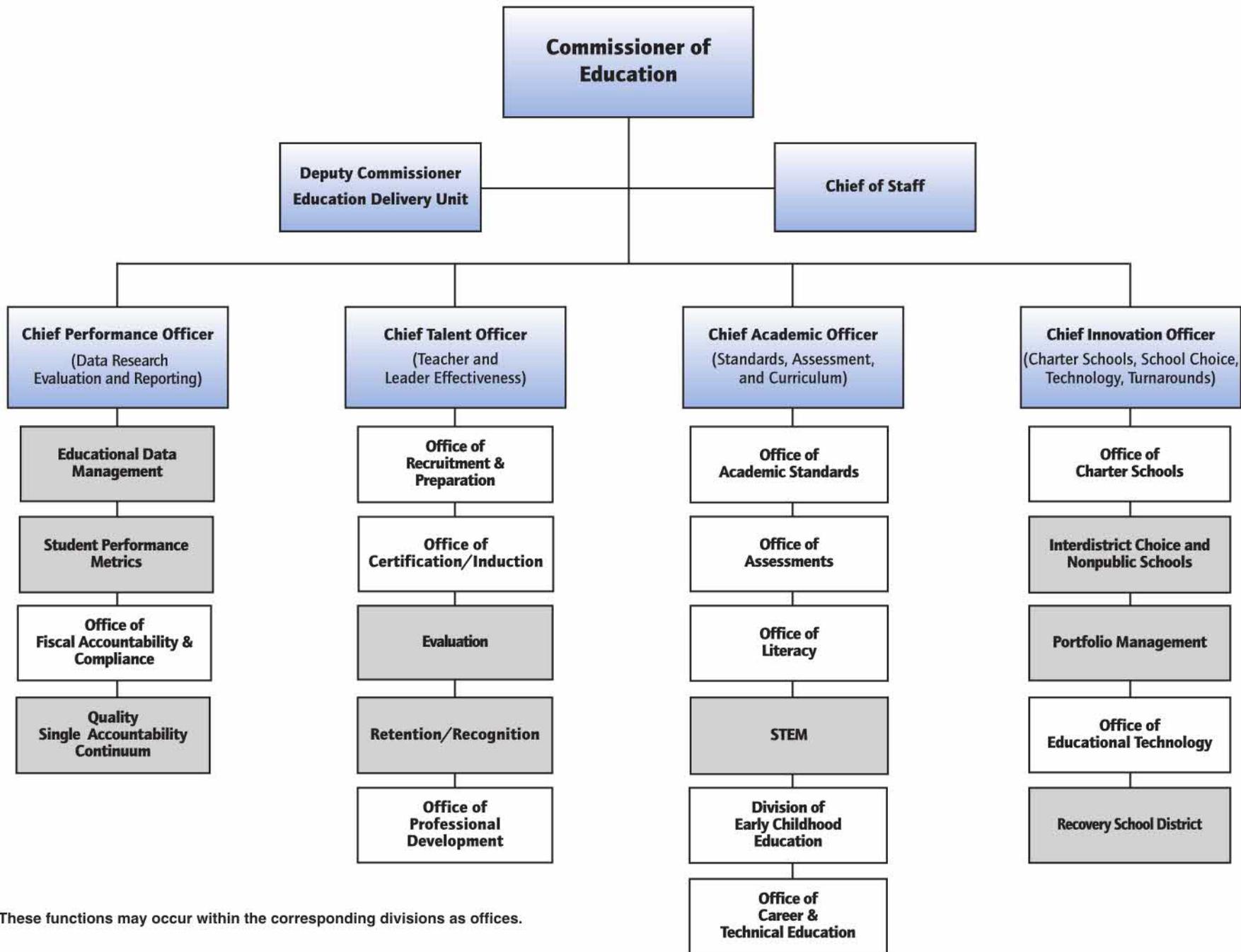
Through insight and lessons learned both locally and nationally, the State set forth an aggressive, yet realistic path to build high-quality teacher and principal evaluation systems. The attached appendices provide details on the building blocks that were necessary to transition from pilot studies to a rigorous statewide system.

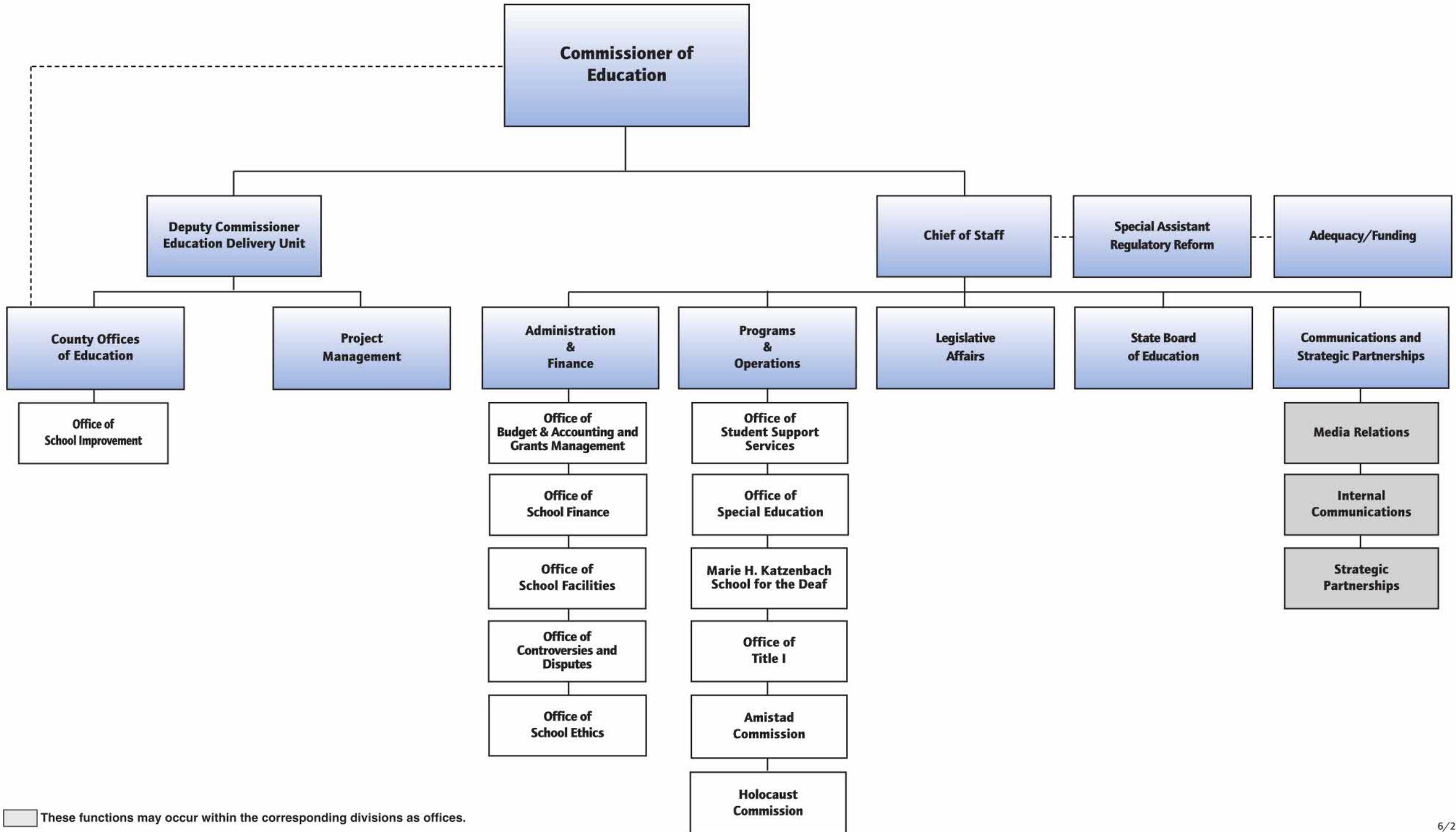
(Please see Appendix A for our rollout timeline, Appendix B for the teacher evaluation implementation plan and Appendix C for the principal evaluation implementation plan. Please see our attached index of additional supplemental appendices)

NJ Department of Education Organization Strategy



NJ Department of Education Organization Strategy





These functions may occur within the corresponding divisions as offices.

Appendix 2 – Regional Achievement Center Director Job Description

NEW JERSEY DEPARTMENT OF EDUCATION

JOB VACANCY ANNOUNCEMENT

REGIONAL ACHIEVEMENT DIRECTOR

Job Description:

The New Jersey Department of Education is building seven regional offices that will lead the state's efforts to accelerate student learning and close the achievement gap. Of particular importance to the Department is providing high-impact support to the state's lowest-performing schools, to ensure that all students will graduate college- and career-ready. Reporting to the School Improvement Director, a Regional Achievement Director will lead each regional office and play a critical role in the Department's efforts to drastically improve student performance across the state. As one of the only leaders in the Department located "in the field," the Regional Achievement Director plays an essential role in the NJDOE's reform agenda. The Regional Achievement Director will have expertise in the full range of K-12 academic issues, including Common Core State Standards, rigorous assessments, curriculum, instruction, data use, and educator effectiveness. He/she will be an experienced and dynamic executive capable of building and leading a high-performing organization. The Regional Achievement Director will be responsible for ensuring that the state's ambitious achievement goals are met within the region, and as a result, will have tremendous authority. This work will include staffing the regional office; identifying innovative, best-in-class approaches to teaching and learning; partnering with district and school leaders on school improvement efforts; working closely with the Department's senior management team to implement priority initiatives; and effectively utilizing the Department's resources to drive educational outcomes.

- Work collaboratively with schools, districts, and NJDOE leadership to develop a strategic and implementation plan for achieving substantial improvements in student performance
- Recruit, hire, and retain top talent for the regional office
- Lead and manage regional staff of approximately 15 – 20 professionals
- Analyze regional student performance data to identify areas of need and priority interventions
- With NJDOE leadership, help establish for the region target performance metrics and strategies for tracking progress
- Build understanding of and support for the Department's key projects and performance goals among regional stakeholders
- Work with Department leadership to ensure that central office activities support the achievement of regional goals
- With regional staff and NJDOE leadership, work closely with target districts and schools to implement high-quality curriculum, assessments, and instructional practices, with a particular focus on formative assessment and the use of data
- With regional staff and NJDOE leadership, work closely with target districts and schools to improve teacher and school leader effectiveness through strategies including recruitment, placement, development, and evaluation
- Ensure that all reform initiatives reach the classroom level and improve student learning
- Help establish and coordinate a diverse, vibrant, and high-performing K-12 environment by, among other activities, partnering with charter schools and other non-district schools and strategically utilizing the inter-district choice program

Requirements

Education:

Master's degree in education, public policy/administration, business administration, or related field

Experience:

Ten years of experience in education practice, policy, or management focused on outcomes. A demonstrated record of your experience and knowledge of school improvement, including standards, assessments, curriculum, instruction, data use, educator effectiveness, and school culture. A clear track record of leading initiatives that drive improvements in student learning in public school systems. Proven ability to build and lead high-performing organizations and develop and implement ambitious work plans. Demonstrated ability to manage complex initiatives, build relationships, and analyze data. Proven track record as a strong consensus builder with experience inspiring exceptional and extraordinary service. Proven track record of exceptional verbal and written communication skills, including the ability inspire and build consensus among diverse audiences. Successful examples of your experiences that demonstrate all students are capable of succeeding in college and careers. Proven track record of moving towards ambitious goals for student performance and equity.

Regional Achievement Office Locations (geographic area by county)
Morris - Sussex - Warren
Bergen - Passaic
Essex - Hudson
Hunterdon - Mercer - Somerset - Union
Middlesex - Monmouth - Ocean
Camden - Burlington
Atlantic - Cape May - Cumberland - Salem - Gloucester

New Jersey Department of Education - Common Core Standards Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g., staff time, additional funding)	Significant Obstacles
Information Sessions (Phase 1) -Introduction to the Common Core State Standards (CCSS) and the major shifts inherent in transitioning to the standards.	Aug. 2010 - Dec. 2011	NJDOE, teachers, administrators, superintendents, parents, and board members	Analysis of alignment findings indicate that all content areas and grade levels need revision, with some content areas and grade levels needing more than others	NJDOE staff, ACHIEVE	Communicating effectively with <u>all</u> key stakeholders
Coalition of Curriculum, Instruction, and Assessment Experts (Phase 2) - Create a coalition to develop or adopt a CCSS-aligned "model" curriculum system.	Dec. 2011 - Jan. 2012	NJDOE in collaboration with state and national curriculum experts (TBA)	Coalition group membership that demonstrates involvement of key stakeholders	NJDOE academic staff	Connecting with national experts, including state departments and other educational organizations doing similar work
"Model" Curriculum System (1) - Will include defined student learning objectives divided into units of study with end-of-unit assessments, model lessons, formative assessments, and a list of quality instructional resources.	Feb. 2012 - May 2012	NJDOE Chief Academic Officer, NJDOE Director of Standards, Literacy, and Mathematics in collaboration with state- level coalition of curriculum, instruction, and assessment experts	Model Curriculum System, K-12, ELA, and Mathematics	Curriculum experts, NJDOE, coalition of curriculum, instruction, and assessment experts	Short timeline for a significant collaborative effort; hoping to leverage similar efforts being developed in other states through partnerships
"Model" Curriculum System (2) - Special education experts will analyze the learning required in each instructional unit to determine the accommodation factors necessary to ensure students with disabilities have the opportunity to access CCSS on the same schedule as all students.	Feb. 2012 - May 2012	NJDOE Chief Academic Officer, NJDOE Director of Special Education in collaboration with special education experts	Model Curriculum System, K-12, ELA, and Mathematics including unit level accommodations supporting students with disabilities	Special education consultant, NJDOE, coalition of Curriculum, instruction and assessment experts	Large variability of needs within the population of students with disabilities
Model Curriculum System (3) - Model units and assessments, as well as a bank of CCSS-aligned assessment items, will be available to help teachers, principals, parents, and students better understand and meet the rigorous CCSS standards.	Feb. 2012 - May 2012	NJDOE Chief Academic Officer, NJDOE Director of Assessments in collaboration with assessment design experts	Model Curriculum System, K-12, ELA, and Mathematics with a bank CCSS-aligned assessment items	Resources to support assessment expert, NJDOE, coalition of curriculum, instruction and assessment experts, item development costs	Item development costs
Building Model/Aligned Curriculums to Increase High School Rigor - All high school Social Studies and Science courses will include well defined CCSS-aligned curriculum (including formative and end-of-course assessments) developed in collaboration with state institutions of higher education	Feb. 2012 - May 2012	NJDOE Chief Academic Officer, NJDOE Director of Science, NJDOE Director of Social Studies, Experts in Science and Social Studies	Model Curriculum System for grades 9-12 in Science and Social Studies	Resources to support High School consultants, NJDOE, coalition of curriculum, instruction, and assessment experts	Decisions concerning current high school assessments, graduation requirements
Data System For Student Tracking - (High school course and assessment evaluation) - DOE designed system to track student achievement in high school courses and assessments with student attainment levels in AP, dual enrollment, and other accelerated learning opportunities; student success on SAT, ACT and/or NAEP as well as acceptance into post-secondary opportunities, achievement on college entrance assessments, and any need for remediation.	Nov. 2011 - May 2012	NJDOE Chief Academic Officer, NJDOE Chief Performance Officer, NJDOE data staff	Data system tracking correlation of student achievement in high school courses and assessments with student attainment levels in AP, dual enrollment, and other accelerated learning opportunities, SAT, ACT, NAEP, acceptance into post-secondary achievement on college entrance assessments and any need for remediation.	NJDOE data system staff, National Clearing House data	Completing work with districts and high schools to use agreed upon state-wide common course codes (work in process)

New Jersey Department of Education - Common Core Standards Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
English Language Learners - WIDA ELP standards that set reasonable and clear expectations for student language development (aligned with CCSS).	Feb. 2012 - May 2012	NJDOE Chief Academic Officer, NJDOE Director of LEP in collaboration with experts in the area of English learners	Model Curriculum System, K-12, ELA, and Mathematics including unit level linguistic accommodations supporting English Learners	Experts in English learner linguistic needs, NJDOE, coalition of Curriculum, instruction, and assessment experts	Effective strategies for meeting the needs of all English Learners
Assessment Development - Increase the rigor of current state assessments by increasing the number of items aligned to the CCSS.	Nov. 2011 - 2014	NJDOE Chief Academic Officer, NJDOE Director of Assessment	Transition versions of NJASK for 2013 and 2014	NJDOE Technical Advisory Committee, ACHIEVE, PARCC governing body	Utilization of NJASK in teacher evaluation growth models
Professional Development (Teachers) - . Focus: 1) Grade level and content area student learning requirements to meet CCSS model/aligned curriculums; 2) Rigor in assessing CCSS requirements; 3) Effective lesson design and instructional strategies; and 4) Use and design of formative assessments.	June 2012 - June 2013 (ongoing)	NJDOE Chief Academic Officer, NJDOE Chief Talent Officer	Professional development session plans and feedback mechanisms	Experts in professional development, experts in program management, NJDOE staff, ACHIEVE	Reach all districts adopting NJDOE model curriculum
Professional Development (Instructional Leadership/Principals) - Focus: 1) Collecting classroom data to verify teaching and rigor to meet student needs; 2) Collecting and analyzing assessment data to drive teacher/teacher team working toward improvements; and 3) Form teacher teams that will be responsible for continuous improvement and achievement through observation and assessment data.	June 2012 - June 2013 (ongoing)	NJDOE Chief Academic Officer, NJDOE Chief Talent Officer	Professional development session plans and feedback mechanisms	Experts in professional development, experts in instructional leadership, experts in program management, NJDOE staff, ACHIEVE	Reach all district administrators adopting NJDOE model curriculum
Evaluation of External Vendor Material/Programs - Evaluate the effectiveness of instructional materials, programs, and technology-based supports designed by external vendors to align and support CCSS implementation. Evaluations will be disseminated throughout the state to inform all districts in their decision making.	Feb. 2012 - June 2013 (ongoing)	NJDOE Chief Academic Officer, NJDOE Chief Performance Officer	Formal reviews of external instructional materials, programs, and technology-based supports	Publisher's criteria for CCSS aligned resources, NJDOE staff	Determining quality criteria reviews

New Jersey Department of Education - Common Core Standards Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
<p>CCSS Impact on Teacher and Leader Preparation Programs - IHE and DOE will collaborate in the planning and implementation of professional development designed to prepare teachers and principals in the effective implementation of CCSS, as well as the strategies required to best meet the needs of English Learners, students with disabilities, and low-achieving students. State IHE's will receive data linking their graduates to student achievement in the classrooms and schools in which they work and lead in order to assist them in understanding the current and ultimate outcome of their preparation programs.</p>	<p>Feb. 2012 - June 2013 (ongoing)</p>	<p>NJDOE Chief Academic Officer, NJDOE Chief Talent Officer</p>	<p>Partnership with IHEs to continually review preparation programs and student achievement</p>	<p>Key stakeholders in New Jersey Higher Education, experts in teacher and principal preparation programs, NJDOE staff including Directors of Special Education and LEP</p>	<p>Aligning K-12 goals with Higher Education goals</p>

Education Transformation Task Force
Initial Report

September 12, 2011

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Introduction

The core goal of a state public education system is to assure that all children – regardless of background or economic circumstances – graduate from high school ready for college and career. New Jersey’s educators should take great pride in our track record of success against this measure, especially relative to that of other states.

At the same time, a substantial distance remains to be travelled. Most notably, while New Jersey’s students perform at higher levels than their peers in virtually every other state, this aggregate figure masks several discouraging realities. To a startling and unacceptable degree, “zip code is destiny” in New Jersey. While the State ranks second in reading nationally, only three states have a larger

Test	Measure	National Ranking in Grade		
		4	8	11 & 12
National Assessment of Educational Progress (NAEP)	Math	5th	5th	
	Reading	2nd	2nd	
Trends in International Mathematics and Science Study (TIMMS)	Math	11th	9th	
	Science	8th	11th	
ACT college entrance exam	Composite			5th
SAT Reasoning Test	Composite			11th
Advanced Placement exams	Percentage scoring > 2			3rd

achievement gap between economically disadvantaged children and their wealthier peers. Tens of thousands of children attend schools where only a minority of students meets basic levels of proficiency in reading and math, and hundreds of thousands of children overall perform below these minimal

Grade	Measure	National Ranking		
		Non ED	ED	ED-Non ED Difference
4th	Math	4th	13th	47th
	Reading	4th	24th	34th
8th	Math	3rd	18th	48th
	Reading	3rd	20th	48th

standards. In entire districts, barely half of the children who begin 9th grade successfully graduate from high school. Perhaps most alarmingly of all, while New Jersey has the nation’s highest graduation rate, a distressingly high percentage of those who do graduate are unprepared for success. For example, almost 90% of students who matriculate into both Essex and Bergen County Community Colleges require remediation in reading, writing or math.

As these figures suggest, we must work together to find the right balance between celebrating New Jersey's impressive educational accomplishments and adopting a perspective of moral urgency in tackling the deep concerns that coexist with them. At minimum, this is hardly a time for complacency. When, quite literally, children's futures and even lives are at stake, no stone can remain unturned in identifying impediments to progress and implementing positive changes to our schools.

Remediation in NJ Community Colleges

- In 2009-2010, 91% of first-time Bergen Community College students tested into remedial math or English.
- In Fall 2009, 61.2% of full-time, first-year students at Union County College were enrolled in at least one remedial class.
- In Fall 2007, 89.5% of Essex County College students tested into remedial math, 58.2% tested into remedial reading, and 82.9% tested into remedial writing.

It is in that spirit that Governor Christie has called for an unflinching examination of all that is – and is not – working in the State's education system. Towards that end, on April 4, 2011 the Governor issued Executive Order No. 58 establishing an Education Transformation Task Force consisting of accomplished educators from across the State, including a teacher, principal, and superintendent. E.O. No. 58 charged the Task Force with two interrelated responsibilities:

- 1) Review "existing accountability systems" including the Quality Single Accountability System (QSAC) and provide recommendations on "a revamped accountability system, which would grant more autonomy to public schools and public school districts while maintaining strict measures of accountability in the areas of student performance, safety and fiscal responsibility."
- 2) Conduct a comprehensive review of all education-related statutes and regulations "to determine the extent to which they increase the quality of instruction for students, improve academic achievement of students, improve teaching effectiveness within schools or improve the safety and well being of students . . . or are overly prescriptive."

These twin charges share a common education reform philosophy, which the Task Force today emphatically reaffirms. As noted above, an effective state education system embodies a partnership between two central values: 1) establishing ambitious academic standards with associated "output-oriented" performance objectives for every school and district, coupled with concrete, state-enforced consequences for failing to meet them; and 2) empowering districts and local educators with the information, support, and decision-making authority to craft their own paths to meeting these ambitious goals.

If our single-minded focus is to increase the number of children, regardless of birth circumstances, who graduate from high school prepared for college and career, our State education authority must move from a compliance orientation to one organized around accountability for results, from one of micromanagement of districts to one that encourages innovation, from one where State officials are not viewed as "white gloved" auditors but as partners in a professional collaboration to advance

student learning. The State must use its convening power, resources, and economies of scale to generate educational supports that districts embrace – not because they “must,” but because they conclude that they will help them achieve their performance goals.

To be sure, the Task Force recognizes, these are not always easy lines to draw. How do we define the level of school failure that is sufficiently injurious to children that we can no longer afford to “empower” districts with the authority to be the primary decision-maker? In addition to the core duty of setting goals and enforcing a schedule of consequences for failure, are there other areas that are so central to success that a state should continue to hold them “tight” rather than devolve them to local control? (Examples might include teacher certification and evaluation criteria, requirements that schools have systems and processes in place to enable data driven decision-making to adjust instruction and address deficiencies, or matters related to health and safety.) As the entity ultimately responsible for the fiscal health of the State and the legal distribution of hundreds of millions of dollars of federal funds, should state authorities reserve a larger measure of involvement to assure that districts are responsible wards of taxpayers’ money?

These are difficult questions, which the Task Force will continue to wrestle with throughout its tenure. Whatever the answer in these more nuanced areas however, the Task Force believes that there is much that can and should be accomplished as quickly as possible with respect to the two inextricably connected elements of the Governor’s charge: 1) an evaluation and redesign of the State’s accountability system, and 2) reduction of “empowerment-restricting” red tape.

With respect to the first, the Task force has concluded that the State’s accountability system warrants significant revision. More likely to frustrate than positively affect behavior, the system is a patchwork of essentially unconnected, sometimes contradictory, federal (No Child Left Behind) and State (QSAC, etc.) mandates.

NCLB has played a critical role in shining a light on student achievement, both in the aggregate and for subgroups of students, and reinforcing that schools' and districts' failure to advance student learning must have real consequences. However, as Secretary of Education Duncan himself acknowledges, the law suffers from some basic flaws, including its failure to give credit for progress (as opposed to absolute performance), its one-size-fits-all approach to labeling schools as "failing," the unrealism of the assumption that every student in the nation will achieve academic proficiency by 2014, and the perverse incentive it has created for some states (fortunately, not New Jersey) to water down academic standards.

New Jersey’s own accountability system also suffers from some critical concerns. Designed primarily as a pathway to State takeover or restoration of local authority, QSAC applies equally to all 600 of the State’s districts, even those many that are achieving powerful results for the children they serve. Interviews with superintendents and others reveal that the review process is viewed almost universally as highly bureaucratic, easily gamed, and overly focused on “inputs” rather than student achievement.

Districts who are achieving outsized results for children can do poorly, while some whose students are failing at alarming rates can score well.

Accepting the Governor's challenge to "provide recommendations...on a revamped accountability system," the Task Force has reached several preliminary conclusions. Most importantly, consistency and clarity are essential components of any effective accountability system. That goal is not achievable so long as schools and educators labor simultaneously under overlapping and sometimes conflicting federal and State measures of success and schedules of consequences.

Accordingly, we recommend the development of a unitary accountability system that would be the basis of a waiver application to the federal government. A successful application would result in a single accountability system that incorporated the best of both NCLB and QSAC while correcting for the deficiencies of each. Hallmarks of the system would include 1) focusing on schools, more than districts, as the accountable unit; 2) emphasis on "outcomes" (graduation rates, achievement gains) rather than "inputs;" 3) a commitment to measure success by high standards directly correlated to college and career readiness; 4) recognizing academic progress, not absolute achievement levels, as the proper benchmark for success; 5) considerably less paperwork and fewer bureaucratic demands on districts, so they can focus on what matters; and 6) a clearly articulated schedule of interventions for schools experiencing persistent educational failure. As this new system is designed, the State must also ensure that the other core purpose of QSAC – restoration of local control to State-operated districts– is separately addressed and responsibly honored.

With respect to the Governor's second charge, elimination of "excessive and unnecessary state mandates," the Task Force is well underway in its comprehensive review of the over 2,000 pages of regulations and statutes governing New Jersey's schools. This process has been supported by a team of nine lawyers, DOE personnel, and an array of extremely helpful educators from across the State. This Report contains the preliminary fruit of that effort, including over 40 specific recommendations for regulatory reform.

In making these recommendations, we wish to stress three points. First, the review process has revealed that much of problem identified above is rooted in statute rather than in regulation. This Initial Report concentrates on regulations that are within the unique power of the State Board of Education or the Commissioner to address. Second, every mandate, whether administrative or legislative, has its origins in good intentions or, typically, as a reaction to a specific event or concern that arose at the time. As a result, every one of them has a rational basis, and often a constituency that is sure to advocate for its preservation. The issue then is not with any one provision, but with the Code in the aggregate, which imposes an extraordinary burden on educators and perpetuates a mentality of compliance rather than a performance that is often contrary to the best interests of children. Third, the Task Force wishes to stress the interim and preliminary nature of these recommendations and hopes they contribute to a lively discussion by policy makers, the State Board, and educators across the state.

Process

On May 9, 2011, the Governor appointed the Task Force's eight members, individuals who, per E.O. No. 58, have "practical experience, knowledge or expertise" in education, including at least one teacher, principal, school business administrator and superintendent." [See Appendix for list of members and copy of Order] The Task Force as a whole met seven times and heard presentations from various experts. It also held two public meetings – one in South Orange in the northern half of the State and one in Pittsgrove in the southern. At these meetings, valuable input was received from school and school district leaders, teachers, other education professionals, community groups and other interested parties. The meetings, which were publicized widely, drew over 150 attendees and over 50 speakers. In addition, two focus group sessions engaged over 40 educators in detailed discussions about opportunities for improvement from the vantage point of some of our most talented practitioners. Further public input came via postal mail and a dedicated email address, which has received over 100 submissions to date. Members of the Task Force also contacted over 40 stakeholder groups to seek ideas and other recommendations. Lastly, we are grateful that two members of the State Board of Education served as liaisons to the Task Force and were actively involved in the overall process.

Executive Order No. 58 directs the Task Force to issue an initial report to the Governor by August 15, 2011. After the submission of the report, the Task Force is directed to continue work on its overall charge, continue to receive input from the public and other stakeholders, and review and revise its recommendations accordingly. The Task Force will submit a report to the Governor containing its final recommendations by December 31, 2011, at which point the Task Force will expire.

Pursuant to this timeline, the Task Force respectfully submits this preliminary Interim Report. Part I consists of a review of the State's principal accountability systems and proposes a framework for improvements. Part II addresses the challenge of overly prescriptive regulatory mandates and makes a number of specific recommendations to address them.

Accountability Systems

Over the past 10 years, the concept of “accountability” has been central to education reform efforts in the United States. Educators and policymakers have paid increasing attention to the performance of students, and states have developed systems to identify the outcomes of students, schools, and districts each year. Accountability systems matter because they positively affect the behavior of educators and administrators as they work to strengthen student outcomes¹.

Accountability systems do not exist for their own sake, but as part of an overall strategy to advance student learning and ensure that children graduate from high school ready for college and a career. A meaningful accountability system sets clear standards of success and a high bar for achievement, measures the success of schools and districts in meeting those standards, provides helpful data and supports to help schools improve performance year after year, and identifies appropriate interventions in the case of persistent education failure.

New Jersey operates under two parallel, and at times conflicting, accountability systems. At the federal level, the No Child Left Behind Act (NCLB) focuses on schools and districts, as evaluated by absolute student performance on State exams. At the State level, the Quality Single Accountability Continuum (QSAC) evaluates districts on five components of effectiveness, where student performance informs only one indicator.

In the sections below, we describe how NCLB and QSAC operate. We also identify the flaws of each accountability system, both in isolation and in their interaction together. We then propose a different set of principles around which a revised accountability system should be organized.

New Jersey’s Quality Single Accountability Continuum – An Overview

The Quality Single Accountability Continuum (“QSAC”) is the State’s statutorily mandated system of school district performance assessment. QSAC serves as the State’s set of standards for measuring how well local school officials manage tax dollars and educate children, and the State’s yardstick for determining the appropriate level of State oversight of local district governance and administration. QSAC was created in accordance with the Quality Single Accountability Continuum Act, which was signed into law in September 2005. Administrative regulations to implement QSAC were adopted by the Commissioner of Education, effective February 22, 2007.

¹ Armstrong, J. May 2002. “Next-generation” Accountability Models: Principles from Interviews. Education Commission of the States Briefing Paper 4029. Retrieved 8/1/11 from <http://www.ecs.org/clearinghouse/40/29/4029.htm>.

History of QSAC

The evaluation of New Jersey school districts has been evolving for decades. State Board of Education regulations in 1891 required each county superintendent to visit every school in his region at least once per year and

He shall note at such visits, in a book provided for the purpose, to be designated "The Superintendent's Visiting Book," the condition of the school buildings and out-houses, the appearance and correctness of the records kept in the School Registers, the efficiency of the teachers, the character, record and standing of the pupils, the methods of instruction, the branches taught, the text-books used, and the discipline, government, and general condition of each school; and from the notes thus taken he shall ascertain and report the relative grade of each school²

More recently, in 1975, the Legislature sought to address the poor condition of statewide education performance standards, and to satisfy the State's obligation under the "thorough and efficient" education clause of the New Jersey Constitution, by mandating that the Commissioner of Education develop a "uniform, Statewide system of evaluating the performance of each school." Shortly thereafter, the Department adopted standards for the monitoring and assessment of school districts, known as the "T & E" standards, which have guided the evaluation of school district performance ever since.

From the late 1990s until 2007, the T & E standards included elements pertaining to curriculum and instruction, implementation of State/federal mandated programs, quality assurance, school-level planning, school resources (finance and facilities), student behavior and performance, and teaching staff quality and professional development. The monitoring process consisted of an annual "desk audit" comprised of a review of aspects of school district operations reported annually in the Quality Assurance Annual Report (QAAR), and a site visit every seven years by the county superintendent of schools. If satisfactory performance was demonstrated at the site visit, districts were certified for a seven-year period as providing their students with a thorough and efficient education. Districts that were not certified, or were given certification with conditions, were subject to additional monitoring. The T & E standards were a small subset of the performance requirements governing New Jersey school districts. The State had a patchwork of standards and guidelines for assessing various aspects of district performance, which included mandatory curriculum standards in seven subject areas, called the core curriculum content standards, high school graduation standards, particularized mandates for the 31 special needs districts known as the Abbott districts, and extensive requirements relating to students who are eligible for special education services under the Individuals with Disabilities in Education Act (IDEA). . .

The T & E monitoring process identified some districts with severe deficiencies in performance. In 1987, the Legislature found that "the monitoring process may reveal some school districts which are unwilling

² Rules and Regulations Prescribed by The State Board of Education, October 13, 1891

or unable to correct the deficiencies identified during the process,” and that “the State Department of Education should be empowered with the necessary and effective authority in extreme cases to take over a local school district which cannot or will not correct severe and complex deficiencies in that school district.” Accordingly, the Legislature authorized the State Board of Education in such cases to disband the district board of education, appoint a State district superintendent, and establish a State-operated school district. The State exercised this “takeover” authority in Jersey City (1989), Paterson (1991), and Newark (1995).

By 2000, it had become clear that even with the many standards governing school district performance, the State lacked clear guidance for measuring the performance of the State-operated districts, their capacity to perform satisfactorily without State intervention, or their ability to be returned to local control. This led to discussions regarding a new single, uniform set of standards that could be used to assess the performance of all school districts in the State and could better inform decisions regarding when to return the State-operated districts to local control. The ensuing legislation became known as the Quality Single Accountability Continuum.

How QSAC Works

Although its interrelationship with NCLB is loose at best, QSAC seeks to combine, in one comprehensive set of objective standards, all of the legal and regulatory requirements and other accountability measures with which school districts must comply. QSAC requires an assessment of the performance of every school district in the State at least every three years. The QSAC statute itself does not specify the standards by which school district capacity and effectiveness are to be measured (the core QSAC statute addressing district evaluation is merely three paragraphs in length).

Through regulations, the Department has developed a set of standards known as quality performance indicators, and compiled them in an instrument known as the District Performance Review (“DPR”). The DPR is published as an appendix to the QSAC regulations and is available on the Department’s web site³. There are five discrete DPRs representing the “five key components of school district effectiveness: instruction and program; personnel; fiscal management; operations; and governance.”

- The Instruction and Program section encompasses the areas of student performance (including NCLB requirements), curriculum, instruction, mandated programs, early childhood programs and high school/graduation.
- The Personnel section encompasses the areas of licensed personnel, personnel policies and professional development.
- The Fiscal Management section encompasses the areas of budget planning, financial and budgetary control, annual audit, restricted revenues and efficiency.
- The Operations Management section encompasses the areas of facilities, student conduct, school safety and security, student health, and student support services.

³ <http://www.nj.gov/education/genfo/qsac/regs/dpr.htm>

- The Governance section encompasses the areas of board training, disclosure and operation, ethics compliance, policies, procedures, and by-laws, standard school board practices, annual evaluative process, school board/administration collaboration, budget priorities, and communications.

The DPRs are to be completed in three phases. First, districts assess their own performance via a committee composed of the chief school administrator, administrative staff, teaching personnel representative of different district grade levels and/or schools, the school business administrator and assistant superintendent for curriculum and instruction, one or more member representatives of the board of education and of the collective bargaining unit of the educational staff, and any other members selected by the local board of education. This review must be supported by documentation, approved by the local board of education, accompanied by a statement of assurance signed by the chief school administrator and approved by the board of education.

Second, the executive county superintendent verifies the district's responses by conducting a "desk audit" of the completed DPR and supporting documentation, as well as with a site visit to the district. And third, the Commissioner reviews each assessment and places each school district at the appropriate point on a "performance continuum" ranging from 0 to 100 percent for each DPR.

The district's placement on the performance continuum determines whether improvement is required and the extent of any technical assistance, support or oversight the district may receive from the Department. When a district's performance is rated satisfactory on 80 to 100 percent of the indicators in all five of the key components of school district effectiveness, it is designated "high-performing." Districts with performance measuring in the range of 50 to 79 percent in any of the five key components are required to develop and implement an improvement plan for each deficient area and may be required to undergo an in-depth evaluation.

Districts with performance measuring below 50 percent in any of the five key components are required to undergo an in-depth evaluation for each deficient area. They also are required to develop and implement an improvement plan. The Department may intervene in one or more key components of these districts' performance.

In addition to the district improvement plan, in-depth evaluation, and technical assistance previously mentioned, three additional interventions are available to assist these districts. First, the Commissioner may appoint a Highly Skilled Professional ("HSP") to provide additional targeted technical assistance and monitoring in any discrete DPR area in which the district scored below 50 percent. These HSPs are intended as advisors and do not have any authority to make or veto decisions independently.

Second, the Commissioner, via an order to show cause, may seek partial State intervention in any discrete DPR area in which the district scored below 50 percent. Partial State intervention is, essentially, direct oversight of one, two, three or four areas of school district functions by a highly skilled professional appointed by the Commissioner. Unlike the previously-mentioned HSP, this type of highly

skilled professional has the authority to veto decisions of the superintendent and local board of education relevant to his QSAC area(s). Further powers under partial State intervention include the ability to appoint three members to the local board of education.

Third, the Commissioner, via an order to show cause, may seek full State intervention of a district if it satisfies less than 50 percent of the quality performance indicators in all five key components of school district effectiveness. Upon full State intervention, the local board's authority to govern the district is removed, and the State Board of Education may appoint a State district superintendent, who will have all the authority ordinarily exercised by a local board of education. While a district is under full State intervention, the State district superintendent may abolish senior administrative positions, reorganize the central administrative and supervisory staff, evaluate all individuals employed in central and supervisory positions, establish an assessment unit for principals and vice principals, and dismiss tenured principals and vice principals. A capital project control board may be established to review any capital project proposed by the State district superintendent. Meanwhile, the local board of education remains in place, but its authority to govern is removed and it becomes advisory.

Withdrawal from partial or full intervention may be initiated at the recommendation of the Commissioner and with the support of the State Board of Education once a district has achieved a score of at least 80 percent in a component and the district sufficiently demonstrates evidence of sustained and substantial progress and substantial evidence that the district has adequate programs, policies and personnel in place and in operation to ensure that the demonstrated progress will be sustained. Thus far, local control over operations was returned in Newark and local control over governance and finance management was returned in Jersey City, both in 2007.

New Jersey's Quality Single Accountability Continuum - Limitations

Although QSAC is an improvement over the State's previous systems for district monitoring, it suffers from several important limitations.

QSAC focuses on district "capacity" instead of student performance.

Education accountability systems should focus on what matters most: academic achievement. Unfortunately, QSAC prioritizes inputs instead of outputs. For instance, the QSAC Governance DPR awards a district points for mentioning the New Jersey Core Curriculum Content Standards in its mission statement. As a result, districts get credit for having policies on shelves and showing good intentions even if student performance results are dismal. In other words, a district can be deemed a success even if its students are failing.

For example, the Paterson School District earned a score of 88% in governance, suggesting the district runs a tight ship and ostensibly indicating that the State might consider returning this area to local control. Yet, despite spending over \$20,000 per student, the district's self-reported total graduation rate for the 2009-10 school year was only 50.4%. Moreover, many of those who did graduate were

unable to pass the High School Proficiency Assessment (HPSA), the State’s standard exam for determining proficiency in basic subjects. Currently, 62.3% of the district’s students are below proficiency in language arts literacy (LAL) and 55% are below proficiency in math. Of the district’s 39 schools, 25 are in need of improvement (SINI⁴) under No Child Left Behind criteria and 16 have been in SINI status for at least five years.

QSAC misdirects districts’ attention

Because QSAC gives credit for a wide range of inputs, many completely unrelated to student performance, it incentivizes low-scoring districts to focus on the wrong things. Knowing that it could increase its QSAC scores by checking an additional box or two in the transportation or facilities categories, a district might direct its resources toward these areas instead of making tough decisions about instruction or educator effectiveness. Indeed, since many of these districts have been unable to improve student learning over long stretches of time, they would be behaving rationally—under this irrational system—were they to focus on areas *other* than student achievement since these would be likelier to gain QSAC points. Districts should devote virtually all of their attention to student performance, but since QSAC prioritizes other things, strategies to improve achievement can and often do take a back seat.

This misdirection of priorities stems from the unfortunate reality that QSAC focuses predominantly on the central office rather than the school or classroom – both in assessing performance and in directing interventions to improve performance. It presumes that the point of significance and influence in a district is not the principal and the instructional leaders but rather central administrators.

QSAC is premised on the false view that a comprehensive reform agenda can be disaggregated

QSAC defines five discrete components of district effectiveness and prescribes different interventions for district underperformance in each category. It also permits the State to take and relinquish control of each of these components separately. These categories, however, are inextricably interconnected. Ensuring that every teacher is effective is an issue not simply for the “personnel” DPR but also has implications for curriculum and program, financial management, operations and governance. Similarly, the fiscal management of a district cannot be isolated from academic performance. To state the obvious, spending and investment decisions have a direct impact on program effectiveness. Is it better for student achievement to spend more money on aides and less on technology? To reduce class size or pay teachers more? A comprehensive and successful education reform agenda is an integrated strategy involving each of the five “DPRs.” A system that is premised on the view that they can be disaggregated – with the State responsible for some and local authorities others – is inherently artificial and unlikely to succeed.

⁴ The federal No Child Left Behind legislation, which will be explained in the following section, designates School In Need of Improvement (SINI) status on schools which fail to meet certain academic criteria.

QSAC is a highly imperfect pathway for transition to local control

One of QSAC’s primary purposes is to provide the Department a reliable tool for assessing whether a district under State operation should reacquire local control. Because QSAC is “input focused” and largely indifferent to how students are actually performing, however, a district can score well on QSAC despite having terribly low student achievement results. Moreover, QSAC is based on an “all or none” philosophy: A district either has or does not have control of one or more DPR areas. Accordingly, it sheds little helpful light on the common situation in which many schools in a district are showing significant forward progress, while a number of others continue in a state of persistent educational failure. A focus on schools rather than districts seems a far more targeted way to trigger (or relinquish) state control.

The QSAC process is deeply flawed

QSAC begins with a district self-assessment. This process is extraordinarily burdensome, requires over a year and hundreds of hours of staff time to address each of the over 300 items on the DPR “checklist.” Much of this mandated activity is unnecessarily demanding; for example, the district must collect information that is already submitted to the State via other means.

Moreover, the conclusions reached by the district are merely advisory. The State makes the ultimate determination on scores. On its face, this is a misallocation of resources. District energy is certainly better spent on trying to improve student learning than generating score recommendations that will later be overridden. Indeed, it is often the case that district assessments have little bearing on final scores. For example,

Wide Variance between QSAC District Self-Assessment Scores and Final Department Scores				
QSAC initial and final DPR scores of selected districts				
District	DPR category	District score	County score	Gap
Asbury Park	Instruction & Program	56	22	34
Bloomfield	Governance	100	66	34
	Instruction & Program	72	51	21
	Personnel	94	73	21
Burlington City	Governance	89	67	22
East Orange	Fiscal Management	92	62	30
	Governance	100	45	55
	Personnel	71	30	41
Essex Fells	Governance	56	23	33
	Instruction & Program	86	64	22
Glassboro	Governance	100	77	23
	Instruction & Program	56	24	32
	Personnel	88	69	19
Paulsboro	Fiscal Management	89	51	38
	Governance	89	66	23
	Instruction & Program	81	58	23
	Operations Management	98	70	28
Trenton	Governance	78	33	45
	Instruction & Program	39	22	17
	Operations Management	73	56	17
	Personnel	58	30	28

East Orange in its most recent self-evaluation awarded itself a score of 71 on the personnel DPR which was reduced to 30 by the State. Trenton awarded itself a score of 78 in the Governance DPR, which was reduced by Department staff to 33.

Finally, and probably most importantly, QSAC reviews fail to generate useful information. According to a recent survey of New Jersey superintendents conducted by the Department, only 22% of superintendents believe that “overall, the QSAC process plays an important role in helping [them] achieve [their] core mission of elevating student achievement and the number of students who graduate college and career ready.”

QSAC provides inconsistent, and therefore unreliable, information

An effective accountability system tells a full and accurate story. A strong district assessment system would zero in on strengths and weaknesses and show the gradual changes over time. However, QSAC scores can be erratic from year to year, giving the State no reason to believe that the system is providing a fair depiction of a district’s standing. Pleasantville’s Fiscal Management score has ranged from 29% in 2008, to 73% in 2009, to 52% in 2010, and back to 29% in 2011 while its Governance DPR started at 11% in 2008, climbed to 44% in 2009, and reached 56% in February 2010, only to fall to 0% six months later in August 2010. The April 2011 review yielded a score of 11%. In Beverly, the Personnel DPR score was 53% in 2008, 53% in 2009, 73% in 2010, and 23% in 2011. Similarly, Trenton’s Governance DPR was 22% in 2007, 88% in 2009, and 33% in 2011.

These erratic scores – and the jarring disconnect that frequently exists between student learning and DPR performance – point strongly towards the conclusion that QSAC can be “gamed.” Districts have found that hiring lawyers and approving policies that may gather dust on shelves are a far easier means of raising QSAC scores than is boosting student achievement.

QSAC process fails to distinguish between very different districts

Many of New Jersey’s districts are performing at the highest levels. Their student achievement results are strong and their fiscal houses are in order. A strong accountability system would take these factors into account and give such districts a greater degree of freedom. Previous district accountability systems allowed for up to seven years between evaluations, but QSAC mandates that all districts undergo a review at least every three years, even if the most recent review was unerringly positive. These rules not only burden our best performers, they also misallocate State resources. The Department should be able to focus its attention on struggling districts not those at the top of their games.

QSAC meshes poorly with NCLB

Despite its manifest flaws, NCLB does properly focus on academic achievement. Its reporting requirements, though many, force schools to direct their attention to improving student learning, both in the aggregate and for subgroups. As a result, district administrators are compelled to invest their

resources in the right areas. QSAC, however, with its focus on so many other things, diverts attention. As a result, educators are spread thin, pulled in numerous directions as they try to satisfy a laundry list of demands. The State needs an accountability system that simultaneously meets the needs of Uncle Sam and Trenton—and those needs should all be tightly tethered to measures of student achievement. QSAC frustrates this goal.

QSAC has failed to drive district improvement

A high-quality district accountability system would effectively improve the performance of our schools. QSAC has not done so. Only a quarter of New Jersey school superintendents agree that the Department helps them integrate the results of QSAC into their districts' overall strategies for improving student achievement. QSAC provides little actionable information to the Department, so developing State assistance programs based on QSAC-identified deficiencies is difficult. This harms districts and the Department. Districts typically see QSAC as punitive, providing a wagging finger without a helping hand. The State receives alarming reports but isn't certain how to respond: Nearly three dozen districts have received QSAC scores below 50% in at least one DPR, yet the State has never sought to use its legal authority under QSAC to engineer a partial State takeover.

In sum, while those who crafted QSAC tried to improve district performance and State oversight, the system hasn't lived up to its billing. It pays too much attention to things of minimal importance, burdens our educators, creates perverse incentives, and fails to improve student learning.

We can and must do better.

No Child Left Behind – An Overview

The federal No Child Left Behind Act (NCLB) was signed into law in 2001 in order to hold states, districts, and schools accountable for the performance of all students. The law set a goal of having 100% percent of students across the country proficient in several tested subjects by 2014.

In order to define “proficiency,” NCLB requires all states to establish their own standards and tests for all schools and districts in their state. The law requires states to test all students annually in grades 3 through 8 in both mathematics and language arts, and once in grades 10-12. States must also test students in science once in grades 3-5, 6-8, and 10-12. Individual schools and districts must publicly report their test results both aggregated by grade and subject level and disaggregated by specific student subgroups. Those student groups include:

- Low-income students
- Students with disabilities
- English Language Learners
- Major racial and ethnic groups: American Indian, Asian & Pacific Islander, Black, Hispanic, White, Two or More Races

New Jersey’s State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. The New Jersey Assessment of Skills and Knowledge (NJ ASK), is the State’s comprehensive assessment for grades 3 through 8, while the High School Proficiency Assessment (HSPA) is the Core Curriculum Content Standards-linked assessment for grade 11. New Jersey determines proficiency by grade span: elementary includes grades 3 through 5; middle includes grades 6 through 8; and high school. In each grade span, schools are held accountable for each different subgroup of students as well as for all students as a whole.

Students must score either “proficient” or “advanced proficient” on the assessments to be counted as meeting the benchmarks, with the goal of having 100% of students in New Jersey proficient by 2014. In addition to meeting proficiency targets, schools must also meet secondary indicators. For example, elementary and middle schools must also meet attendance benchmarks while high schools must meet a dropout benchmark.

States set their own yearly incremental proficiency targets for how they will reach 100% proficiency, and schools are rated on making “adequate yearly progress” (AYP) by meeting the state-defined proficiency targets each year. For a number of reasons, the yearly benchmarks for the percentage of students meeting proficiency is increasing at a faster rate as 2014 approaches. Therefore, the number of schools in New Jersey and across the country that are not meeting AYP is also increasing at a higher rate each year. In New Jersey, more than 50% of schools missed an AYP target last year, and the number is highly likely to increase.

In 2003, for instance, in order for a New Jersey school to make AYP, 68% of its students, and 68% of each subgroup of students, in grades 3 through 5 on the language arts literacy assessment needed to be deemed proficient. The benchmark rose to 75% in 2005, but was reset to 59% in 2008 when the third and fourth grade tests were revised. In 2011, the benchmark is now 79%.

The following chart shows the rising rates of proficiency required to meet AYP between 2003 and 2014. In certain years, the percentages were adjusted and lowered as new and more difficult tests were implemented.

Content Area	Grade Span	2003 (Start)	2005-2007	2008-2010	2011-2013	2014
Language Arts Literacy	Elementary (Grades 3-5)	68	75	59	79	100
	Middle School (Grades 6-8)	58	66	72	86	100
	High School (Grade 11)	73	79	85	92	100
Mathematics	Elementary (Grades 3-5)	53	62	66	83	100

Middle School (Grades 6-8)	39	49	61	80	100
High School (Grade 11)	55	64	74	86	100

Beyond proficiency and secondary factors such as participation and dropout rates, several additional factors are taken into account when determining whether a school made AYP. First, NCLB provides for a “Safe Harbor” provision. The goal of this provision is to give schools credit for making significant progress, even if they missed one or more proficiency targets. If a school reduces the number of students below proficient by at least 10 percent from the prior year, the school can still make AYP. For example, if in one year 40 students in a grade span were below proficient, the following year the school could make AYP under the “Safe Harbor” provision if 10 percent fewer students, meaning 4 fewer students or 36 students in all, are below proficient.

In addition, the State must account for other issues that can affect an AYP calculation. For example, the State must establish confidence intervals around proficiency outcomes to protect against data aberrations. The State must also account for student mobility from school to school in a given year.

Finally, the State holds a school accountable for the performance of subgroups only when the number of students in that subgroup is 30 or above. As a result, if there are only 20 low-income students in one grade span, the school is not held accountable for the subgroup results for those students, although those students are still counted in the overall calculation.

No Child Left Behind – Missing AYP

If a school misses a proficiency target for one or more subgroup(s) in one content area, or misses a target for testing participation, the school does not make AYP for that year. When a school does not make AYP for two consecutive years in the same content area, it is designated as a “school in need of improvement” (SINI).

School Intervention

At the school level, NCLB requires a series of interventions when schools do not make AYP. The interventions vary by the number of years a school has not made their AYP targets, as described below:

Year 1 – Early Warning: A school that does not make AYP for one year is placed into “early warning” status. If a school does not make AYP for two consecutive years in the same content area, it will be identified as a school in need of improvement. There are no formal consequences in year 1.

Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a “school in need of improvement.” Certain interventions apply, including:

- Either intra-district school choice or supplemental educational services (if choice is not available). Under intra-district school choice, families may choose to send their child to another school in the district so long as the new school is not also labeled a “school in need of improvement.” Under supplemental education services (SES), students are eligible for free extra academic help, such as tutoring or remedial help, from a state-approved provider selected by parents.
- Parents must be notified that the school is in need of improvement, as well as the options available to them through choice or SES.
- Development of a school improvement plan for Title I schools⁵.

The district must offer the school technical assistance to address the areas that caused the school to be in improvement.

Year 3 – In Need of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area continues to be identified as a “school in need of improvement.” The Title I school must continue to offer intra-district school choice and must *also* offer SES to eligible students. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) must be revised.

Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. Such a school must continue to offer intra-district school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the state.

The district also must take at least one of the following corrective actions:

- Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
- Institute a new curriculum grounded in scientifically based research and provide appropriate professional development to support its implementation.
- Extend the length of the school year or school day.
- Replace the school staff that are deemed relevant to the school not making adequate progress.
- Significantly decrease management authority at the school.
- Restructure the internal organization of the school.
- Appoint one or more outside experts to advise the school (1) how to revise and strengthen the improvement plan created while the school was in improvement status; and (2) how to address the specific issues underlying the school’s continued inability to make AYP.

⁵ Title I of the federal Elementary and Secondary School Act (ESEA) establishes a set of programs that distribute funding to schools a high percentage of students from low-income families.

The state offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks. During the planning year, the Title I school must continue to offer intra-district school choice and SES, notify parents of the school’s status and invite their input during the restructuring process, and receive technical assistance from the district and the state. The technical assistance design for a school being restructured emphasizes the following:

- The importance of improving instruction by using strategies grounded in scientifically based research so that all children in the school achieve proficiency in the core academic subjects of reading and mathematics.
- The importance of analyzing and applying data in decision-making.
- The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey statute:
 - Implement any major restructuring of the school’s governance that is consistent with the principles of restructuring as set forth in the No Child Left Behind Act.
 - Re-open the school as a public charter school as defined by state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).
 - Replace all or most of the school staff, which may include the principal, who are relevant to the school’s inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Year 6 – Restructuring: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The school must continue to offer intra-district school choice and SES, notify parents of the school’s status and invite their input and support during the implementation process, and receive technical assistance from the district and the state. Technical assistance is critical to help school staff remain focused on increasing student achievement while the school is adjusting to potentially radical changes in its administration and governance structures.

District interventions

At the district level, NCLB requires the rollup of student and school performance on state exams to identify the progress that the district is making on the path to 100 percent proficiency. As with schools, the law mandates sanctions based on district performance.

Year	Status	Interventions for Title I Districts
1	Early Warning: Did not make AYP for one year	None
2	District Improvement – District In Need of Improvement (DINI 1): Did not make AYP for two years.	Parent notification; develop a district improvement plan to analyze and address leadership, governance, fiscal infrastructures, curriculum, and instruction. The plan must address the needs of the low-achieving students, instructional strategies, professional development, and fiscal responsibilities the district will use to bring about increased student academic achievement.
3	LEA Improvement – (DINI 2): Did not make AYP for three years.	Parent notification; revise the district improvement plan, as indicated.
4 and above	District Corrective Action: Did not make AYP for four or more years.	Parent notification; state notification to the district; state takes one of the following actions: <ul style="list-style-type: none"> • Defer funding • Implement a new curriculum • Replace district personnel • Appoint a Highly Skilled Professional

No Child Left Behind – Importance

For all the controversy it has generated, NCLB has been transformative. By focusing national attention on student performance as the most important outcome in schools, it has permanently affected K-12 public education in profound and important ways. The law sets clear standards for success – 100% proficiency by 2014 – and measures the progress both of students in the aggregate, and by socio-economic status and other subgroups, in achieving that goal. This disaggregation of students by subgroup has been crucial in unmasking the problems that too often hid beneath the surface for our most vulnerable students.

The law also reinforced the idea that when schools and districts fail to advance student learning, there must be real consequences. These consequences range from providing extra support to structural changes at the school or district level. But the focus on consequences for performance has been a culture shift in the world of education. Requiring that all students participate in a state’s assessment and accountability system has indeed brought increased attention to those students typically at risk of low performance. There is little doubt that this focus has resulted in a new prioritization of improving outcomes for economically disadvantaged students as well as other subgroups.

No Child Left Behind – Limitations

Despite these important benefits, the law suffers from a number of critical flaws. These limitations are well documented and have led the US Secretary of Education Arne Duncan to announce that he will accept waiver applications from states to substitute rigorous state-level accountability systems in place of NCLB.

First, while NCLB correctly focuses on student achievement, the law fails to give schools sufficient credit for student progress (growth) as opposed to absolute measures of performances. In general, the law takes a snapshot of student performance at the end of each year, and evaluates schools based on how many students are proficient in that year⁶. No credit is awarded even for substantial academic growth unless it results in a score deemed proficient. Moreover, no credit is awarded for individual student progress since the only focus is on cohorts (e.g., comparing this year’s third graders to last).

Second, based on this imperfect measure of student achievement, the law requires that schools be placed in either of only two categories: passing or poor-performing. This binary approach is deeply problematic in that it treats with absolute equivalence schools that are failing across the board with those that only “miss” in a single category. Schools are often in varying states of growth or achievement, and labeling schools with a one-size-fits-all approach does not accurately identify the true status of a school. The system does not distinguish between a school that has not met the targets in most subgroups from one that has not met the target for a single subgroup. Nor does it distinguish one that is far from the targets from one that is close to the targets.

As a result, the law has not done an adequate job either of assessing school performance or providing the type of data that would help a school to improve. The results from an annual test and a label of poor-performing might indicate poor performance, but does not provide rich context to policy makers, educators, and administrators about what the schools need in order to improve or what type of interventions would be most successful. Instead, this poor-performing label requires a series of interventions that may not only be unhelpful but may actually hinder the progress that the school is already making. Further, certain NCLB-endorsed interventions for failing schools are not possible for many New Jersey families. For example, intra-district choice is not an option in many smaller districts where there are no other schools into which students can transfer.

Third, the combination of the federal requirement to meet 100% proficiency by 2014 and the responsibility of states to define proficiency has also led to several unintended consequences. For example, many states have lowered their standards for proficiency and “watered-down” their state tests, resulting in the phenomenon of the “race to the bottom.” In addition, many states have set lower

⁶ While the “Safe Harbor” provision does evaluate school improvement based on the year-to-year increase of the number of students rated proficient in a given grade, this still does not fully measure student growth. For example, the provision also only looks at the total number of students proficient in grade span 3-5 in a given year. The provision then looks at the number of students proficient in the following year in grade span 3-5. But these are not the same cohort of students, since last year’s fifth graders have moved onto sixth grade. So the provision measures “school” growth, but does not track an individual student’s growth directly.

proficiency rates for meeting AYP in the first several years of the law, masking potential problems in certain schools and making comparisons of progress from state to state impossible. Fortunately, New Jersey, among other states, has actually increased the rigor of its state tests during this time period.

Fourth, as stated previously, in New Jersey schools are only held accountable for subgroups of 30 students or more. As a result, a school with 31 students in a particular subgroup is held directly accountable for the subgroup's performance, while a school with 29 students in that same subgroup is not. This creates situations where smaller schools are outside of the accountability system regardless of their student achievement. As states vary widely on the size of the subgroup necessary for accountability, this translates to enormous variability on the meaning of AYP from state to state.

Fifth, the inflexible timeframe for all schools to achieve 100 percent proficiency has created an incentive for schools to focus narrowly on helping a small group of students move from below proficient to proficient on tests in two subjects. If our goal is to make sure that all students graduate from high school ready for college and career, the law incentivizes schools to focus on too few students in too few subject areas.

Finally, the Task Force finds that NCLB largely has failed to drive meaningful improvement in the performance of the State's worst-performing schools. The numbers are quite illustrative. 181 New Jersey schools have been in SINI status for at least five years – over 8% of all public schools in the State. Less than 1 in 8 schools – only 21 in total – that had been in SINI status for at least five years achieved AYP this year.

The Path Forward: Key Principles of a “Next Generation” Accountability System

New Jersey needs a new accountability system, one that is transparent, fair, and rigorous. It should set the highest expectations for all our children and hold adults responsible for delivering on the purpose and promise of public education. Parents and taxpayers should trust that it provides complete and reliable information on the condition of our schools. Educators should know that it fully and fairly reflects the importance and expanse of their work

Our current system falls far short of this mark.

We have created a system that is at the same time painfully simple and yet indecipherably complicated. Part of the explanation is that the requirements emanating from Washington, DC and those coming from Trenton are often at odds.

Federal rules mandate that each school be assessed on a binary scale—either it met AYP or it didn't—when no one believes that something as complex as public education can be reduced to an up-or-down judgment. But state rules tell us that it takes 334 indicators to understand whether a district is meeting its obligations to children. Little actionable or intelligible information can be gleaned from a system made up of two such dissonant components.

10 Principles of the Accountability System of the Future

1. A single, streamlined system
2. Accurate differentiation of schools
3. Assess school outputs not inputs
4. Set explicit, measurable, appropriate targets
5. Evaluate growth in addition to status
6. Generate appropriate interventions
7. Intensify responses in cases of persistent failure
8. Grant earned autonomy to high performers
9. Provide diagnostic information as well as judgments
10. Focus on schools not districts

The Task Force believes that the first step toward creating the accountability system of the future is agreeing that we need a **single, streamlined system**. The federal government and the State of New Jersey want the same thing: schools that prepare all boys and girls for success throughout life. There is no reason why a unitary system can't satisfy the needs of both. Committing to developing the right set of performance metrics and reporting requirements will not only focus our attention on what matters most, it will ease the burden on educators who currently feel like they are shooting at multiple targets, serving two masters, and filing stacks of meaningless but mandatory paperwork.

Fortunately, the timing is right to make this necessary shift. The limitations of QSAC, the State accountability system, are becoming clearer by the day, and the federal government, recognizing the shortcomings of NCLB, is inviting waivers from states committed to embracing more meaningful accountability. The Task Force believes New Jersey should seize the opportunity by applying for a waiver on the basis of a single, unitary accountability system that draws from the best features of NCLB and QSAC but corrects for the deficiencies of each.

No more federal indicators on one report card and state measures on another. No more differing federal interventions and state sanctions for the same set of schools. Just a single, clear, concise slate of metrics for assessing our schools and strategies for remediation underperformance.

A hallmark of this new system must be an ability to **accurately differentiate schools** at different points in the quality distribution. This means a thorough and nuanced assessment of performance. The system should use multiple measures—certainly not a single test score—as a means of triangulation, so the true strengths and weaknesses of a school can be determined.

These measures should be based on **outputs not inputs**. It is not enough to say we are spending a great deal of money on our schools, that our class sizes are small, or that we can “check the box” on hundreds

of other policies and procedures. Though important, these variables are not tightly correlated with what matters most: student learning. We need to measure and then judge ourselves based on our classroom results.

An effective system should identify those schools with troubling results, whether among all of their students or at-risk subgroups. It should pinpoint schools that aren't performing up to expectations – for example, high schools receiving high-performing middle school students who then disproportionately fail to enter college.

But it should also be able to identify the very best schools. We should know which schools have outstanding comprehensive test scores as well as those making remarkable progress with disadvantaged students. We should know which schools' students are truly prepared for college and career when they graduate. We should know which schools' graduates not only enter institutions of higher education but earn degrees.

The Task Force believes strongly that all schools want their students to succeed. But in order for a school to hit the mark, it must know at what it should aim, and that target has to be within reach. So an accountability system must set **explicit, measurable, and appropriate targets**.

An elementary school's teachers must know whether increasing 3rd grade reading scores is the goal, or reducing the 5th grade achievement gap between students of different racial backgrounds is the goal - or whether both are goals. They must know how their school's performance on those indicators will be assessed. Is proficiency the aim or advanced proficiency? Or are they tracking scale scores? And they must know that they can reach their targets. No middle school can be reasonably expected to hit a 100 percent passing rate among 6th graders if its elementary feeder schools graduate woefully underperforming 5th graders.

This final point raises arguably the most important characteristic of a high-quality accountability system: it must measure **student growth**. Of course, our aspiration for every child is the absolute mastery of key skills and the total acquisition of essential knowledge. But different schools receive students at vastly different levels of achievement. This phenomenon is most evident in our lowest-income communities, where many teachers begin their school years with classrooms of students far behind grade level.

Public education must never shy away from its responsibility to raise all students to high levels of achievement regardless of socioeconomic or other extrinsic conditions; however, it is terribly unfair to schools and demoralizing to their educators if they are not given credit for the progress made by their students. Yes, it is a shame if each of Ms. Johnson's 7th graders fails to end the year with 7th grade reading skills; but if each entered her classroom with 3rd grade skills and made several years worth of progress during their time with her, she deserves our praise and admiration, not censure.

Though the above characteristics are critical, an accountability system's work is still far from over when metrics are established, goals are set, and progress toward targets is tallied. The system then **must generate appropriate interventions** for each school.

That begins by acknowledging that not all struggling schools are alike. The system must have a tailored response for the school with struggling English-language learners, the school where low-income students lag far behind their more affluent peers, and the school where too few students take Advanced Placement classes.

It also means recognizing that there are vastly different levels of "underperformance." While we may seek change in both the school with a 20 percent failure rate and the one with a 90 percent failure rate, they must be labeled and treated quite differently.

With this said, we must have a sense of urgency about the students in all of our struggling schools. Our responses must grow in scope and seriousness when underperformance persists. No school should be allowed to under-educate its students indefinitely. **Intensified response** means that while a school may expect ample support at the first signs of trouble, unresponsiveness should lead to additional and more intrusive interventions, possibly ending in state takeover or closure of the school.

Though addressing our low-performing schools should be our highest priority, a great accountability system will go further. Unlike our current system, which virtually ignores schools that excel, there should be consequences – *positive* consequences – for those on the far right side of the quality distribution.

For example, a district with consistently superior results should have the opportunity to enjoy **earned autonomy**. Rules and regulations are generally designed to preclude worst-case scenarios. But they can also tie the hands of innovative, high-performing professionals. The leaders of our best schools should have greater flexibility when it comes to inputs: for example, teacher certification rules and seat-time requirements. These schools should also be free of heavy-handed state oversight – e.g. monitoring visits, reporting requirements – that might be appropriate for lower-performing schools, on which the limited resources of the Department are best invested.

Another major flaw in the current order is the sense it has generated among educators that accountability systems are solely about judgment and sentencing – a school receives its verdict at the end of the year and then awaits punishment. Educators shouldn't dread the release of assessment scores or school report cards; they should look forward to them.

This can only occur if these are seen as providing **diagnostic information** that is actually helpful to educators in driving improvement. An accountability system should inform a school's staff of its areas of strengths and weakness with as much specificity as possible so they can adjust and improve. It doesn't help a principal to tell her that her African-American student subgroup is underperforming in reading; she wants to know precisely which students are struggling, which standards they were unable to master,

and how far behind they are. She'd also appreciate receiving early warning signs so she and her team are able to develop remediation strategies throughout the year, instead of learning about the problem after summer vacation has begun.

Finally, the accountability system of the future should focus its attention on **the real unit of change, the school**. QSAC prescribes interventions for low-performing districts while ignoring the reality that failure affects children at the school level and that effective reforms should concentrate there.

This is more than a philosophical position. New Jersey has a generation of experience with district interventions, with mixed results at best. To be sure, district dysfunction certainly seeps into schools. Nonetheless, if an accountability system is to have meaningful and lasting influence, it must set its sights on school performance and direct its energies toward principals, teachers, students, and classrooms.

Next Steps

The Task Force recommends that the Department, working with the State Board, move forward on three fronts. First, it should develop a clear and rigorous accountability system based on the 10 principles outlined above. Pending federal action and state statutory reform, the State can begin tackling much of this work. That is, the State can set new and more challenging performance targets, it can focus on growth in addition to status, it can develop more robust interventions, and it can provide more diagnostic information to schools and their teachers.

These activities might be consolidated into and be given energy by a new State Report Card system. Districts such as New York City and states such as Florida have, for some time, graded their schools and applied targeted interventions based on these grades. While it is premature to endorse such a "single score" approach, and provisionally, we are disinclined to recommend this, such report cards can be thorough and nuanced and provide invaluable, actionable information to parents, educators, and policymakers.

Second, the State should apply for a waiver to NCLB. The federal Department of Education recently has invited states to develop new, tough accountability systems that would replace the framework mandated under the decade-old federal law, and the Department should seize on this opportunity.

Third, the Department should draft legislation that would modify QSAC to a unitary accountability system, based on the 10 principles, that accurately assesses schools and delineates meaningful interventions would better advance the goals behind this flawed state program.

Pursued together, these three strategies will make New Jersey a national leader in school accountability and greatly improve the state's system of public education.

The Task Force also recognizes that in our State-operated districts, the State has a responsibility to pursue policies that are in the best interests of children while also recognizing the democratic value of

local control. As the State transitions to a new accountability system, a responsible transition should be negotiated for each district based upon achieved benchmarks of student performance.

Regulatory Reform

Overview

New Jersey's public schools are governed by an astoundingly dense and complex array of laws and regulations⁷. Many of these are appropriate. Academic standards done right add value by establishing expected learning results; assessments done right add value by measuring actual learning results; financial management done right confirms how taxpayer resources are spent and to what effect; prudent health and safety requirements protect children and reporting done right provides transparency to the public.

But we have gone too far. Embedded within 1,200 pages of statutes and 1,000 pages of regulations is a host of rules that needlessly burden our educators. In some cases, such as the regulation specifying the type of filing cabinet districts must use to house student records, these policies are hard to understand and even harder to justify. These overly prescriptive rules and regulations inhibit the initiative of teachers, school leaders and administrators and stifle creativity in schools and central offices throughout the state. They are also at odds with an effective accountability system that embodies a partnership between two central values: 1) establishing ambitious academic standards with associated "output-oriented" performance objectives for every school and district, coupled with concrete, state-enforced consequences for failing to meet them; and 2) empowering districts and local educators with the information, support, and decision-making authority to craft their own approach to meeting these ambitious goals.

If the Department is going to truly focus on results and empower educators to do right by their students, the State must engage in a comprehensive review of this mountain of rules to ensure that local schools have the necessary freedom and flexibility to innovate as they continue to strive toward school improvement and student results.

Every hour a teacher spends filing forms is an hour less spent on lesson plans or professional development. Every day a superintendent spends complying with unnecessary policies is a day that could have been invested in closing the achievement gap or improving the high school graduation rate. Every week the Department spends updating old regulations or promulgating new ones is time not spent on improving our lowest-performing schools.

The opportunity costs of education's regulatory culture are staggering.

⁷ A statute is a law passed by the New Jersey Legislature and signed by the Governor. A regulation is a rule promulgated by either the Commissioner of Education or the State Board of Education that fills in the gaps of a statute. For example, a statute might require teachers to complete 50 hours of professional development each year, while a regulation interpreting that statute might specify the specific courses to be taken. Importantly, a statute can only be amended or repealed through the legislative process. A regulation, on the other hand, can be amended or repealed through the unilateral action of the Commissioner of Education or the State Board of Education.

Process

As mandated by the Governor's Executive Order, the Task Force has begun a comprehensive review of the laws and regulations governing New Jersey's public schools. Our review has been organized around two related considerations. First, any mandate that does not directly advance student learning, safety, or fiscal integrity is a candidate for elimination or modification. Second, other than in certain circumscribed areas where it is appropriate for the State to retain firm central direction, districts and schools are in by far the best position to craft their own pathways to meet the ambitious performance standards set by the State.

The Task Force began the process by assembling a working group to conduct a comprehensive and detailed review of Title 6A of the Administrative Code regulations. For each regulation, we have analyzed:

1. The statutory authorization and intent.
2. The degree to which it exceeds the statutory mandate.
3. The degree to which it impacts student achievement.
4. The need for the regulations to protect student/employee health and safety.
5. The need for the regulations to provide minimum standards of fiscal stewardship.

While this massive task is daunting, the Task Force has tackled it with vigor. To date, with the support of our team of lawyers, we have reviewed much of the regulatory code. In the coming months, the Task Force will comb through the rest, along with the underlying statutes, and offer the Governor, Legislature, Department, and State Board of Education a complete list of changes for consideration. That list will be included in our final report to be issued on or before December 31, 2011.

In the interim, below, the Task Force proposes an initial list of regulatory changes for the Department's consideration. This list is the product of our research and input from a variety of stakeholders, including administrators, teachers, parents, and more. The Task Force is encouraged by what we have collectively uncovered; we believe strongly that the adoption of these recommendations will both ease the burden placed on educators and facilitate the Department's work to significantly improve student learning.

Proposed Regulatory Changes

The regulations identified for alteration fall into a number of categories. Some are simply unrelated to student learning, fiscal integrity, or student health and safety – the areas about which we should be most concerned. Others are duplicative of statutory language, thereby causing clutter in our code book. Some regulations are unclear, confusing both those charged with administering them and those attempting to comply with them. Finally, some regulations clearly stifle educator innovation and autonomy.

For each of the proposed regulatory changes below, the Task Force provides the citation to the regulation, the operative language, how the regulation has been interpreted where not self-evident, the proposed change, and the reason or reasons underlying the proposed change.

- **N.J.A.C. § 6A:30 Evaluation of the Performance of School Districts (QSAC)**

In Part I of this Report, we propose a fundamentally revised system of accountability for the State that would replace both NCLB and QSAC and would provide for new approaches to supporting schools in their improvement efforts. In some respects, this recommendation would require statutory changes in addition to federal approval of a waiver from NCLB. Accordingly, this will not be implemented in time for the current school year. In the meanwhile, a Department working group has examined the regulations implementing QSAC in hopes of a more immediate streamlining of the current process within the confines of the existing statute.

Under QSAC, the Department evaluates school districts in five areas: fiscal management, governance, instruction & program, operation management, and personnel. Districts are currently measured on a total of 334 indicators within the five review sections. Districts must meet 80 percent of the indicators in all five areas to be State certified, and those falling below 80 percent in one or more sections must implement an improvement plan and other actions as directed by the Department.

The streamlined process proposed by the Department working group would keep the five review sections intact, but reduce the number of indicators from 334 to 54. In addition, the proposal calls for each superintendent to annually submit to the Department a “Statement of Assurance” to verify that the school system is meeting 49 other standards in each of the five sections. Each school board must approve the document by saying that it attests, to the best of its knowledge, that the district is complying with the standards in the Statement of Assurance.

The Task Force wholeheartedly endorses this regulatory reform and encourages the State Board of Education to adopt the new regulations. Making the NJQSAC process more efficient and less time-consuming will allow districts to more efficiently use limited resources and to focus attention on factors that directly impact student achievement. While this regulatory reform should not be viewed as a substitute for the more comprehensive reform proposed by the Task Force, this proposal will yield better data for the Department and districts while substantially reducing the compliance burden of the current process.

- **N.J.A.C. § 6A:9-15.2 Amount, duration and content of required continuing professional development.**

“Each district board of education shall require all active teachers in the school district to complete 100 clock hours of approved professional development every five years. Each teacher must make annual yearly progress during the five-year cycle, though there is no specific annual

hourly requirement for teachers entering a five-year cycle in years one through four. For teachers entering a five-year cycle in year five, 20 hours of professional development must be completed in that one year. All new teachers employed under provisional or standard certificates must fulfill this requirement and must therefore have a Professional Development Plan (PDP) within 60 instructional days of the beginning of their teaching assignment.”

The Department and State Board should seek to amend this regulation to focus on student learning rather than hours of professional development seat-time; that is, the goal should be driving outputs not mandating inputs. Amending this regulation will also encourage innovation as the state and districts are able to experiment with different approaches to improving academic achievement via professional development. For example, districts might conclude that devoting increased time to expanding Professional Learning Communities (PLCs) has a greater impact on student achievement than does traditional professional development.

- **N.J.A.C. § 6A:23A-5.2(c) Public relations and professional services; board policies; efficiency.**

“School district and county vocational school district publications shall be produced and distributed in the most cost-efficient manner possible that will enable the district to inform and educate the target community. The use of expensive materials or production techniques where lower cost methods are available and appropriate, such as the use of multi-color glossy publications instead of suitable, less expensive alternatives, is prohibited. School district and county vocational school district publications shall be produced and distributed in the most cost-efficient manner possible that will enable the district to inform and educate the target community. The use of expensive materials or production techniques where lower cost methods are available and appropriate, such as the use of multi-color glossy publications instead of suitable, less expensive alternatives, is prohibited.”

The Department and State Board should seek to modify this overly prescriptive regulation. The Department should not be in the business of determining what kinds of paper districts use. In light of the 2 percent property tax cap, which properly constrains increases in aggregate district spending, district administrators should have greater flexibility with regard to the nature of their expenditures.

- **N.J.A.C. § 6A:23A-5.2(a)(3) Public relations and professional services; board policies; efficiency.**

“Districts with legal costs that exceed 130 percent of the Statewide average per pupil amount should establish the following procedures and, if not established, provide evidence that such procedures would not result in a reduction of costs.”

The Department and State Board should seek to modify this regulation. In light of the 2 percent property tax cap, which properly constrains increases in aggregate district spending, district administrators should have greater flexibility with regard to the nature of their expenditures.

- **N.J.A.C. § 6A:23A-9.3(c)(3) Efficiency standards for review of administrative and non-instructional expenditures and efficient business practices.**

“Efficient administrative and non-instructional costs include, but are not limited to, the following . . . [c]ustodians and janitors on a ratio of one for every 17,500 square feet of building space calculated on a district-wide basis.”

The Department and State Board should seek to modify this regulation. Although this restriction technically applies to the budget review process by county superintendents, it has come to establish a norm for all districts that was not intended. In light of the 2 percent property tax cap, which properly constrains increases in aggregate district spending, district administrators should have greater flexibility with regard to the nature of their expenditures.

- **N.J.A.C. § 6A:23A-9.3(c)(8) Efficiency standards for review of administrative and non-instructional expenditures and efficient business practices.**

“Efficient administrative and non-instructional costs include, but are not limited to, the following . . . [v]acant positions budgeted at no more than step one of the salary guide unless justification for the additional amount has been approved by the Department.”

The Department and State Board should seek to modify this regulation. Although this restriction technically applies to the budget review process by county superintendents, it has come to establish a norm for all districts that was not intended. In light of the 2 percent property tax cap, which properly constrains increases in aggregate district spending, district administrators and educators should have the flexibility to attract and hire the best educators.

- **N.J.A.C. § 6A:23A-9.3(c)(9) Efficiency standards for review of administrative and non-instructional expenditures and efficient business practices.**

“Efficient administrative and non-instructional costs include, but are not limited to, the following . . . [a]ides that are not mandated by law or required by an IEP employed only when supported by independent research-based evidence that demonstrates the use of aides is an effective and efficient way of addressing the needs of the particular student population served.”

The Department and State Board should seek to modify this regulation. There are valid justifications for aides beyond the requirements of law and Individualized Education Program IEPs. In light of the 2 percent property tax cap, which properly constrains increases in aggregate

district spending, district administrators should have greater flexibility to determine staffing within their schools.

- **N.J.A.C. § 6A:23A-9.3(c)(14) Efficiency standards for review of administrative and non-instructional expenditures and efficient business practices.**

“Efficient administrative and non-instructional costs include, but are not limited to, the following . . . [p]ublic relations services that are incorporated into the duties of the superintendent, business administrator and/or other staff position or positions and not provided by a dedicated public relations staff position or contracted service provider.”

The Department and State Board should seek to modify this regulation. The Task Force believes that decisions about how to best keep families and the community informed and empowered should be left to districts. In light of the 2 percent property tax cap, which properly constrains increases in aggregate district spending, district administrators should have greater flexibility with regard to the nature of their expenditures.

- **N.J.A.C. § 6A:23A-16 et seq. Fiscal accountability, efficiency, and budgeting procedures.**

“Each district board of education and charter school board of trustees shall maintain a uniform system of financial bookkeeping and reporting. . . . Quotations for fresh or frozen fruits, vegetables and meats need not be solicited more than once in any two-week period”

These regulations prescribe a highly specific system of double-entry bookkeeping and Generally Accepted Accounting Principles (“GAAP”) to be employed by districts and schools. The Department should consider condensing some of these burdensome regulations and reducing financial reports requirements not required by statute, particularly when a school demonstrates sound financial practices through independent audits.

- **N.J.A.C. § 6A-32.7.8(e) Retention and disposal of student records.**

“The New Jersey public school district of last enrollment, graduation or permanent departure of the student from the school district shall keep for 100 years a mandated record of a student's name, date of birth, name of parents, gender, citizenship, address, telephone number, health history and immunization, standardized assessment and test answer sheet (protocol), grades, attendance, classes attended, grade level completed, year completed, and years of attendance.”

The Department and State Board should seek to amend this regulation to encourage electronic recordkeeping, which would allow districts to maintain the same records at significantly lower costs.

- **N.J.A.C. § 6A:11-2.1 [Charter] Application and approval process.**

“The Commissioner with the authority of N.J.S.A. 18A:36-1 et seq. may approve or deny an application for a charter after review of the application submitted by an eligible applicant and the recommendation(s) from the district board(s) of education or State district superintendent(s) of the district of residence of the proposed charter school.”

The Department and State Board should seek to amend this regulation, which is burdensome for charter school applicants, school districts, and the Department. Among other issues, it establishes both a normal and a separate expedited charter school application process, requires that applicants submit documentation which is occasionally duplicative, and limits the ability of the Department to establish performance contracts with charter school applicants. The Department should develop new regulations that continue to enable local stakeholders to voice opinions on charter applications while streamlining and simplifying this process.

- **N.J.A.C. § 6A:11-6.1 [Charter] Tenure acquisition.**

“All teaching staff members, janitors and secretaries shall acquire streamlined tenure in a charter school after three consecutive academic years, together with employment at the beginning of the next succeeding academic year, in accordance with the tenure acquisition criteria as set forth in N.J.S.A. 18A:28-5(b), 18A:28-6 and 18A:17-2(b)2.”

The Department and State Board should carefully study the charter tenure regulations. The charter school statute introduces the concept of “streamlined tenure,” but leaves its definition and related process questions to regulation. This presents an opportunity for the Department to tie tenure in charter schools to assessments of effectiveness as determined by robust evaluations.

- **N.J.A.C. § 6A:11-2.3 Renewal of charter.**

“The Commissioner shall grant or deny the renewal of a charter upon the comprehensive review of the school including, but not limited to [several factors]: A renewal application submitted by a charter school to the Commissioner, the respective county superintendent of schools and the district board(s) of education or State district superintendent(s) of the district of residence of the charter school no later than 4:15 P.M. on October 15 of the last school year of the current charter. . . .”

The Department and State Board should seek to amend this regulation to ensure that charter school operators are held accountable for results through a charter school renewal process that balances effective decision-making with a reasonable process for the Department, charter school leaders, and other stakeholders.

- **N.J.A.C. § 6A:11-2.1(m) [Charter] Application and approval process.**

“A charter school shall locate its facility in its district of residence or in one of the districts of its region of residence.”

The Department and State Board should seek to repeal this regulation. The charter school statute does not require that a charter school locate its facility in its district or region of residence. Charter schools should be free to determine the best location for their buildings, subject to the input of any affected district.

- **N.J.A.C. § 6A:11-2.6 Amendment to charter.**

“A charter school may apply to the Commissioner for an amendment to the charter following the final granting of the charter.”

The Department and State Board should study this regulation carefully. “Charter amendment” is given only passing mention in the charter school statute; process and related issues are all defined in this regulation alone. Accordingly, the Department and State Board should consider how this instrument might be best utilized to advance student learning, for example by facilitating the expansion and replication of high-performing charters or by enhancing accountability for existing charter schools.

- **N.J.A.C. § 6A:11-1.2 (Definitions) and N.J.A.C. § 6A:11-2.1 [Charter] application and approval process.**

“‘District of residence’ means the school district in which a charter school facility is physically located; if a charter school is approved with a region of residence comprised of contiguous school districts, that region is the charter school’s district of residence.”

The Department and State Board should consider eliminating the “contiguous” requirement from the definition of “district of residence” to provide future charter school founders with increased flexibility in establishing charter schools.

- **N.J.A.C. § 6A.11-2.1(i)(14) [Charter] application and approval process.**

“The Commissioner may approve an application for a charter which shall be effective when all necessary documents and information are received by the Commissioner. The charter school shall submit on or before the dates specified in the letter of approval the documentation not available at the time of the application submission including, but not limited to, copies of . . .

[e]vidence of enrollment of at least 90 percent of approved maximum enrollment, as verified by student registrations signed by parent/guardian(s)."

Historically, this regulation has been interpreted to require 90 percent of approved maximum enrollment in the charter school's district of residence. The Department and State Board should seek to clarify that this regulation means 90 percent of enrolled students, whether inside or outside the charter school's district of residence. This regulation has also been interpreted to preclude innovative charter school models, such as virtual or online schools. The Department should clarify that this regulation does not proscribe such innovative models.

- **N.J.A.C. § 6A:11-2.2 [Charter school] Reporting.**

"The board of trustees of a charter school shall submit an annual report no later than 4:15 P.M. on August 1 following each full school year in which the charter school is in operation to the Commissioner, the respective county superintendent of schools and the district board(s) of education or State district superintendent(s) of the district of residence of a charter school. If August 1 falls on a weekend, the annual report is due on the first subsequent work day."

"The board of trustees of a charter school shall submit documentation annually to the Commissioner for approval prior to the opening of school on dates specified by and in a format prescribed by the Commissioner."

The Department and State Board should consider amendment of this regulation. Although charter schools' annual reporting requirement is statutory, the scope of that requirement is defined in regulation. The obligation to provide "annual documentation," however, is purely regulatory. The Department should consider whether the annual report and "annual documentation" provide overlapping information, and to the extent that they do, the Department should consider eliminating such redundancies.

- **N.J.A.C. § 6A:13A-4.6(c) [Early childhood] Family and community involvement.**

"The district board of education shall establish a preschool through grade three early childhood advisory council (ECAC) to review preschool program implementation and to support transition as children move from preschool through grade three."

The Department and State Board should review this requirement. While family, community, and other stakeholder involvement is critical to the success of preschool programs, the regulation's one-size-fits-all mandated approach may not be suitable for all districts. Flexibility should be encouraged so that local districts can review and support these programs and their students in ways they deem appropriate. Further, the Department should strive to identify and recognize exemplary preschool programs throughout the State and support struggling preschool programs with targeted improvement efforts.

- **N.J.A.C. § 6A:13A-4.6(b) [Early childhood] Family and community development.**

“The services shall be provided by a combination of social worker(s), family worker(s) and community parent involvement specialist(s) (CPIS) as part of the school district's five-year preschool program plan and/or annual update as required and approved by the Department.”

The Department and State Board should review the merits of this regulation. The Task Force agrees that social services are an integral part of any preschool program and that families and the community must be engaged. However, regulations should not require dedicated community parent involvement specialists (CPISs) to be hired to perform those functions. Rather, flexibility should be encouraged so that preschool providers and local districts can provide these mandated social service functions in ways they deem appropriate, whether by a dedicated CPIS or other appropriate personnel.

- **N.J.A.C. § 6A:13A-9.1(e)(3) [Early childhood] Mandated contract.**

“Each private provider or local Head Start agency that has not previously held a preschool program contract with a district board of education shall be able to meet the following criteria to be eligible for a contract . . . (3) [b]e able to accommodate at least 90 eligible children in a manner consistent with this chapter.”

The Department and State Board should review the merits of this regulation. This regulation impedes smaller private preschool providers with fewer than 90 students from serving school districts, and thus limits choice and flexibility for parents, particularly those in the State’s smaller districts. The Department should consider relaxing this minimum capacity requirement permitted that preschool providers demonstrate the efficacy of their programs and finances.

- **N.J.A.C. § 6A:13A-9.1(a) [Early childhood] Contract and N.J.A.C. § 6A:13A-9.4(b) [Early childhood] Termination of a preschool program contract.**

“The preschool program contract with private providers and local Head Start agencies shall be in a form provided and/or approved by the Department.”

“The district board of education shall use the following process to terminate a contracting private provider or local Head Start agency's preschool program contract . . . (1) [i]f a contracting private provider or local Head Start agency fails to comply with all terms of the preschool program contract or applicable Federal, State or local requirements, the school district shall notify the contracting private provider or local Head Start agency and the Department of the deficiency in writing and provide a timeframe for compliance.”

The Department and State Board should review these regulations. In particular, the Department should consider converting the mandatory requirements of the regulations into non-mandatory guideline of a model contract for districts, so long as the requirement for a contract with each provider is met.

- **N.J.A.C. § 6A:13A-9.2 [Early childhood] Informal dispute resolution process.**

“The district board of education and contracting private provider or local Head Start agency shall attempt to resolve any dispute that may arise.”

The Department and State Board should review this regulation. Informal dispute resolution is not mandated by law. Accordingly, while informal dispute resolution should be encouraged by the Department, it should not be mandated in regulation.

- **N.J.A.C. § 6A:13A-9.3 Renewal or non-renewal of a preschool program contract.**

“The district board of education and contracting private provider or local Head Start agency and Department shall use the following process for renewal or non-renewal of a private provider or local Head Start agency preschool program contract.”

The Department and State Board should review this regulation. The Department should not be required to approve every renewal and non-renewal decision made by local districts. Districts should be able to make their decisions regarding the renewal or non-renewal of a preschool program contract without interference from the Department, so long as the program meets clear performance targets.

- **N.J.A.C. § 6A:13A-9.4(f) Termination of a preschool program contract.**

“In the event of non-renewal or termination of the preschool program contract by the school district or the contracting private provider or local Head Start agency, the contracting private provider or local Head Start agency may be required by the school district to continue the service until the school district has found an appropriate placement for all children. At no time shall the contracting private provider or local Head Start agency be required to continue and be reimbursed for the service for more than 90 days beyond the expiration date of the existing preschool program contract.”

The Department and State Board should review this regulation. In particular, the Department should consider whether the 90-day requirement could be shortened or eliminated altogether.

- **N.J.A.C. § 6A:13A-10.1(b)(4) [Early childhood] School district fiscal responsibilities.**

“The district board of education shall request regular updates on the status of any corrective action plans or outstanding issues raised as a result of a limited examination or audit report.”

The Department and State Board should review this regulation. Since this regulation was enacted, the State passed a new school funding formula, the School Funding Reform Act (“SFRA”). The Department should consider the audit process in light of the SFRA, and with an eye to treating public and private preschool providers comparably by holding them to comparable standards for fiscal integrity.

- **N.J.A.C. § 6A:13A-11.1 Preschool program appeals.**

“A school district may file an appeal of their preschool program plan and/or annual update and budget decision with the Commissioner of Education, pursuant to N.J.A.C. 6A:3, Controversies and Disputes, and shall generally proceed as a contested case except as noted in this subchapter. Service of the petition is required on the Attorney General of the State of New Jersey, and should be directed to the Department of Law and Public Safety, Division of Law, P.O. Box 112, Trenton, New Jersey 08625-0112; Attention: Education and Higher Education Section.”

The Department and State Board should review this regulation. The Task Force believes that the formal service of the Department of Law and Public Safety in the appeals process is unnecessary.

- **N.J.A.C. § 6A:9-13.4 School nurse/non-instructional.**

“To be eligible for the standard educational services certificate with a school nurse/non-instructional endorsement, a candidate shall hold a current New Jersey registered professional nurse license issued by the New Jersey State Board of Nursing, hold a bachelor's degree from a regionally accredited college or university, hold current cardiopulmonary resuscitation (CPR) and automated external defibrillators (AED) certificates and complete either a Department-approved college curriculum for the preparation of school nurse/non-instructional or a program of studies, minimum of 21 credits that includes study in [nine separate areas] . . . Human and intercultural relations. Studies designed to develop understanding of social interaction and culture change, including courses such as the following: urban sociology, history of minority groups, intergroup relations, and urban, suburban and rural problems. . . . School law including legal aspects of school nursing..”

The Department and State Board should seek to limit the breadth of the “program of studies” from nine separate areas to two – study of public health nursing and human growth and development. This change will provide districts and schools with larger applicant pools for their non-instructional school nurse positions.

- **N.J.A.C. § 6A:13-1.1(a) Purpose and applicability of rules.**

“ These rules are promulgated pursuant to the School Funding Reform Act, P.L. 2007, c. 260, to ensure that all students receive the educational entitlements guaranteed them by the New Jersey Constitution. These rules shall ensure that all districts provide students with a rigorous curriculum that is based on the Core Curriculum Content Standards; that relies on the use of State assessments to improve instruction”

The Department and State Board should consider amending this regulation to include the phrase “and other relevant data” after “State assessments” and before “to improve instruction” to make clear that districts may offer their own assessments in addition to those provided by the Department.

- **N.J.A.C. § 6A:13-2.1(a)(3) Standards-based instruction.**

“All school districts shall implement a coherent curriculum for all students, including English language learners (ELLs), gifted and talented students and students with disabilities, that is content-rich and aligned to the most recent revision of the Core Curriculum Content Standards (CCCS). The curriculum shall guide instruction to ensure that every student masters the CCCS. Instruction shall be designed to engage all students and modified based on student performance. Such curriculum shall include . . . [a] pacing guide.”

The Department and State Board should consider amending this regulation to eliminate the pacing guide requirement. If we are focused on results, we should minimize such mandates on inputs. District and school leaders and their teachers should determine the best ways to ensure that students learn what is expected.

- **N.J.A.C. § 6A:7-1.7(b)(2) Equality in school and classroom practices.**

“Each district board of education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, by . . . (2) [e]nsuring that courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.”

The Department and State Board should review this regulation to be certain that it is consonant with federal and State constitutional and statutory protections, which prohibit students from

being assigned to single-sex classrooms but allow families and students to “opt-in” to such arrangements.

- **N.J.A.C. § 6A:14-4.7(e) Program criteria: special class programs, secondary, and vocational rehabilitation.**

“Instructional group sizes for preschool, elementary and secondary special class programs shall not exceed the limits listed below. The instructional group size may be increased with the addition of a classroom aide according to the numbers listed in Column III as set forth below. When determining whether a classroom aide is required, students with a personal aide shall not be included in the student count.”

The Department and State Board should seek to amend this regulation to permit school administrators, consistent with the requirements of the applicable Individualized Education Program (IEPs) and the determinations of the Child Study Team (CST), to determine the number of classroom aides needed.

- **N.J.A.C. § 6A:9-5.11(b) Validation of college degrees and college professional preparation.**

“Professional education preparation programs required for New Jersey certificates shall be accepted from: (1) A New Jersey college approved by the State Board for the preparation of teachers; (2) Out-of-State colleges approved by the State board or department of education or department of higher education in the state in which the college is established and approved by the Department on the basis of reciprocal agreements; and (3) Regionally accredited two-year colleges provided that . . . [n]o more than six semester-hour credits in professional education are completed on the two-year college level, except as provided for in N.J.A.C. 6A:9-13.18.”

The Department and State Board should seek to repeal this regulation since it is duplicative of statute and other regulation. Further, the six semester-hour cap on credits from two-year colleges is an arbitrary limitation that gives no consideration to the quality of the programs offered by the two-year colleges.

- **N.J.A.C. § 6A:27-7.2 [School bus] Capacity.**

“The number of students assigned to a seat shall not exceed the gross seating length in inches divided by 15. The maximum number of students who may be transported in each vehicle shall be determined by this seat measurement. Application of this formula shall not result in the use of a school vehicle with a seating capacity in excess of 54.”

The Department and State Board should seek to eliminate the upper limit on school bus seats. Provided that rigorous safety requirements are met, districts should be able to select the bus size that best serves their needs.

- **N.J.A.C. § 6A:9-12.7(b)(2) School business administrator.**

“To be eligible for a provisional administrative certificate with a school business administrator endorsement, the candidate shall . . . [o]btain and accept an offer of employment in a position that requires the school business administrator endorsement in a public school district that has agreed formally to sponsor the residency.”

This regulation requires a school business administrator obtaining a certificate of eligibility to work in a public school. The Department and State Board should seek to amend this regulation so that school business administrators at private schools for the disabled are treated the same as are school business administrators at district schools. Doing so will eliminate the unfair requirement that business administrators first work in a public school before being able to obtain a certificate of eligibility.

- **N.J.A.C. § 6A:13A-7.1 [Preschool] Space requirements.**

“The district board of education shall ensure, for all newly contracted private provider and local Head Start agency preschool classrooms, a minimum of 950 square feet per classroom consisting of 750 square feet of usable space, 150 square feet of storage and equipment or furnishings that are either built in or not easily movable and 50 square feet of toilet room.”

The Department and State Board should seek to relax or repeal this regulation while maintaining rigorous standards for student health and safety. Doing so will allow private preschool providers to achieve cost efficiencies with no adverse impact on student learning, health, or safety. The Department already issues frequent waivers of these rules, and the regulation should reflect Department policy and practice.

- **N.J.A.C. § 6A:16-10.1 Home or out-of-school instruction due to a temporary or chronic health condition.**

“The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.”

This regulation requires that districts provide home instruction for any student absent for at least ten days beginning five days following receipt of a letter of verification from the school physician. Targeted instruction for students during extended illnesses is critical to the pursuit of

college-and career-readiness, but this regulation is burdensome for districts in the case of shorter-term absences (e.g., between 10-20 days). The Department and State Board should seek to relax this regulation. For example, districts should be able to pursue alternatives to home instruction, such as online programs or various tutoring options.

- **N.J.A.C. § 6A:16-10.2(d)(3) Home or out-of-school instruction for a general education student for reasons other than a temporary or chronic health condition.**

“The teacher shall provide one-on-one instruction for no fewer than 10 hours per week on three separate days of the week and no fewer than 10 hours per week of additional guided learning experiences that may include the use of technology to provide audio and visual connections to the student’s classroom.”

The Department and State Board should seek to relax this regulation and allow districts to reduce the number of hours of one-on-one instruction if alternative approaches, such as the creative use of technology, can be used to increase instructional time.

- **N.J.A.C. § 6A:9-6.1-6.3 Types of teacher certificates.**

“The standard certificate is a permanent certificate issued to candidates who have met all requirements for State certification . . . The provisional certificate is a two-year certificate issued to candidates who have met requirements for initial employment as part of a State-approved school district training program or residency leading to standard certification. . . .An emergency certificate is a substandard certificate issued only to educational services certificate candidates who meet the requirements specified for each endorsement. . . .”

These three regulations define the three types of teacher certificates – standard, provisional, and emergency. These regulations, however, may be confused with the three types of credentials that a teacher may earn – instructional, educational, and administrative. The Department and State Board should endeavor to clarify these three regulations.

- **N.J.A.C. § 6A:9-5.2(c) Certificates – general.**

“The chief school administrator of each district board of education shall annually report the names and teaching assignments of all teaching staff members to the county superintendent. The county superintendent shall provide to the employing district board of education and the Commissioner written notice of any instance in which a teaching staff position is occupied by a person who does not hold appropriate certification.”

The Department and State Board should consider repeal of this regulation as it already receives comparable information from other mandated reports.

- **N.J.A.C. § 6A:9-14.1(b) [Professional licensure and standards] General provisions.**

“If such approval is given by the Commissioner, it shall be of three months' duration, and may be renewed by him or her upon application for a period of three months at a time. Consideration of said request shall be made on a case-by-case basis. If the acting status of said individual is to extend beyond a year, no such permission can be given except upon recommendation of the Commissioner to the State Board that the application of the district board of education be granted.”

This regulation requires both Commissioner and State Board of Education approval where the “acting status” of an administrator is extended beyond one year. The Department and State Board should seek to amend the regulation to allow for approval from the Commissioner alone. The dual approval process creates a needless redundancy.

- **N.J.A.C. § 6A:9-11.12 Swimming and water safety.**

“To be eligible for the swimming and water safety endorsement, candidates shall hold: (1) [a] standard New Jersey instructional certificate; (2) [a] valid Cardiopulmonary Resuscitation for Professional Rescuer Certificate issued by the American Red Cross or the YMCA; (3) [a] valid Lifeguard Certificate issued by the American Red Cross or YMCA; and (4) [a] valid Water Safety Instructor Certificate issued by the American Red Cross or the YMCA.”

The Department and State Board should review this regulation and determine whether an individual needs all four of these certificates to be prepared to deal with the emergency situations that may arise at a school pool or other body of water. Of course, student safety remains paramount, and if the Department determines that each certificate is necessary, the Department should leave the regulation unchanged.

- **N.J.A.C. § 6A:9-4.1(a) and § 6A:9-4.2(a) State Board of Examiners.**

“There shall be a Board of Examiners, consisting of the Commissioner, ex officio, and one assistant commissioner of education, two presidents of State colleges, one county superintendent, one superintendent of schools of a Type I district, one superintendent of a Type II district, one high school principal, one elementary school principal, one librarian employed by the State or by one of its political subdivisions, one school business administrator and four teaching staff members other than a superintendent, principal, school business administrator or librarian, all of whom shall be appointed by the Commissioner with the approval of the State Board.”

“The Board of Examiners shall issue appropriate certificates to teach or to administer, direct, or supervise, the teaching, instruction or educational guidance of pupils in public schools operated

by district boards of education, and such other certificates as it shall be authorized to issue by law, based upon certified scholastic records, documented experience or upon examinations, and may revoke or suspend such certificates. The authority to issue certificates also includes the authority to refuse to issue a certificate under appropriate circumstances as set forth in N.J.A.C. 6A:9-17.2. All actions taken by the Board of Examiners shall be taken pursuant to rules adopted by the State Board.”

The Department and State Board should consider repealing these regulations as they are duplicative of N.J.S.A. § 18A:6-34 and N.J.S.A. § 18A:6-38 respectively.

- **N.J.S.A. § 6A:19-2.3(a)(1) Access to county vocational schools.**

“Each resident district board of education shall ensure that resident students may apply to and, if accepted, attend a county vocational school pursuant to N.J.S.A. 18A:54-20.1. The existence of the same career and technical education program at the resident district board of education shall not negate a student's right to apply to and, if accepted, attend a county vocational school, subject to the following limitations: (1) The resident district board of education shall be responsible for the tuition and transportation costs of any resident student admitted to the county vocational school in which the school district is located, unless the resident district board of education maintains a vocational school pursuant to N.J.S.A. 18A:54-5 et seq., and such school offers the same program as the county vocational school where the student has been admitted. A program shall be deemed the same, for purposes of this section, if it is approved by the Department in accordance with N.J.A.C. 6A:19-3.1 and 3.2, is assigned the same Classification of Instructional Programs (CIP) code, and meets or exceeds all applicable program performance standards.”

The Department and State Board should consider eliminating this regulation as it is duplicative of N.J.S.A. § 18A-54-20.1.

- **N.J.A.C. § 6A:9-5.6(b) Oath of allegiance required.**

“Any person who is a citizen or subject of any country other than the United States is required to file an oath to support the Constitution of the United States while so employed.”

The Department and State Board should consider repealing this regulation as it is duplicative of N.J.S.A. § 18A:6-7, which already mandates an oath of allegiance for candidates.

Upcoming Work of the Task Force

This Initial Report represents a first step in the work of the Task Force; the great majority of the regulatory reform project and accountability system development will occur after the submission of this update.

Once this Report is released publicly, the Task Force will solicit comments on the ideas expressed in the document from the public, stakeholders, and the State Board of Education. These perspectives will be used to review and revise the recommendations expressed herein and to inform the future work of the Task Force.

With regard to evaluating school and district performance for a revamped accountability system, the Task Force recommends that the Department's Division of Performance develop specific definitions of academic achievement for this purpose, in compliance with federal mandates and in accordance with the principles expressed in this report. This and other efforts should be undertaken toward the goal of achieving approval of a proposed alternative accountability system and a granting of a waiver of NCLB by the federal Department of Education.

Further, the Task Force recommends that the Department's financial and oversight offices create detailed standards for district fiscal responsibility with a focus on internal control systems and standards operating procedures in light of the 2% "hard" property tax cap. The Task Force recommends that the Department's Division of Program and Operations create clear standards for district responsibility regarding student health and safety.

With regard to supporting schools and districts in their efforts to increase the number of students who graduate from high school ready for college and career, the Task Force will continue its review and will work with Department staff to develop further details of a revised proposal.

With regard to regulatory reform, the process of reviewing each chapter of Department regulation, and each underlying statute, will continue through the end of year. The Task Force's team of lawyers and educators will continue to evaluate the extent to which each regulation exceeds federal mandate, State law, or case law. If the regulation exceeds the underlying authority and does not serve to improve student achievement, operational efficiency, or fiscal effectiveness, then the Task Force will recommend its repeal. The Task Force will collaborate with Department leadership and staff to prepare revised chapter of code which reflect this new regulatory perspective and which shall be proposed to the State Board of Education for adoption. In addition to this review of regulations, the Task Force is also charged with reviewing the statutes supporting these administrative regulations and making further recommendations.

The recommendations derived from these streams of work will be shared in a final report submitted to the Governor by December 31, 2011, at which point the Task Force will expire.

Appendix

Task Force Membership

Dave Hespe (Chair)	Chief of Staff, New Jersey Department of Education ⁸ . Prior positions include Co-Executive Director and VP of STEM Education at Liberty Science Center; Interim Superintendent, Willingboro School District; Chair and Associate Professor, Educational Leadership Department, Rowan University; Commissioner, New Jersey Department of Education.
Angel Cordero	Co-Founder and Director, Community Education Resource Network and Co-Founder, East Side Preparatory High School.
Angela Davis	Principal, Teaneck High School. Prior positions include Teacher, Clifford J Scott High School, East Orange.
Frank Digesere	Retired Superintendent, Kearny School District ⁹ . Prior positions include Superintendent of Bloomfield School District and Supervisor, Principal, and Teacher in Kearny School District.
Linda DuBois	Mayor, Pittsgrove Township, and Teacher, Pittsgrove Middle School. Prior positions include Member, Pittsgrove Township Committee.
Don Goncalves	Assistant Board Secretary, Elizabeth Public Schools. Prior positions include Freeholder, Union County; Director of Projects and Community Relations, Elizabeth Development Company.
Bruce Litinger	Executive Director, ECLC of New Jersey (nonprofit provider of services to the children and adults with special needs). Prior positions include Director of Special Services, School Social Worker, and Special Education Teacher in Woodbridge Township School System.
Mike Osnato	Chair, Seton Hall University Department of Education Leadership, Management and Policy. Prior positions include Superintendent, Montclair Public Schools (2003 NJ Superintendent of the Year); Superintendent, Pearl River School District (NY); Superintendent, Cohoes City School District (NY); Superintendent and Principal, Livingston Manor Central School District (NY); Teacher, New York City Department of Education.

⁸ Mr. Hespe's position at the Department commenced after his appointment to the Task Force.

⁹ Mr. Digesere's retirement occurred after his appointment to the Task Force.

Acknowledgements

We are grateful to the more than 200 people who met with us, submitted thoughtful written commentary, or attended a public meeting and shared their perspective on how to improve our regulatory code and accountability systems. Without their cooperation and ideas, our work would not have been possible.

We thank the Foundation for Education Advancement / New Jersey Principals and Supervisors Association, Seton Hall University, and Pittsgrove Township for providing a welcoming place to hold some of our meetings.

We extend our thanks to the team of lawyers and legal interns who have assisted with our legal review of regulations: Maksim Feofanov, Matt Franson, Chris Leavell, David Morin, Justin Nelson, Mac Robertson, Chris Skufca, and Justin Yost, under the leadership of Kevin Mitchell. Finally, we are indebted to the Department of Education staff members who provided invaluable assistance with our work. Thank you, Michael Blaustein, Christopher Emigholz, Diana Pasculli, and Eric Taylor.

Central Township High School

School Score Card

Performance Indicators	Statewide Ranking	Peer School Ranking	% Performance Targets Met
Academic Achievement	82%	17%	50%
College/Career Readiness	82%	78%	25%
Graduation/Post Secondary	95%	10%	25%
Closing Achievement Gaps	65%	5%	33%

Improvement Status:

Focus

Rationale:

Achievement Gaps

Change since last year: ■ Improvement ■ No change ■ Decline

Summary of School Performance

The overall performance of this school is strong; however, its peer schools are outperforming it.

> This school's statewide ranking is in the top 25% of the state in three of the four performance indicators.

> This school's peer school ranking is in the bottom 25% of its peer group in three of the four performance indicators.

> This school met 31.3% of its New Jersey Performance Targets.

During the course of the next academic year, this school should focus on improving its performance with underachieving subgroups.

What do the performance indicators measure?

The performance rankings for Central Township HS indicate:

Academic Achievement

"**Academic Achievement**" is measured by combining the school's pass rate (proficiency rate) on both the Language Arts Literacy and Math sections of New Jersey's High School Proficiency Assessment (HSPA).



This school is a top performer across the state as demonstrated by its **statewide ranking in the 82nd percentile ranking in Academic Achievement**. However, this school is demonstrating much less student achievement success than schools who are educating students with similar demographics, as noted in its **Peer School Ranking of 17th percentile**.

College and Career Readiness

"**College and Career Readiness**" measures how well the school is preparing its students for college and careers after high school. This indicator includes results from college entrance exams, such as the SAT and AP, and industry or career certification exams.



The students in this school are demonstrating success on early indicators of College and Career Readiness as noted by its **statewide ranking in the 82nd percentile**. Also, this school's **Peer School Comparison ranking is in the 78th percentile**, indicating that on early indicators of college and career readiness it is outperforming most schools who are educating students with similar demographics.

Graduation and Post-Secondary

"**Graduation and Post-Secondary Enrollment**" measures the school's success in preparing their students to graduate high school and subsequently enroll in post-secondary institutions without requiring remedial coursework.



With regards to the percentage of students that graduate and go on to post-secondary institutions, this school earned a **statewide ranking in the 95th percentile**. Compared to schools that educate students with similar demographics, this school's **Peer School Ranking is in the 10th percentile** indicating that its outcomes are much lower than its peer group.

Closing Within School Gaps

"**Closing Within School Gaps**" measures the school's progress to address the performance of historically disadvantaged groups. It disaggregates the Academic Achievement indicator into student subgroups as well as measuring the range of outcomes between the 25% and 75% percentile students in the school.



Within the school, performance gaps continue to exist as noted by its **statewide ranking in the 65th percentile**. When compared to schools who are educating students with similar demographics, this school's **Peer School Ranking is in the 5th percentile** indicating that its peers are demonstrating more success in closing their performance gaps.

Improvement Status

"**Improvement Status**" represents the school's federal accountability status under New Jersey's waiver for No Child Left Behind. **This school is classified as a Focus school because of its significant within school achievement gaps.**

Peer School Ranking

"Peer School Ranking" represents the school's performance when compared to a group of schools with similar demographics, such as the percentage of free and reduced lunch students, students with disabilities, English Language Learners, and percentage of Black and Hispanic students.

School Enrollment Information

Enrollment by Grade

This table presents counts for students who were 'on roll' by grade in October of each school year.

<i>Grade</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>
Grade 9	152	106	112	155
Grade 10	79	105	140	144
Grade 11	95	111	101	98
Grade 12	119	94	66	84
Ungraded	47	63	36	31
Total	491	478	454	510

Enrollment by Subgroup

This table presents counts for students by Subgroup

<i>Subgroup</i>	<i>2007-2008</i>	<i>2008-2009</i>	<i>2009-2010</i>	<i>2010-2011</i>
White	220	218	209	170
Black	79	81	87	122
Hispanic	95	88	87	98
American Indian	25	33	22	18
Asian	25	23	21	72
Native Hawaiian	N/A	N/A	N/A	N/A
Two or More Races	47	35	28	31
Male	279	188	226	208
Female	212	290	228	302
With Disabilities	67	89	90	78
Limited English Proficiency	89	90	76	69
Econ. Dis.	153	145	167	210

Language Diversity

The percentages in this table represent the proportion of students who speak each language in their home.

<i>Language</i>	<i>Percent</i>
English	92.8
French	1.4
Haitian Creole French	0.6
German	0.2
Portugese	2.9
Spanish	2.0

Average Class Size

This table presents an average count for classroom enrollment.

<i>Grade</i>	<i>School</i>	<i>Peer Schools</i>	<i>State Average</i>
Grade 9	18.9	14.5	19.5
Grade 10	17.9	19.2	19.8
Grade 11	16.9	22.0	19.6
Grade 12	15.9	17.0	19.7

Instructional Time

This table presents the average amount of time students are engaged in instructional activities.

	<i>School</i>	<i>Peer Schools</i>	<i>State Average</i>
Presented in hours and minutes	6 h. 38 m.	6 h. 10 m.	6 h. 53 m.

Performance Indicators For Academic Achievement

Academic Achievement*			
Academic Achievement Performance Indicators	School	Peer School	Content Areas - Targets Met
Total HSPA Language Arts Proficiency	64.6%	60.6%	50%
Total HSPA Math Proficiency	74.6%	87.0%	50%
Total	139.2%		50%

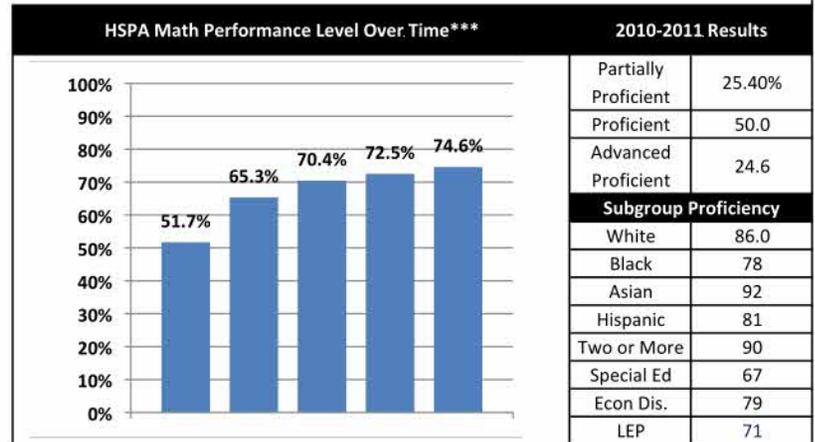
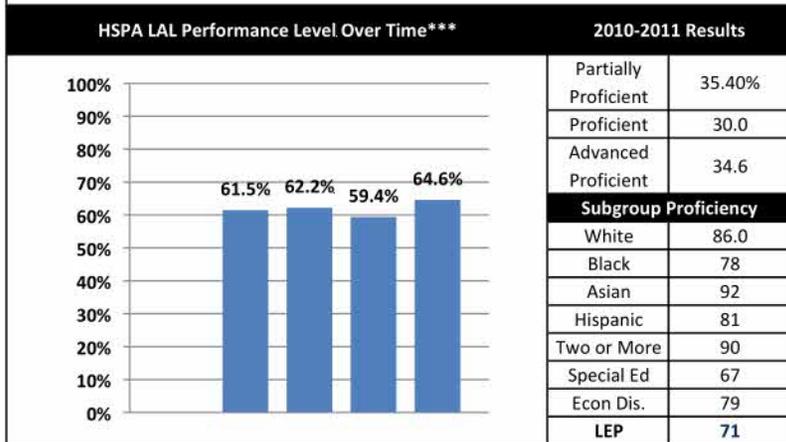
How are totals and ranking calculated?	
Total points earned	>Determined by adding the percentage points associated with 'Total HSPA Language Arts Proficiency' and 'Total HSPA Math Proficiency'.
Statewide Ranking	>The total number of points earned ranked against other high schools in the state (Statewide Ranking found in the School Score Card on page one of this report)
Peer School Ranking	>The total number of points earned ranked against other high schools that are educating students with similar demographics
Content Areas - Target Areas	>Derived by dividing the total number of targets met in each content area, as listed in the tables below, by the possible number of targets.

*Academic Achievement in New Jersey's high schools is measured by a student's performance on the New Jersey High School Proficiency Assessment (HSPA). Students are first eligible to take the HSPA in the Spring of their junior year. Students are given a second and third opportunity to pass the test during their senior year as well. The indicators above show the proficiency - or pass rate - of students in both sections of the HSPA.

Performance Targets - Language Arts Literacy**			
This table presents the annual proficiency targets, as measured by the High School Proficiency Assessment (HSPA), established for this school under New Jersey's Elementary and Secondary Act Waiver.			
Subgroup	2010-2011 Pass Rate	2010-2011 Target	Met Target
Schoolwide	64.6%	65.0%	YES
White	78.0%	73.0%	YES
Black	81.0%	76.0%	YES
Hispanic	65.0%	74.2%	NO
American Indian	72.0%	78.0%	NO
Asian	93.0%	92.0%	YES
Native Hawaiian	N/A	N/A	N/A
Two or More Races	58.0%	74.0%	NO
With Disabilities	60.0%	68.0%	NO
Limited English Proficiency	70.0%	67.0%	YES
Economically Disadvantaged	69.0%	73.4%	NO

Performance Targets - Math**			
This table presents the annual proficiency targets, as measured by the High School Proficiency Assessment (HSPA), established for this school under New Jersey's Elementary and Secondary Act Waiver.			
Subgroup	2010-2011 Pass Rate	2010-2011 Target	Met Target
Schoolwide	74.6%	75.0%	YES
White	67.0%	69.0%	YES
Black	78.0%	76.0%	YES
Hispanic	56.0%	68.0%	NO
American Indian	67.0%	78.0%	NO
Asian	96.0%	95.0%	YES
Native Hawaiian	N/A	N/A	N/A
Two or More Races	62.0%	74.0%	NO
With Disabilities	56.0%	60.0%	NO
Limited English Proficiency	68.0%	69.0%	YES
Economically Disadvantaged	64.0%	72.0%	NO

**The targets listed in the table above are derived from the Annual Measurable Objectives methodology (AMO - Option A) found in the ESEA Waiver. For each school and subgroup, individual targets have been specified that take into account the 'starting place' of each subgroup and the difference between the starting point and a goal of all students in each subgroup in every school achieving the Common Core Standards. Goals for annual equal increments are thus individually determined and set for each subgroup and are calculated so that the subgroups who are the furthest behind have higher performance targets to meet on an annual basis.



***Percentage of students meeting and/or exceeding state standards.

Performance Indicators For College and Career Readiness

College and Career Readiness*				
College and Career Readiness Indicators	School	Peer Schools	Statewide Target	Met Target
Percent of Students Taking SAT	71%	78%	70%	YES
Percent of Students Scoring Above SAT Composite Benchmark of 1550	45%	60%	65%	NO
Percent of Students Taking at Least One AP Test	7%	9%	22%	NO
Percent of AP Tests with scores greater than 3	29%	35%	40%	NO
% of Career and Technical Students Passing an Industry Exam or Certification	65%	56%	N/A	N/A
Total	152			25%

How are totals and rankings calculated?	
Total points earned	>Determined by summing the percentages associated with the 'Percent Taking the SAT', 'Percent Scoring Above 1550', 'Percent Taking at Least One AP', and 'Percent of AP Tests with a score 3 or higher' indicators
Statewide Ranking	>The total number of points earned ranked against other high schools in state (found in School Score Card)
Peer School Ranking	>The total number of points earned ranked against other high schools that are educating students with similar demographics
Content Areas - Target Areas	>Derived by dividing the total number of targets met by the possible number of targets

*College and Career Ready indicators are important early predictors of whether a student will attend college and whether he/she is positioned to do well. In the chart above, four indicators of college readiness and one indicator of career readiness are displayed:

>"**Percent of Students Taking SAT**" - is a calculation of the number of twelfth grade students who took the SAT during high school divided by the total twelfth grade enrollment during the previous academic year.

>"**Scoring Above SAT Benchmark**" - is a calculation of the number of students whose score was above the College Board-established benchmark of 1550 divided by the total number of students who took the SAT during the previous academic year.

>"**Percent of Students Taking At Least One AP Test**" - is a calculation of the number of students who took at least one AP Test during the previous school year divided by the sum of the eleventh and twelfth grade enrollment.

>"**AP Tests Greater Than 3**" - is a calculation of the number of tests with a test score of 3 or higher divided by the total number of AP tests taken.

>"**Industry Exam/Certification**" - is a calculation of the number of students, enrolled in a Career and Technical Program, who passed an industry or certificate based exam divided by the total number of students enrolled in the school's Career and Technical Program.

Scholastic Assessment Test (SAT) Results			
This table presents the results from the SAT tests administered during the previous school year.			
	School	Peer Schools	State Average
Percentage of Students Taking Test	71%	78%	66%
Composite SAT Score (M + V + E)	1011	1214	1515
Mathematics Average Score	340	415	520
25th Percentile	295	350	440
50th Percentile	340	410	510
75th Percentile	400	480	600
Verbal Average Score	339	400	496
25th Percentile	290	330	420
50th Percentile	330	390	490
75th Percentile	380	460	570
Essay Average Score	332	399	499
25th Percentile	285	340	420
50th Percentile	335	390	490
75th Percentile	375	460	580

Advanced Placement Test (AP) Results			
This table presents the results from the AP tests administered during the previous school year.			
	School	Peer Schools	State Average
% of Students Taking At Least One AP Test	7.1%	9.0%	19.9%
% of Scores Above 3			
Biology	3%	8%	10%
Calculus AB	4%	9%	15%
Calculus BC	5%	9%	25%
English Language and Composition	12%	20%	45%
US History	16%	25%	48%
Total	29%	35%	60%

Performance Indicators For Graduation and Post-Secondary Enrollment

Graduation and Post-Secondary Enrollment*

Graduation and Post-Secondary Performance Indicators	School	Peer Schools	Statewide Targets	Met Target
Total Graduation Rate	82.0%	88.0%	90.0%	NO
Graduation via HSPA	74.3%	72.0%	85.0%	NO
Remediation Rate in NJ Post-Secondary	10.0%	15.0%	N/A	N/A
Enrolled in Post-Secondary within 6 months	35.0%	47.0%	48.0%	NO
Enrolled in Post-Secondary within 18 months	53.0%	50.0%	55.0%	YES
Total	244.3			25%

*>"**Total Graduation Rate**" is calculated according to the Federal "4-year, adjusted cohort graduation rate", which divides the number of graduates in a cohort of students by the number of students who entered ninth grade four years before. The denominator is adjusted to take into account those students that transfer in and/or out.

>"**Graduation via HSPA**" - is the percentage of graduates in a given year who successfully demonstrated proficiency on both the Language Arts and Math sections of New Jersey's High School Proficiency Assessment (HSPA) during any of the possible administrations of the test.

>"**Remediation Rate in NJ Post-Secondary**" - is a calculation of the number of students who enrolled in an institution of higher education in New Jersey and required remedial coursework divided by all students enrolled in a New Jersey higher education institution.

>"**Enrolled in Post-Secondary**" indicators - are calculations of the number of graduates who enrolled in a post-secondary institution, both in-state and out-of-state, within 6 months and 18 months respectively divided by the total number of graduates.

How are totals and rankings calculated?

Total points earned	>Determined by summing the percentages associated with 'Total Graduation Rate', 'Graduation via HSPA', 'Enrolled in Post-Secondary within 6 months', and 'Enrolled in Post-Secondary within 12 months' indicators
Statewide Ranking	>The total number of points earned ranked against other high schools in state (found in School Score Card)
Peer School Ranking	>The total number of points earned ranked against other high schools that are educating students with similar demographics
Content Areas - Target Areas	>Derived by dividing the total number of targets met by the possible number of targets

Graduation Rate by Subgroup

This table presents the percentage of students who graduated within four years of entering ninth grade, according to the 4-year, adjusted cohort graduation rate.

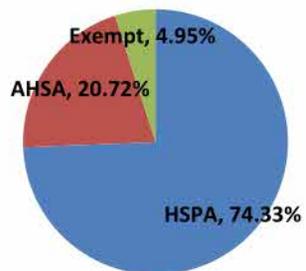
Subgroup	School	Peer Schools	State Average
White	92.0	89.0	92.0
Black	87.0	84.0	86.0
Hispanic	78.0	80.0	82.0
American Indian	87.0	67.0	88.0
Asian	93.0	92.0	94.0
Native Hawaiian	N/A	N/A	92.0
Two or More Races	89.0	88.0	92.0
Male	89.0	90.0	92.0
Female	91.0	88.0	93.0
Students With Disabilities	38.4	25.1	2.7
Limited English Proficiency	7.1	4.5	2.7
Economically Disadvantaged	16.5	15.9	1.7

Dropout Rate by Subgroup

This table presents the percentage of students in grades 9-12 who dropped out during the school year.

Subgroup	School	Peer Schools	State Average
White	12.0	8.0	0.9
Black	13.1	9.0	3.7
Hispanic	11.4	9.0	2.9
American Indian	0.2	1.0	1.0
Asian	6.0	2.3	0.4
Native Hawaiian	N/A	N/A	1.0
Two or More Races	9.0	4.2	1.2
Male	19.6	17.0	1.9
Female	13.1	11.8	1.5
Students With Disabilities	38.4	25.1	2.7
Limited English Proficiency	7.1	4.5	2.7
Economically Disadvantaged	16.5	15.9	1.7

2011 Graduation Rate (by pathways)



Attendance Rate by Grade Level

This table presents the percentage of students present on average each day.

	<i>School</i>	<i>Peer Schools</i>	<i>State Average</i>
Grade 9	77.4	89.0	94.1
Grade 10	83.4	92.0	94.0
Grade 11	85.0	88.0	93.8
Grade 12	86.1	91.0	92.4
Ungraded	69.1	89.0	92.0
Total	81.5	89.0	94.6

Performance Indicators For Closing Within School Gaps

Closing Within School Gaps*					How are totals and rankings calculated?	
Closing Within School Gaps Indicators	School	Peer Schools	Statewide Targets	Met Target		
Bottom 25th Percentile v. 75th Percentile HSPA LAL Scale Score	55	60	35	NO	Total points earned	>Determined by summing the scale score point gaps for each indicator
Bottom 25th Percentile v. 75th Percentile HSPA Math Scale Score	60	55	40	NO	Statewide Ranking	>The total number of points earned ranked against other high schools in state (found in School Score Card). A higher statewide ranking indicates that the school has made more progress in closing their achievement gaps than others
Total	210			33%	Peer School Ranking	>The total number of points earned ranked against other high schools that are educating students with similar demographics
<p>*The table above displays the difference in scale score points between the student at the 25th percentile and the student at the 75th percentile (the interquartile range) in each content area of the New Jersey High School Proficiency Assessment (HSPA).</p>					Content Areas - Target Areas	>Derived by dividing the total number of targets met by the possible number of targets

Appendix A.6 - Amended Title I Assurance document

Annually, to receive Title I, Part A funds, these districts must agree to the programmatic and fiscal guidelines that are delineated in the Department's application for the funds. Annually, the district's chief school administrator signs assurances that the funds will be used in a manner consistent with the authorizing federal legislation and regulations, as well as the state plan and assurances.

The Department will amend the assurances in its 2012-2013 application for Title I, Part A funds to reinforce the following expectation for Title I districts:

The NJDOE is hereby assured that the applicant will satisfy the following:

- (1) In collaboration with its teachers and principals, begin or continue the process to develop, adopt, pilot, and implement, teacher and principal evaluation and support systems. The district will use an NJDOE-approved teacher and principal practice model/framework that will:
 - be used for continual improvement of instruction;
 - meaningfully differentiate performance using at least four performance levels;
 - use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Language Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
 - evaluate teachers and principals on a regular basis;
 - provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
 - be used to inform personnel decisions in subsequent years.

- (2) With input from families and community stakeholders, and consistent with State statute, regulation, and the district's collective bargaining agreement, implement the individualized school improvement plan for each Priority and Focus School in the district. The school improvement plans are attached to these assurances as Exhibits INSERT to INSERT. These school improvement plans are consistent with the Regional Achievement Team's recommendations based on the team's review of the school and consist of one or more of the turnaround interventions enumerated below. By signing these assurances and accepting Title I funds, the district agrees to

Appendix A.6 - Amended Title I Assurance document

faithfully implement these interventions with assistance from the district's Regional Achievement Center:

- providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership, or demonstrating to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum, and budget;
- ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; (2) preventing ineffective teachers from transferring to these schools; and (3) providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems and tied to teacher and student needs;
- redesigning the school day, week, or year to include additional time for student learning and teacher collaboration;
- strengthening the school's instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with State academic content standards;
- using data to inform instruction and for continuous improvement, including by providing time for collaboration on the use of data;
- establishing a school environment that improves school safety and discipline and addressing other non-academic factors that impact student achievement, such as students' social, emotional, and health needs; and
- providing ongoing mechanisms for family and community engagement.

Appendix 7 – Turnaround Interventions for Priority and Focus Schools

I. Differentiated Interventions for Schools

The Regional Achievement teams will conduct comprehensive school reviews focused on measuring school-level proficiency in the recently adopted school turnaround principles including: Principal Leadership, Instructional Quality, Quality of Standards -Based Curriculum, Effective Use of Data to Inform Instruction, Effective Staffing, School Climate and Culture, and Academically focused Family and Community Engagement. School review results will be used to target intervention supports which will be implemented and monitored by the Regional Achievement Team.

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Principal leadership	<ul style="list-style-type: none"> Removal of principal if they have served more than 2 years in the school Oversee and approve the process for hiring a new principal Instructional leadership PD 	<ul style="list-style-type: none"> Optional removal of principal Instructional leadership PD 	<ul style="list-style-type: none"> Improved instructional leadership 	<ul style="list-style-type: none"> School and state level student achievement measures determined by grade level in school 	<ul style="list-style-type: none"> Flexibility and support in scheduling, staffing and budgeting Instructional Leadership PD
Quality of instruction	<ul style="list-style-type: none"> Mutual consent of 100% of staff 	<ul style="list-style-type: none"> Mutual consent of staff in identified need areas 	<ul style="list-style-type: none"> 80% or above teachers rated effective (level 3 or 4) 	<ul style="list-style-type: none"> School and state level student achievement measures determined by grade level in school 	<ul style="list-style-type: none"> Effective teaching PD for teachers PD on monitoring and improving teacher effectiveness for all school leaders

Appendix 7 – Turnaround Interventions for Priority and Focus Schools

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Quality of standards-based curriculum, assessment, intervention system	<ul style="list-style-type: none"> Implement NJDOE-approved district curriculum, assessment & intervention system; OR Implement NJDOE model curriculum, assessment & intervention (2 or more grade levels behind) system 	<ul style="list-style-type: none"> Implement NJDOE-approved district curriculum & assessment system; OR Implement NJDOE model curriculum, assessment & intervention (2 or more grade levels behind) system 	<ul style="list-style-type: none"> 90% effective curriculum implementation 	<ul style="list-style-type: none"> School and state level student achievement measures determined by grade level in school 	PD for: <ul style="list-style-type: none"> Curriculum implementation Reading instruction (K-3) Intervention strategies for targeted populations Monitoring and improving curriculum implementation for school leaders
Effective use of data to improve student achievement	<ul style="list-style-type: none"> Full-time data specialist funded with school Title I funds Schedule in support of teacher teams using data to inform instruction 	<ul style="list-style-type: none"> Effective plan for using data targeted to school need areas OR Full-time data specialist funded with school Title I funds 	<ul style="list-style-type: none"> 80% of staff using data to inform instruction 	<ul style="list-style-type: none"> School and state level student achievement measures determined by grade level in school 	PD for: <ul style="list-style-type: none"> Teachers teams using data to inform instruction School leaders monitoring and improving the use of data to inform instruction

Appendix 7 – Turnaround Interventions for Priority and Focus Schools

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Effective staffing	<ul style="list-style-type: none"> • Mutual consent • No placement of Tier 1 and 2 teachers (2013 – 14) 	<ul style="list-style-type: none"> • Mutual consent • No placement of Tier 1 and 2 teachers (2013 – 14) 	<ul style="list-style-type: none"> • All Teaching positions filled with Tier 3 and 4 teachers 	<ul style="list-style-type: none"> • School and state level student achievement measures determined by grade level in school 	<ul style="list-style-type: none"> • PD on effective staffing practices (recruitment, hiring, retention of effective staff)
School Climate & Culture	<ul style="list-style-type: none"> • Culture & Climate Specialist funded through Title I 	<ul style="list-style-type: none"> • Principal receives targeted culture and climate support 	<ul style="list-style-type: none"> • Climate survey results • Student and Staff attendance • Discipline data 	<ul style="list-style-type: none"> • School and state level student achievement measures determined by grade level in school 	PD for: <ul style="list-style-type: none"> • Developing Effective climate and culture for learning • Increasing student engagement
Academically-focused family & community engagement	<ul style="list-style-type: none"> • Revised job descriptions with academic focus for family & community engagement staff • Required PD for family & community engagement staff 	<ul style="list-style-type: none"> • PD for family & community engagement staff in identified need area 	<ul style="list-style-type: none"> • Climate survey results on family & community engagement 	<ul style="list-style-type: none"> • School and state level student achievement measures determined by grade level in school 	PD for <ul style="list-style-type: none"> • Academically focused family & community engagement for teachers, staff and school leaders

Appendix 7 – Turnaround Interventions for Priority and Focus Schools

School Turnaround Principles	Improvement / Corrective Actions		Performance Targets	Student Achievement Targets	Support Services Provided by NJDOE
	Priority Schools	Focus Schools			
Redesigning school time	<ul style="list-style-type: none"> • School schedule supports required intervention PD • School schedule supports required teacher collaboration • School schedule supports students in need of more time for learning 	<ul style="list-style-type: none"> • Extra learning time is available for students in the targeted population 	<ul style="list-style-type: none"> • Individual intervention targets are met as a result of school staff attending quality PD sessions or school staff having time for collaboration 	<ul style="list-style-type: none"> • School and state level student achievement measures determined by grade level in school 	PD for flexible schedule design

Appendix 7 – Turnaround Interventions for Priority and Focus Schools

Additional Considerations:

If a school review indicates that a given school performs poorly in all seven School Turnaround Principals the Regional Achievement Team will prioritize interventions for year one in the following areas: School Climate & Culture, Principal Leadership, Quality Instruction and Quality Curriculum. In year two the Regional Achievement Team will implement interventions in the Use of Data to Inform Instruction, Effective Staffing and Academically focused Family and Community Engagement. This plan allows struggling schools to receive an aligned set of interventions in year one that will support effective implementation of the second set of interventions completed in year two. Schools that fail to perform at required levels by the third year of Regional Achievement Team support will be placed in the Commissioners District.

This plan requires that the NJDOE develop or adopt a model curriculum aligned to common core standards that defines student learning objectives, includes rigorous formative and summative assessments, defines an intervention plan for students two or more grade levels below in reading or math, includes model lessons and is supported by quality professional development.

This plan requires a third party be engaged to develop and deliver:

- Instructional leadership professional development for principals
- Effective teaching professional development for teachers and all school leaders
- School Climate and Culture professional development for teachers and all school leaders
- School leader practices for effectively monitoring and leading the improvement of instruction, curriculum implementation as well as school climate and culture initiatives

Should new Principals have coaches in addition to the supports already listed?

Appendix 7 – Turnaround Interventions for Priority and Focus Schools

Recommended Staffing for Regional Achievement Team: In addition to performing the School Reviews designed to measure school-level proficiency in the School Turnaround Principals the Regional Achievement Team will be responsible to monitor and take appropriate actions to continually improve the interventions designed to address school needs.

- 1) 1-2 principal leadership specialist to facilitate the provision of and monitor the effectiveness of instructional leadership professional development
- 2) 1 instructional specialist to facilitate the provision of and monitor the effectiveness of effective teaching professional development
- 3) 4 Content area specialist to facilitate the provision of and monitor the effectiveness of curriculum implementation: 1 elementary literacy, 1 secondary literacy, 1 mathematics, 1 science
- 4) 1 data specialist to facilitate the provision of and monitor the effectiveness of data coaches placed in schools
- 5) 1 climate and culture specialists to facilitate the provision of and monitor the effectiveness of the climate and culture specialists placed in schools
- 6) 1 family and community engagement specialist to facilitate the provision of and monitor the effectiveness of engagement strategies as delivered by school level engagement staff
- 7) 3-4 staffing specialists to assist Regional Achievement Teams as needed

INTERIM REPORT

NEW JERSEY EDUCATOR EFFECTIVENESS TASK FORCE

March 1, 2011

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EXECUTIVE SUMMARY

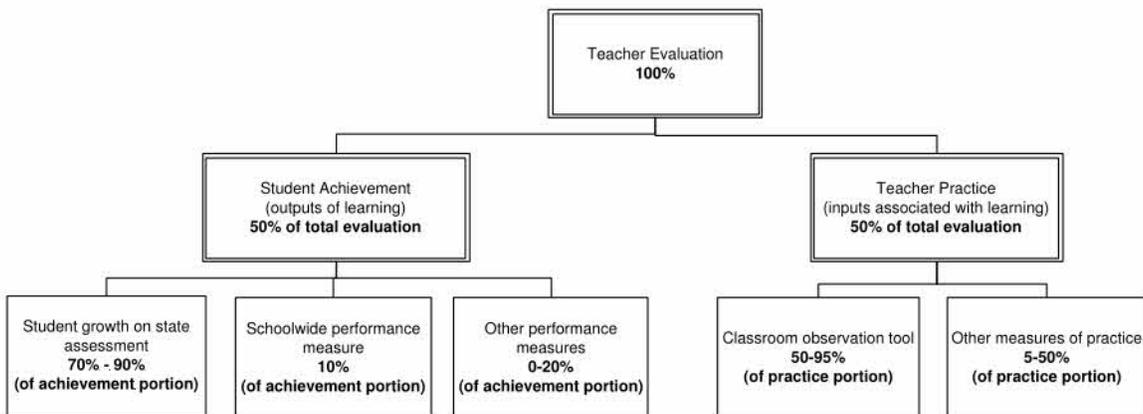
The Task Force report presents recommendations for improving student achievement in New Jersey by revamping our educator evaluation system. Our recommended system is based on the knowledge that educator effectiveness is the most important in-school factor for improving student achievement. New Jersey, like the vast majority of other states, does not have an evaluation system that accurately differentiates the effectiveness of educators. High-quality evaluation systems for our teachers and principals will enable districts and the state to vastly improve personnel decisions, such as the awarding of tenure and the setting of compensation levels, and drive significant improvements in student learning.

The report consists of four sections: teacher evaluations, principal evaluations, conditions for success, and next steps.

Teacher Evaluations

In the first section, the Task Force recommends the development of a new teacher evaluation system that is based entirely on student learning; that is, all measures used to assess effectiveness should be linked to achievement. Initially, it would comprise equal parts teacher practice (inputs) and direct measures of student achievement (outputs). Over time, however, the Task Force encourages the state to increase the percentage of the evaluation contributed by measures of student achievement.

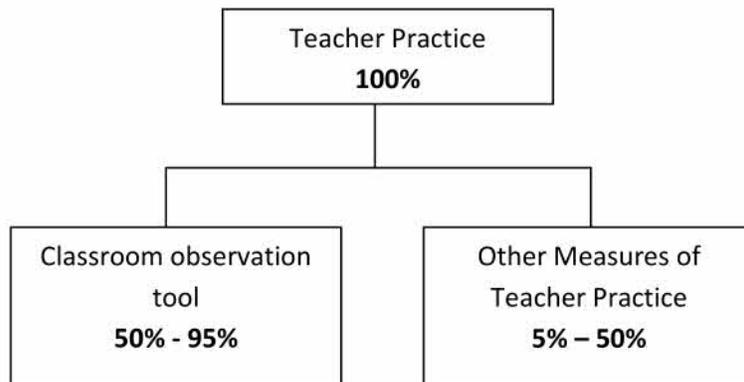
Recommended Framework for the New Teacher Evaluation System



Measures of Teacher Practice

The measures of teacher practice should be based on clear performance standards that define effective teaching. The Task Force recommends that New Jersey use the new national core standards, reviewed and adapted as needed, as the basis for teacher evaluations.

Once clear standards have been established, measurement tools are needed to collect and review evidence to determine if teachers are meeting the standards. The Task Force recommends that all districts use one high-quality state-approved observation protocol and at least one additional state-approved tool to assess teacher practice.



Because observation can be such a comprehensive tool for gathering information, the Task Force recommends that it alone comprise at least half of the weight within the teacher practice section, accounting for 50%-95% of this component. We recommend that every district use at least one additional measurement tool, and that each of these tools comprise at least 5% of the teacher practice component, but not more than 50% in combination.

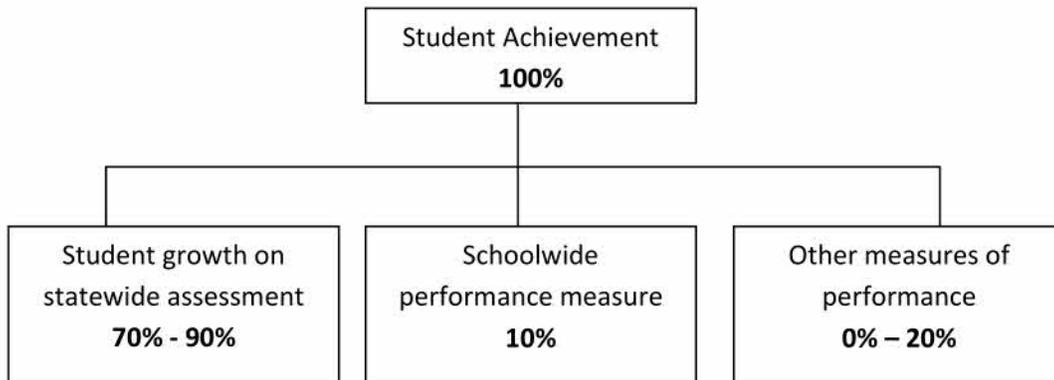
The New Jersey Commissioner of Education should develop a list of approved observation protocols and measurement tools from which districts may choose. The state may also consider developing a waiver process so districts have the opportunity to submit for approval a measurement tool that has not yet been accepted by the state.

The state’s review and approval of measurement tools and their protocols will assure that they are sufficiently rigorous, valid, and reliable for measuring teacher effectiveness, and that all teachers are held to the same high standards. Providing districts some flexibility to create their own measurement tools will encourage innovation and experimentation in this area.

Measures of Student Achievement

Fifty percent of a teacher’s evaluation should be based on direct measures of student achievement as demonstrated by assessments and other evaluations of student work. The Task Force recommends that the student achievement portion of the evaluation comprise two required components and one optional component. The largest required component (70% - 90%) would be an individual teacher’s contribution to his/her students’ progress on a statewide assessment. The other required component would be a state-approved schoolwide

performance measure (10%). A third, non-required component, would be another measure of performance (0% - 20), also State-approved.



Measures of student growth

Growth measures are preferable to attainment measures because they account for a student's academic starting point and give credit for progress made during the school year. The state will be able to generate growth scores in fall 2011. By fall 2012, the State will be able to tie growth scores to teachers.

However, because not all subjects and grades have statewide assessments, growth scores can be computed for a limited number of teachers. The Task Force recommends that the state develop assessments capable of generating growth scores in as many additional subjects and grades as appropriate and financially feasible so growth scores can be calculated for more teachers. This work can be done in partnership with districts, teachers, subject matter experts, and others.

Schoolwide performance measure

The Task Force recommends that a total school performance measure comprise 10% of the student achievement portion. This measure could be a schoolwide aggregation of all students' growth on state assessments. Alternatively, teachers could share credit for meeting a school-specific goal. A school-specific goal would reflect an area of need identified by the school or district and approved for use by both the Commissioner and district superintendent.

Other measures of student performance

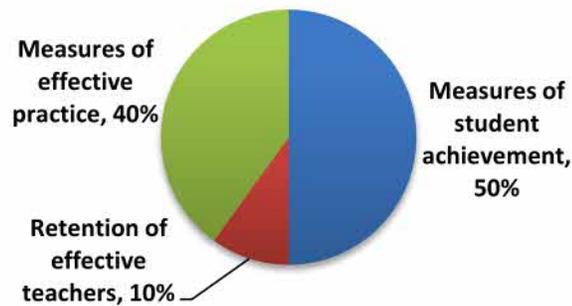
The Task Force recommends that districts be permitted to choose one or more additional measures of student achievement from a list of state-approved measures. Such measures might include student performance on nationally normed assessments or State-mandated end-of-course tests. These measures could comprise up to 20% of the achievement portion of the evaluation.

Leader Evaluations

The Task Force recommends that the principal evaluation comprise the following components and weights:

- Measures of effective practice: **40%**
- Differential retention of effective teachers (hiring and retaining effective teachers and exiting poor performers): **10%**
- Measures of student achievement: **50%**

Components of Principal Evaluations



Measures of Leadership Practice

The Task Force recommends that New Jersey adopt the updated Educational Leadership Policy Standards: ISLLC 2008.¹ The ISLLC standards have been adopted by most states, are widely accepted by the profession, and serve as a credible and useful foundation for principal evaluations.

The Task Force recommends that the Commissioner develop or adopt statewide performance indicators to establish clear and consistent expectations for all principals. Districts should be able to choose the data sources and tools they wish to use from a list of state-approved rubrics, templates, and tools. The Commissioner may also develop a waiver process for districts to submit locally developed tools to the state for approval.

Retention of Effective Teachers

The principal's success in building and maintaining a high-quality faculty is critical to school success. Differential retention of effective teachers means hiring and retaining effective teachers and exiting poor performers. The Task Force recommends that differential retention of effective teachers contribute 10% of the principal evaluation.

The following indices should be used to measure differential retention:

- Principal's effectiveness in improving teacher effectiveness (i.e., growth of teachers' ratings)
- Principal's effectiveness in recruiting and retaining effective teachers
- Principal's effectiveness in exiting ineffective teachers

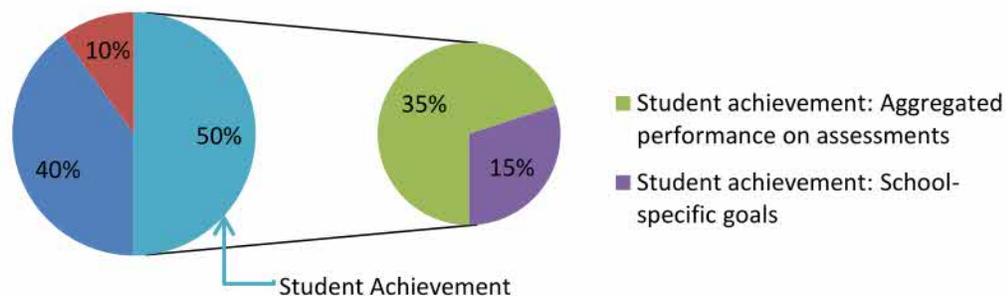
¹ New Jersey uses an older version of the ISLLC standards, adopted in 2003 and based on 1996 ISLLC standards, to accredit leadership preparation programs, license school leaders, and approve professional development activities.

It is critical to note that principals can only be judged against this measure if they are given a clear role in teacher hiring, organizing professional development, dismissing ineffective teachers, and more.

Measures of Student Achievement

The Task Force recommends that a principal's evaluation be based substantially on empirical measures of student learning. We have identified two different measures of achievement that should be included in the principal's evaluation: aggregated student growth on standardized assessments and "school-specific goals."

**Components of Student Achievement
Portion of Principal Evaluations**



The Task Force recommends that principals be evaluated on the aggregated growth of all students on statewide assessments for all subjects and grades. This measure should comprise 35% of the total evaluation. The Task Force recommends that every principal also be measured on at least one school-specific goal, such as high school graduation rate increase. A school-specific goal would reflect an area of need identified by the school or district and should be approved by the Commissioner of Education. This measure or combination of measures would comprise 15% of the total evaluation.

Conditions for Success

The Task Force believes that in order to maximize the positive influence of these new evaluation frameworks, the State should simultaneously pursue a number of related policies and activities. These "Conditions for Success," will lay the foundation and build the support structure for this new system. This list of issues to consider include the following: training for those conducting observations, informing educators of the new system's components and implications, ensuring high-quality data systems, continuously monitoring the system's effects after implementation, and more.

Next Steps

The Task Force has identified a number of additional activities to be pursued over the next several months. This includes soliciting feedback from the State Board of Education and other education experts and stakeholders; further study of appropriate performance measures for teachers of special populations and non-tested subjects and grades; and developing recommendations for implementing the new evaluation system, including the possible use of pilots.

INTRODUCTION

In recent years, policymakers and other education stakeholders have pursued a wide array of strategies designed to improve academic outcomes, especially for our most disadvantaged children. Of these, efforts to improve educator effectiveness have been among the most prominent, popular, and important.

For decades we have known that a number of out-of-school factors, most notably poverty, can substantially depress student learning. But research has shown conclusively that teachers and principals have the ability to overcome these obstacles and help all students achieve at high levels.

The impact of our most effective teachers is remarkable. Studies have shown that if we were to give at-risk students access to our highest-performing teachers, we could close the achievement gap, helping deliver on our nation's promise to provide equal opportunity to all. But the data also show that if a child is placed in the classrooms of a series of ineffective teachers, he/she will struggle mightily to recover academically and may never catch up.

The cornerstone of any broad initiative to improve educator effectiveness is an evaluation system that accurately measures our educators' influence on student learning. Evaluations that fail to account for differences in effectiveness are unfair to families and their children.

But they are also unfair to the adults working in our schools. These professionals will never receive the respect they deserve if we continue to treat teachers and administrators like machines on an assembly-line instead of the highly skilled professionals that they are.

The purpose of this report is to help New Jersey create a new system for evaluating teachers and principals that leads to substantial and lasting improvements in public education. Such a system will provide actionable information to schools, parents, taxpayers, and policymakers. As a consequence, the state will be better positioned to help educators improve, rethink compensation plans, reform tenure, and much more.

Guiding Principles

The recommendations of this Task Force flow from three guiding principles. The first is that the needs of students are paramount.

Public education cannot function without adults, and changes to the system inevitably affect their day-to-day work and long-term careers. We must keep this in mind and be sensitive to its implications.

But public education exists for the benefit of children. It is society's means of ensuring that all children have the chance to reach their full potential and lead healthy, productive, and satisfying lives. We believe that the reforms recommended here are good for both children and

adults. But we understand that some elements of this report may generate opposition from adult-oriented interest groups. We believe that when the interests of adults and the interests of children don't align it is our duty to side with the latter.

The second principle relates to our belief that all children can achieve at the highest levels. Some contend that a child's neighborhood, race, and family income amount to destiny—that we can only expect so much from public schools because external forces are determinative. This would suggest that an educator evaluation system based on student achievement is unfair because teachers and principals would be held to account for something over which they have no control.

We believe that the purpose of public education is to lead all students to high levels of achievement no matter where they begin.

Our third principle is our belief in the efficacy of educators. We believe that educators, equipped with the right skills, knowledge, and dispositions and given the proper supports, have the power to inspire, engage, and broaden the life opportunities of students.

The evaluation system recommended in this report reflects these convictions.

Finally, we would not argue that our plans are perfect, only that they will substantially improve the status quo. Similarly, we do not argue that this report should be the final word, but the beginning of a long-avoided conversation.

Process

Governor Christie established the Education Effectiveness Task Force through a September 28, 2010 Executive Order. Nine members, with experience in and knowledge of education policy, administration, and teaching were selected (members are listed in the Appendix) on October 28, 2010.

The Task Force was charged with recommending an educator evaluation system based on measures of effectiveness. According to the Executive Order, its recommendations must include measures of student achievement (representing at least 50% of the evaluation); demonstrated practices of effective teachers and leaders; and weights for the various components.

An initial report was mandated by March 1, 2011. After the submission of the report, the Task Force is to receive comments from the public, stakeholders, and the State Board of Education and to review and revise its recommendations.

To complete its work, the Task Force, with the support of staff from the Department of Education, reviewed the latest research on educator evaluations, examined systems in use both in-state and nationally, and studied a range of issues related to the development of high-quality

evaluation systems, such as observation protocols, growth measures, and special education considerations. The Task Force met 12 times between November 16, 2010 and March 1, 2011.

A full list of the resources utilized by the Task Force, including presenters and written materials, is included in the Appendix.

Report Outline

The report is composed of four sections. The first offers recommendations for a new teacher evaluation system. It includes two subsections, one for measures of teacher practice; the other for measures of student achievement.

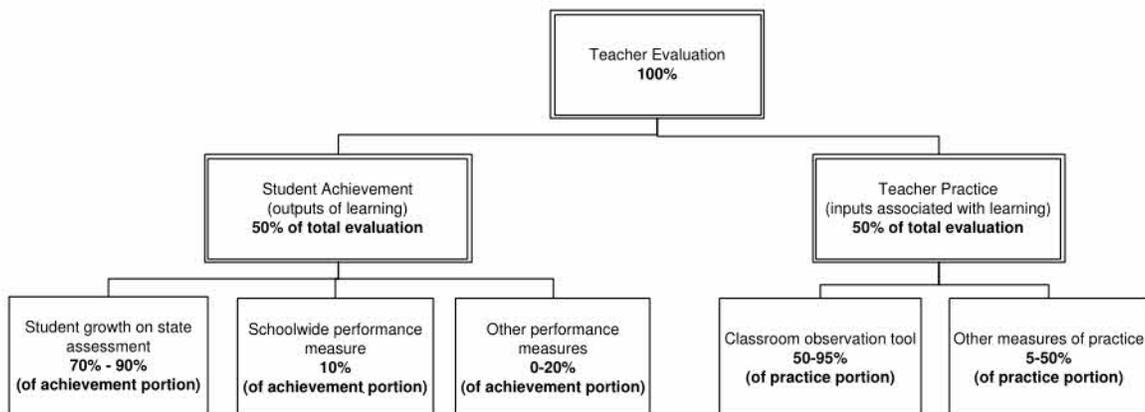
The second section offers recommendations for a new principal evaluation system. It has three subsections dedicated to measures of practice, retention of effective educators, and student achievement, respectively.

The third section includes a set of recommendations regarding additional considerations. Through our work, the Task Force developed a great appreciation for the broad infrastructure needed to build high-quality evaluation systems. We highlight a number of issues, such as the need for additional assessments and expanded administrator training, that the state might consider alongside our other recommendations.

The final section is on next steps. The Task Force has identified a number of activities to pursue in the months to come to help further advance the cause of improved educator evaluations.

SECTION I: TEACHER EVALUATIONS

Recommended Framework for the New Teacher Evaluation System



Purpose of an Educator Evaluation System

Teachers have a powerful influence on student learning. No in-school factor has a greater bearing on achievement than the effectiveness of the adult in front of a classroom. Though out-of-school factors certainly exert a significant influence, for years we have known that teachers can help even the most disadvantaged students excel.

A high-quality evaluation system has the power to accurately assess the effectiveness of teachers and differentiate between those excelling and those struggling. In this way, an evaluation system can be the foundation for a wide range of critical personnel decisions. If we have reliable information on effectiveness, districts and the state can make highly informed decisions related to hiring, tenure, compensation, dismissal, and more.

And when used properly, a strong evaluation system will also help educators become more effective.²

It will help clarify expectations. Teachers will know what behaviors, practices, and results are expected and by what metrics they will be evaluated.

² For more on this subject, see the discussion in DC IMPACT:
[http://dc.gov/DCPS/Learn+About+Schools/School+Leadership/IMPACT+\(Performance+Assessment\)](http://dc.gov/DCPS/Learn+About+Schools/School+Leadership/IMPACT+(Performance+Assessment))

It will provide meaningful feedback. Results from observations, test scores, and more will clearly delineate strengths and weaknesses and provide a path for improvement.

It will facilitate collaboration. By providing a common evaluation framework and language, the system will enable educators to work together, within and across schools, to improve their collective work.

It will improve and target professional development. A strong evaluation system will indicate areas for improvement, enabling schools, districts and the state to develop improved professional development opportunities and ensure that each teacher receives training that matches her needs.

In these ways, an effective evaluation system will help earn the trust and support of teachers. They will know that the system isn't in place merely to declare winners and losers; it exists to help teachers improve their capacity to help students succeed.

The Task Force recommends that as it develops a new teacher evaluation system, the State ensures that it succeeds on both fronts: assessment and development.

Essential Features

Through our research, we have noted that the most compelling evaluation systems share a number of key characteristics. These features contribute to the fairness and transparency of evaluations and, most importantly, help ensure that they are highly correlated with and, therefore, help drive gains in student achievement.

The Task Force recommends that a new teacher evaluation system adhere as closely as possible to the follow principles:

- The system should be based on clear standards that describe the characteristics of effective and ineffective teaching.
- The standards and evaluative criteria should reflect a high level of rigor, meaning the system has the highest expectations for all teachers and students.
- To the greatest extent possible, the system should have a uniform design so measures are consistent across districts and within schools.
- The system should allow for differences in teaching positions (performing arts, career tech, special education, for example, do not lend themselves to the same types of assessments as math and science).
- The system should make use of multiple measures or data sources so an array of evidence is utilized when assessing a teacher's effectiveness.
- Care should be given to ensuring that the measures assess educator effectiveness with reasonable accuracy (validity) and generate consistent results across different raters and contexts (reliability).

- Those implementing the evaluation system must faithfully adhere to the system’s measurement process, including the collection of data and the observation of teachers.

Summative Rating Categories

The Task Force recommends that the new system have four summative categories: Highly Effective, Effective, Partially Effective, and Ineffective. The number of rating categories should be large enough to give teachers a clear picture of their performance, but small enough to allow for clear, consistent distinctions between each level and meaningful differentiation of teacher performance³.

³ “Teacher Evaluation 2.0,” p. 7, The New Teacher Project, 2010.

MEASURES OF TEACHER PRACTICE

Definition of effective teaching

Most evaluations and personnel decisions have not adequately distinguished teachers of varying levels of effectiveness. In a robust evaluation system, effective teaching is defined by practices that contribute to student learning and empirical measures of student achievement.

The Task Force recommends that measures of effective teacher practice represent 50% of a teacher's evaluation.

Teaching Standards

Teaching standards serve as the foundation for teacher evaluations by outlining the professional responsibilities, behaviors, and expectations of teachers. New Jersey's current standards for teachers were adopted by the State Board of Education in 2003.

According to New Jersey regulations, the standards are used in the accreditation of teacher preparation programs, the recommendation of candidates for certification, and the approval of professional development programs. However, they have not been a required part of teacher evaluations.

The Task Force recommends that these standards serve as the basis for teacher evaluations in the state.

However, new draft core teaching standards have been developed by the Interstate New Teacher Assessment and Support Consortium (INTASC). Unlike the original 1992 INTASC standards that were designed for "beginning" teachers, these are intended as professional practice standards for use at different developmental stages of the teacher's career. They differ from the previous standards in several other ways: there is greater emphasis on the learner, greater knowledge and skill is expected around the use of assessment data to improve instruction and support learner success, and technology is infused throughout all the standards.

The Task Force recommends that the new national standards, when finalized, be carefully reviewed by the state and considered for adoption. If New Jersey is to have a robust, trusted, and transparent evaluation system, it must be grounded in a widely acknowledged and respected set of standards.

Summary of the Draft Model Core Teaching Standards

	Standard	Description
The Learner and Learning	1. Learner Development	The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
	2. Learning Differences	The teacher uses understanding of individual differences and diverse communities to ensure inclusive learning environments that allow each

		learner to reach his/her full potential.
	3. Learning Environments	The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.
Content	4. Content Knowledge	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.
	5. Innovative Applications of Content	The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues
Instructional Practice	6. Assessment	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to inform the teacher's ongoing planning and instruction.
	7. Planning for Instruction	The teacher draws upon knowledge of content areas, crossdisciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.
	8. Instructional Strategies	The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information
Professional Responsibility	9. Reflection and Continuous Growth	The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.
	10. Collaboration	The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.

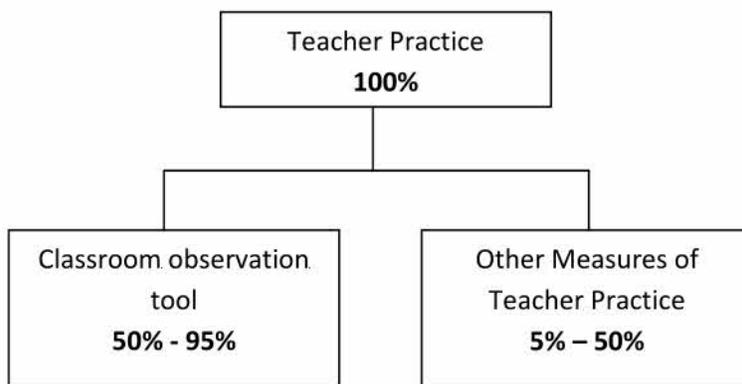
Measurement Tools

Once clear standards have been defined for an evaluation system, measurement tools are needed to collect and review evidence to determine whether teachers are meeting the standards. These measurement tools must be valid (the capacity to measure what they are intended to measure) and reliable (the capacity to measure accurately and consistently).

The Task Force recommends the use of a high-quality observation protocol and at least one additional measurement tool to assess teacher practice. The Commissioner should develop a list of approved measurement tools and protocols from which districts can choose. In addition, the Commissioner should develop a waiver and review process through which districts could submit alternative tools for approval.

The state review and approval of measurement tools and their protocols will assure that they are sufficiently rigorous, valid, and reliable while also providing districts flexibility to innovate and develop their own tools.⁴

Because observation can be such a comprehensive tool (it is able to cover most teaching standards), the *Task Force recommends that it alone comprise at least half of the weight within teacher practice, accounting for 50%-95% of this portion. We further recommend that every district use at least one additional measurement tool and that each of these tools comprise at least 5% of the teacher practice score, but not more than 50%.*



Classroom Observations

Observation protocols are the most common tool for measuring teacher practice, but how thoroughly and frequently they are conducted and what they evaluate vary widely. Observations are required in New Jersey, and they are used in all the model systems we reviewed.

Some of the model systems have created their own observation protocols (e.g., DC IMPACT and Harrison, Colorado) and some have adopted existing observation protocols (e.g., Delaware uses Danielson’s Framework for Learning). Essential elements of successful observation practices include well-trained observers, a high-quality rating rubric, and the faithful administration of the selected protocol.

The Task Force recommends a minimum of four observations a year, as well one annual summative evaluation for all teachers. Successful districts often conduct frequent observations and provide feedback to the teachers on a regular basis. In Washington, DC, every teacher has five formal observations per year, and in Harrison, Colorado, every teacher has at least four spot observations (between 10-15 minutes each); probationary teachers have eight.

⁴ The Bill and Melinda Gates Foundation in collaboration with many prominent research organizations are in the process of testing a wide array of measurement tools in the Measuring Effective Teaching project: <http://metproject.org/>

There are numerous observation protocols in use and many are well grounded in research. Among the most well-known is Charlotte Danielson’s “Framework for Teaching,” which is currently used by more than 30% of New Jersey districts.

Additional Tools

We recommend that the Commissioner develop a list of approved additional tools from which districts can choose. Potential options include the following.

- Documentation logs/portfolios: Logs or portfolios can provide evaluators with information about student learning that might not be uncovered by assessments or standard in-class observations. Teachers can collect artifacts showing how well their practices adhere to performance standards (e.g., planning and preparation, lesson plans, student assignments). If these tools are utilized, the state and districts should take care to ensure that the material collected is truly representative of the teacher’s work.
- Student surveys: Students have a unique and valuable perspective on classroom environment and their teachers’ effectiveness. Studies have found that the results of student surveys can be tightly correlated with student achievement results. Persuasive evidence can be found in the Gates MET study, which uses a survey instrument called Tripod.⁵ It asks students if they agree or disagree with statements about their classroom’s instructional environment, such as:

“My teacher knows when the class understands and when we do not.”

“My teacher has several good ways to explain each topic that we cover in class.”

“My teacher gives me useful feedback that helps me improve.”

- Assessments of teachers’ pedagogical content knowledge: The MET study is also testing the use of assessments developed by ETS to measure a teacher’s ability to recognize and diagnose students’ misunderstandings of lessons. The assessments measure teachers’ general, specialized, and pedagogical content knowledge. If these assessments, or others, are found to be valid measures of teacher effectiveness, the Department should consider including them as an approved tool.

Reviewers

Any evaluation system that emphasizes the value of teacher practice will inevitably increase the demands on principals and other administrators; observations and other reviews of teacher work require significant investments of time. The Commissioner might consider addressing this issue through the use of the following models, which have the potential to both reduce the burdens placed on administrators and generate stakeholder support.

⁵ *Learning about Teaching: Initial Findings from the Measures of Effective Teaching Project*, Bill and Melinda Gates Foundation, 2009.

Peer Assistance and Review (PAR)

PAR was created to be a collaborative assessment process, with peer teachers and a greater emphasis on professional development. The program identifies underperforming teachers and provides them with a supportive yet consequential professional improvement plan. Teachers that participate in a PAR program relinquish their tenure rights. The following components of a PAR system are recommended:

- *A PAR Panel:* An oversight panel comprising both teachers and school leaders that provides assistance and makes decisions on dismissal. The panel members should be outside the bargaining unit so as to eliminate any possible conflicts of interest.
- *Consulting Teachers:* Educators also outside the bargaining unit that provide instructional support to teachers under review and collect data through observations. They report monthly on the progress of the teachers to the PAR Panel.

Based on information gathered through the review program, the PAR Panel makes recommendations to the principal and superintendent for both provisional and tenured teachers regarding contract renewal, recommendation for a second year in PAR, or contract termination.

Master Teachers

Several evaluation systems studied by the Task Force use “master teachers” (in addition to the principal) to conduct teacher reviews; DC IMPACT and the system developed by Colorado’s Harrison District Two are notable examples. The use of master teachers can be valuable because they can confirm the accuracy of a principal’s evaluation and offer teachers an additional set of suggestions for improvement.⁶ In both the referenced systems, the master teachers are from the district—not the teacher’s school.

⁶ In DC, master educators are expert practitioners who work at the district level. They conduct observations without prior knowledge of the scores given by principals. Over the course of one year, the principal conducts three formal observations and a master educator will conduct two. In Harrison school district, district-level observers review only those teachers at the very low and high ends of the rating scale. Principals conduct spot observations of instruction eight times each semester for probationary teachers and four times each semester for non-probationary teachers.

MEASURES OF STUDENT ACHIEVEMENT

The Task Force recommends that measures of student achievement initially comprise 50% of a teacher's evaluation in the new system. Over time, as the system is improved and gains support, we recommend that measures of student achievement grow to a larger portion of the evaluation.

Principles Guiding Recommendations

Use Multiple Measures

No single empirical measure can fully summarize a teacher's performance, so evaluation systems should use a number of measures to determine whether a teacher is effective.

A brief explanation of growth models

Growth models measure student progress. Such systems assess student performance at two points in time and generally control for factors such as previous performance or demographic characteristics.

Growth scores can be tied to teachers: in simple terms, if the students in a teacher's class make greater gains than similar students elsewhere, that teacher is credited with effectively raising student achievement.

Some say growth scores should not be used in evaluations. But based on our research, we believe that they provide important, if not perfect, information. When used in conjunction with other measures, growth can tell us a great deal. Despite limitations, these scores tell us *something*; that is, evaluations are better off using them than disregarding them altogether.

We recommend that the new system use growth alongside other measures and that the State work with testing experts to continually improve their validity.

Use Growth Models

Measuring attainment, for example whether a student reaches proficiency on a state assessment, doesn't take into consideration academic growth. Failing to account for progress is particularly unfair in the case of students who start a school year academically behind their peers.

Growth scores are a fairer and more accurate means of measuring student performance and teachers' contributions to student learning. In fact, over half of the states surveyed by the Council of Chief State School Officers (CCSSO)—24 out of 43—reported that they either already do or plan to use student growth in analyzing teacher effectiveness.⁷

The state will be using a growth model to measure student achievement on state assessments with data from 2009-2010. These scores will be released in fall 2011.

Use the Best Assessments Possible

The state does not have a single, comprehensive system of assessments covering all subjects and all grades.⁸ The new evaluation system should use the best assessments available to generate

⁷ *State Growth Models for School Accountability: Progress on Development and Reporting Measures of Student Growth*, 2010, by the Council of Chief State School Officers.

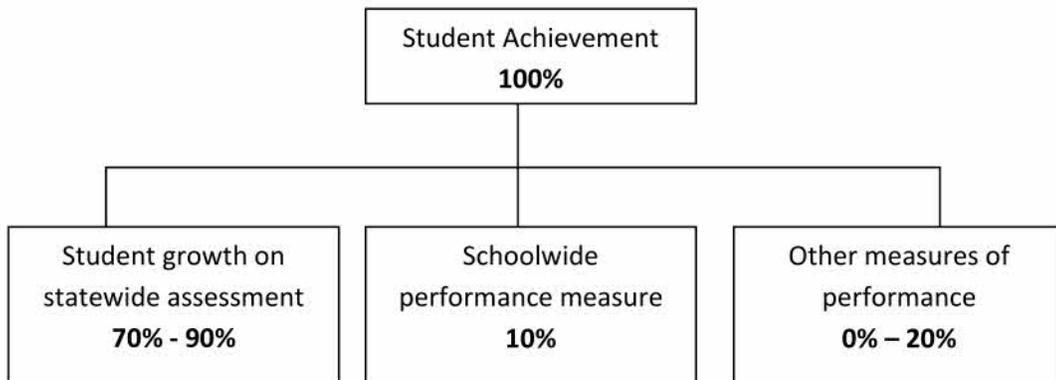
⁸ New Jersey conforms to the federal NCLB requirements that students be tested in math and language arts in grades 3-8, and once again in high school. Some science assessments are also required by the state.

empirical measures of student performance. Where possible, teachers should be evaluated using state standardized tests. For currently non-tested subjects and grades, the assessments used should be rigorous and comparable across classrooms and should measure learning growth.

Measures of Student Achievement

The Task Force recommends that the student achievement portion of the evaluation comprise two required components and one optional component. The largest required component would be an individual teacher’s contribution to her students’ progress on a statewide assessment. The other required component would be a schoolwide performance measure. A third, non-required component would be another measure of performance.

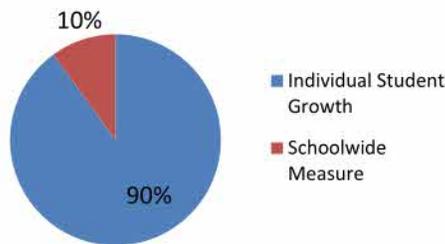
The schoolwide and non-required performance measures that districts could choose would be approved by the Commissioner to assure goals are appropriate and sufficiently challenging yet attainable. The Commissioner should also consider creating a waiver and review process by which districts could submit for approval some other performance measure to be used in the evaluation.



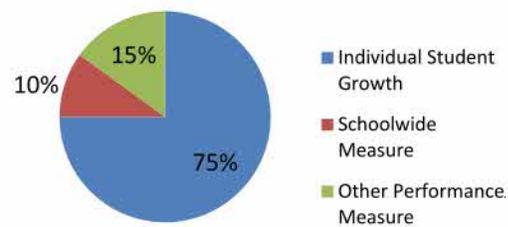
The Task Force recommends that each district be allowed to choose whether to use two or three components and have discretion over how to weight these components within the bands recommended here.

For example, District A may choose to use only the two required components. In that case, growth on the statewide assessment would comprise 90% and the schoolwide measure 10%. District B, however, may choose to use all three components, deciding to weight individual growth at 75%, the schoolwide measure at 10%, and another measure at 15%.

District A



District B



Individual Student Growth

The Task Force recommends that a teacher's student growth score make up the core of the student achievement section of her evaluation: 70% - 90% of the student achievement portion (or 35%-45% of the total evaluation).

Because not all subjects and grades have statewide assessments, currently growth scores can be computed for a limited number of teachers. For math and language arts/literacy in grades 4 – 8, these scores will be available in the fall of 2012.⁹

The Task Force recommends that the State work to develop standardized assessments in as many additional subjects and grades as appropriate so growth scores can be calculated for a growing number of teachers.

The Task Force recommends that the Commissioner approve the types of assessments that are acceptable for use in these areas in advance of the development of standardized assessments.

In some subjects, standardized year-end assessments may never be suitable (e.g., art, music, physical education, or career-tech fields). *In these cases, the Task Force recommends the use of other rigorous performance-based evaluations of student work. The use of re- and post- tests would be ideal so student growth, not merely attainment, can be gauged.*

A general rule embraced by the Task Force is that, within a district, different categories of teachers may be evaluated differently (e.g., gym teachers vs. 4th grade math teachers), but all teachers within a category should be evaluated using the same measures and weights.

Several states, such as Delaware, have assembled subject-specific groups of teachers and subject-matter experts to develop recommendations for addressing assessments in untested grades and subjects. New Jersey should consider convening similar groups. The groups of experts could provide guidance on how to develop new standardized assessments, how to measure growth before such assessments are available, and how to measure growth in subjects

⁹ The link between students' growth scores and individual teacher will be completed in Fall 2012.

where standardized assessments are inappropriate. This work can be done in partnership with districts, teachers, subject matter experts, and others.

Schoolwide Performance Measure (“Shared Attribution”)

The Task Force recommends that a total-school measure comprise 10% of the student achievement portion (or 5% of the total evaluation).

This measure could be a schoolwide aggregation of all students’ growth on state assessments. Alternatively, teachers could share credit for meeting a school-specific goal. A school-specific goal would reflect an area of need identified by the school or district and approved for use by both the Commissioner and district superintendent.¹⁰ The list of state-approved measures might include:

- High school graduation rate increase
- Promotion rates from 9th to 10th grade
- College matriculation rate increase
- Proficiency level increases for an underserved subgroup
- Advanced-level increases for the school or subgroups
- Student attainment level or proficiency increase on nationally normed or supplemental assessments (e.g., Iowa Test of Basic Skills, Stanford 9, International Baccalaureate, APA, SAT, ACT, early childhood)

The Task Force believes that the use of such shared attribution scores would focus all teachers on a school or district priority, thereby facilitating collaboration among educators and increasing the likelihood of accomplishing a major task.

Other Measures of Performance

The Task Force recommends that the Commissioner promulgate a list of state-approved student achievement measures. Interested districts would be permitted to choose a measure or measures from this list to comprise up to 20% of the student achievement portion of the evaluation (or up to 10% of the total evaluation).

Possibilities might include:

- Growth or attainment on a nationally normed tests (e.g., Iowa Test of Basic Skills)
- Growth or attainment on supplemental assessments (e.g., Stanford 9)
- State-mandated end-of-course tests (e.g., biology)
- Student achievement goals, also called “student learning objectives” (e.g., DC’s IMPACT system, Harrison, CO)¹¹

¹⁰ This concept came from IMPACT, DC’s Effectiveness Assessment System for School Leaders, 2010-2011.

¹¹ Teachers set goals for student growth, subject to certain parameters, with their principal’s approval. Teacher evaluation is based on students’ progress on the established goals, as determined by an end-of-the-year principal review using pre-determined assessments. While not comparable across classrooms, student learning objectives (SLOs) have been shown to be effective measures of student achievement growth.

Hypothetical Case: Scoring the Evaluation

Possible Component Ratings

4: Highly Effective

3: Effective

2: Partially Effective

1: Ineffective

Summative Rating Categories

4 – 3.25: Highly Effective

3.24 – 2.5: Effective

2.49 – 1.75: Partially Effective

1.74 – 1: Ineffective

- Grade- and subject-specific student outcomes (e.g., graduation/college acceptance rates)

Scoring

There are many different ways to combine the scores of the components of educator evaluations (e.g., the index system or panel approach). For example, since four summative rating categories are required, a district might choose to rate a teacher's performance on each component on a 1 – 4 scale, weight the components, and then sum the results.

So a teacher in District B who was found to be effective (a score of 3) on her students' growth scores (75% weight), partially effective (2) on her school's other performance measure (15%), and highly effective (4) on the schoolwide measure (10%) would earn for the achievement section:

$$(3 * .75) + (2 * .15) + (4 * .1) = 2.95 = \text{Effective}$$

This is just one of many ways to combine the component parts. *The Task Force recommends that the Commissioner develop guidelines and model scoring systems for districts to follow.*

SECTION II: SCHOOL LEADER EVALUATIONS

School leaders play a crucial role in raising student achievement. According to research, principal and teacher quality account for nearly 60% of a school's total impact on student achievement, with principals alone accounting for 25%. The influence of school leaders is so significant because of their enormous contributions to schoolwide success conditions. Key among these contributions are activities related to teacher effectiveness, such as hiring, professional development, evaluation, retention, and dismissal.

Furthermore, even though a single teacher can have a profound impact on student learning over the course of a year, that effect generally fades unless a student's subsequent teachers are equally effective.¹² In order for a student to have high-quality learning gains year after year, the entire school must have a culture that supports learning and that school must be populated by the most effective teachers. These conditions are only brought about by high-performing school leaders.

In New Jersey, school leaders include principals, assistant principals and supervisors. Each of these positions has unique responsibilities, and therefore each should be evaluated based on their performance of those responsibilities. The Task Force recommends that *all* school leaders be evaluated, but has developed specific evaluation recommendations only for principals in this report.

Purpose of Principal Evaluation

As is the case with teacher evaluations, the Task Force believes that the purposes of principal evaluations are two-fold: assessment and development. In order for a principal evaluation system to be truly successful it must accurately assess the current performance of a principal and provide feedback on where and how to improve.

Definition of Effective Leadership

A large body of research has identified the leadership practices that produce successful schools. Principal evaluation systems have used this information to varying degrees.¹³ But very few principal evaluation systems have held principals accountable for the academic outcomes of their students. It is only recently that reform-minded policy experts and education researchers have concluded that principal evaluations must include measures of both practice and student performance.

¹² "Principal Effectiveness: A New Principalship to Drive Student Achievement, Teacher Effectiveness, and School Turnarounds with Key Insights from the UEFTM" by New Leaders for New Schools, 2009

¹³ Source: The Evaluation of Principals: What and How do States and Districts Assess Leadership?; Ellen Goldring, Andrew Porter, et. al., 2008

A principal's work has direct and indirect influences on school success.¹⁴ Through the direct actions of hiring and retaining high-quality teachers, supporting their work, fostering a culture of student achievement, and more, the principal indirectly influences student achievement. Thus, for the principal, "...achieving results through others is the essence of leadership."¹⁵ Schools with high at-risk populations that exceed expectations share a common element: a strong leader committed to education.¹⁶

Summative Categories

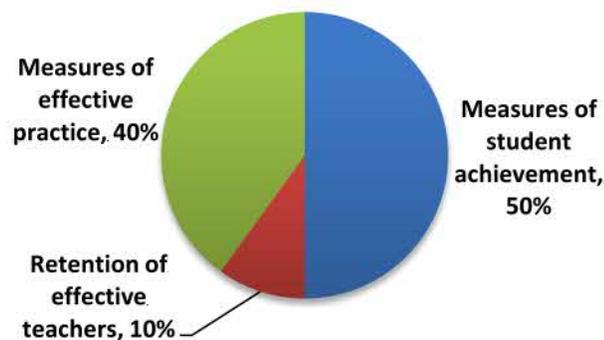
The Task Force recommends that the new principal evaluation system have the same four summative categories as the teacher evaluation system: Highly Effective, Effective, Partially Effective, and Ineffective.

The Components of Principal Evaluations

The Task Force recommends that the new principal evaluation comprise the following components with the following weights:

- Measures of effective practice: **40%**
- Differential retention of effective teachers (hiring and retaining effective teachers and exiting poor performers): **10%**
- Measures of student achievement: **50%**

Components of Principal Evaluations



¹⁴ One study conducted with the Dallas, Texas, Public Schools found "...that the quickest way to change the effectiveness of a school, for better or worse, is to change the principal" (Mendro, R.L. (1998). *Student achievement and school and teacher accountability*. Journal of Personnel Evaluation in Education, 12, pp. 263- 264.

¹⁵ Mendro, R.L., p. 39.

¹⁶ Cawelti, G. (1999). *Portraits of six benchmark schools: Diverse approach to improving student achievement*. Education Research Service.

MEASURES OF PRACTICE

Performance Standards

Before we can recommend how to evaluate principal effectiveness we must define the essential skills and responsibilities of an effective principal. This is the purpose of performance standards.

*The Task Force recommends that New Jersey adopt the updated and revised Educational Leadership Policy Standards: ISLLC 2008.*¹⁷ The Interstate School Leaders Licensure Consortium (ISLLC) standards have been adopted by most states, are widely accepted by the profession, and serve as a credible and useful foundation for principal evaluations.

New Jersey uses an older version of the ISLLC standards, adopted in 2003 and based on the 1996 ISLLC standards, to accredit leadership preparation programs, license school leaders, and approve professional development activities. However, they are *not* currently required by code for use in principal evaluation. Using the same standards across the continuum from preparation through practice will promote consistency and help drive systemic change.

The 2008 ISLLC standards provide high-level guidance and insight about the traits, functions of work, and responsibilities expected of school and district leaders, and are organized into six domains:

PERFORMANCE EXPECTATION 1: Vision, Mission, and Goals

Education leaders ensure the achievement of all students by guiding the development and implementation of a shared vision of learning, strong organizational mission, and high expectations for every student.

PERFORMANCE EXPECTATION 2: Teaching and Learning

Education leaders ensure achievement and success of all students by monitoring and continuously improving teaching and learning.

PERFORMANCE EXPECTATION 3: Managing Organizational Systems and Safety

Education leaders ensure the success of all students by managing organizational systems and resources for a safe, high-performing learning environment.

PERFORMANCE EXPECTATION 4: Collaborating with Families and Stakeholders

Education leaders ensure the success of all students by collaborating with families and stakeholders who represent diverse community interests and needs and mobilizing community resources that improve teaching and learning.

PERFORMANCE EXPECTATION 5: Ethics and Integrity

Education leaders ensure the success of all students by being ethical and acting with integrity.

¹⁷ Revised ISLLC standards were adopted through the Council of Chief State School Officers (CCSSO) as model standards in 2008. ,

PERFORMANCE EXPECTATION 6: The Education System

Education leaders ensure the success of all students by influencing interrelated systems of political, social, economic, legal, and cultural contexts affecting education to advocate for their teachers' and students' needs.

The Task Force recommends that the domains within the standards be weighted equally by all districts throughout the state. When research identifies which domains are most highly correlated with school success, this issue should be reconsidered.

Performance Indicators

Performance indicators provide descriptions of observable or demonstrable behaviors for each standard. That is, the performance indicators describe the types of performance that will occur if a standard is being met successfully.

New Jersey has not adopted a set of performance indicators for each standard, leaving to individual interpretation what specific actions and results are expected from an effective principal. New Jersey is not alone in this. A flurry of activity is now underway across the nation as states work to develop principal evaluation systems aligned to clear standards and performance indicators.

A handful of principal evaluation systems, complete with evaluation instruments and tools, already exist (e.g., McREL's Principal Evaluation System, New Leaders for New Schools Leadership Rubric, the New Jersey Principals and Supervisors Association's *Teacher and School Leader Evaluation Standards and Data Sources*). Some states and district have created systems of their own (e.g., DC IMPACT, Harrison, Colorado, and Rhode Island). The Task Force has reviewed many of these systems.

The Task Force recommends that the Commissioner develop a set of performance indicators or adopt existing performance indicators for the state. The state should also establish a waiver process by which districts could develop rigorous, comparable performance indicators that meet guidelines established by the Commissioner.

Evidence of Performance

No single data source can adequately capture the complexities of a school leader's work. A holistic view of professional practice and performance is needed. *The Task Force recommends that the principal evaluation include multiple data sources for gathering evidence of performance.*

We further recommend that the evaluation include the following data sources:

- Observations of instructional meetings, faculty meetings, professional learning communities, and other activities in which principals should be deeply engaged; such observations should be conducted by the superintendent or a designee and occur twice per year, at minimum.

- Annual surveys of teachers and families to assess school culture, learning climate, community engagement and other key elements.
- Document logs or portfolios (prepared by the principal) that provide evidence of success associated with the standards; interviews to review portfolios should occur twice per year.¹⁸
- Evidence of the principal’s progress toward meeting district goals; assessment should be conducted twice per year.

The Commissioner may consider approving other data sources that may be used by districts, for example 360 degree survey tools (e.g., VAL-Ed).¹⁹

Evaluation Tools

The Task Force recommends that the Commissioner develop a list of approved rubrics, templates and tools that have been validated for use in leader evaluation, and develop a review process for districts to submit their own locally developed tools for review and approval.

Requiring each district to use state-approved measurement procedures and data collection protocols will enhance clarity, increase fairness, and ease inter-district comparisons. Should the NJDOE select only one set of tools for use across the state, it would provide a common language for evaluation and provide the opportunity for realizing economies of scale, especially for professional development.

Evaluators and Frequency of Evaluations

The Task Force recommends that principal evaluations be performed by superintendents or their appropriately trained designees. Thorough training should be provided to the evaluators so that the review process is implemented in a rigorous and consistent manner.

The Task Force recommends that reviews of leadership practice occur at least twice per year. This will enable principals and their evaluators to engage in constructive conversations that provide the opportunity for principals to make needed adjustments.²⁰ *In addition, an annual summative evaluation should occur at the end of the year.*

¹⁸ In current code, a professional growth plan is required for all principals. This plan should be based on the professional growth goals established as a result of the evaluation.

¹⁹ VAL-ED:

<http://www.wallacefoundation.org/KnowledgeCenter/KnowledgeTopics/CurrentAreasofFocus/EducationLeadership/Documents/VAL-ED-Technical-Manual.pdf>

²⁰ In DC’s IMPACT evaluation system, instructional superintendents evaluate principals twice each year, which guarantees regular formative feedback. However they are expected to be in their principals’ schools *at least* once every two weeks.

RETENTION OF EFFECTIVE TEACHERS

The principal's success in building and maintaining a high-quality teaching staff is critical to the success of the school. Differential retention of effective teachers means hiring and retaining effective teachers and exiting poor performers. *The Task Force recommends that differential retention of effective teachers contribute 10% of the principal evaluation.*

The following indices should be used to measure differential retention of effective teachers:

- Principal's effectiveness in improving teacher effectiveness (i.e., growth of teachers' ratings)
- Principal's effectiveness in recruiting and retaining effective teachers
- Principal's effectiveness in exiting ineffective teachers

The Task Force recommends that principals be empowered with the role of human capital manager. It is critical to note that principals can only be judged against this measure if they are given a clear role in teacher hiring, organizing professional development, dismissing ineffective teachers, and more. Current New Jersey law states that superintendents are responsible for most of these personnel decisions. To make the individual school accountable for its student achievement outcomes, the school principal must be given more control over the inputs. The Commissioner should develop policies to ensure principals and superintendents have responsibility for personnel decisions.

As previously discussed, teacher effectiveness is the most important in-school factor related to student achievement, and principals influence teacher effectiveness by providing instructional leadership and through their personnel decisions.

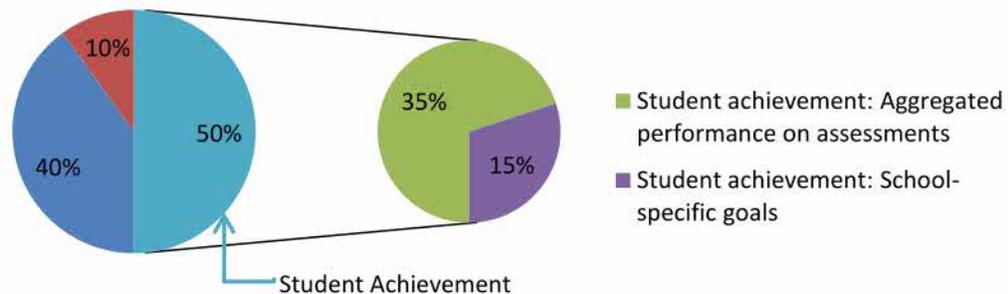
MEASURES OF STUDENT ACHIEVEMENT

A principal's primary indicator of success is the improvement of student achievement throughout her school. Accordingly, a principal's evaluation should be based substantially on empirical measures of student learning.

As discussed above, a principle guiding our recommendations is the use of multiple measures overall and within the student achievement category. The use of multiple measures will provide a district a number of angles by which to inspect principal performance, and it will broaden the list of performance indicators on which the principal, and therefore her faculty, will focus.

The Task Force has identified two different measures of achievement that should be included: aggregated student growth on standardized assessments and "school specific goals."

Components of Student Achievement Portion of Principal Evaluations



The Task Force recommends that principals be evaluated on the aggregated growth of all students on statewide assessments (all subjects and grades). This measure should comprise 35% of the total evaluation (or 70% of the achievement portion of the evaluation). The state's development of end-of-year assessments across a broader swath of subjects and grades will facilitate the availability of a larger number of growth scores, providing a fuller measure of the school's overall performance.

The Task Force recommends that every principal also be measured on at least one school-specific goal.²¹ A school-specific goal would reflect an area of need identified by the school or district and should be approved for use by both the Commissioner and district superintendent. This measure or combination of measures would comprise 15% of the total evaluation, or 30% of the student/school performance portion of the evaluation.

²¹ This concept came from IMPACT, DC's Effectiveness Assessment System for School Leaders, 2010-2011.

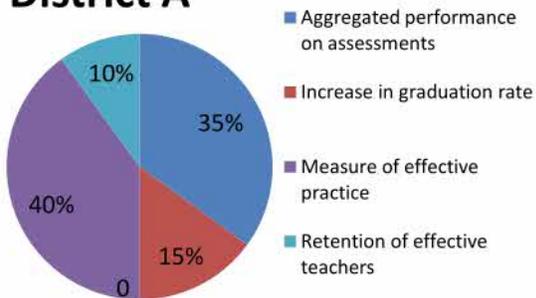
The list of state-approved measures might include:

- High school graduation rate increase
- Promotion rates from 9th to 10 grade
- College matriculation rate increase
- Proficiency level increases for an underserved subgroup
- Advanced level increases for the school or subgroups
- Student attainment level or proficiency increase on nationally normed or supplemental assessments [e.g., Iowa Test of Basic Skills (ITBS), Stanford 9, International Baccalaureate, APA, SAT, ACT, early childhood]

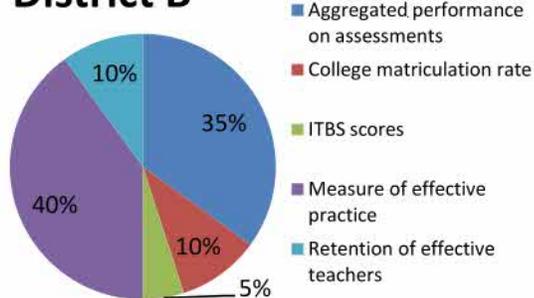
Implementation

District A could choose to select only one school-specific metric—in this instance, high school graduation rates. This would account for 15% of the principal’s evaluation. District B, however, could choose two school-specific measures—here, college matriculation rates and ITBS scores. These two measures would combine to total 15% of the evaluation.

District A



District B



Scoring

As in the teacher section, a district might decide to use a 1 – 4 scale for each of the principal’s components, weight the components, and then sum the results.

So a principal in District A found to be highly effective (a score of 4) on aggregated growth scores (35%), effective (3) in raising graduation rates (15%), highly effective (4) in measures of her practice (40%), and partially effective (2) in her retention of effective teachers (10%) would earn:

$$(4 * .35) + (3 * .15) + (4 * .4) + (2 * .1) = 3.65 = \text{Highly Effective}$$

This is just one of many ways to combine the component parts. *We recommend that the Commissioner develop guidelines and model scoring systems for districts to follow.*

SECTION III: CONDITIONS FOR SUCCESS

As the Task Force studied the complex field of educator evaluations, it became clear that evaluation systems cannot be considered in isolation. In order for an evaluation system to have a meaningful and lasting impact, many other supportive policies and practices must be in place. That is, the success of the evaluation systems recommended here will depend largely on the environment into which they are introduced. Though the identification of these conditions for success was not required by the governing Executive Order, the Task Force believed that the cause of improving educator effectiveness would be well served by raising these interrelated issues.

What follows is an overview of the key issues the Governor and his administration might consider as they build and implement an improved evaluation system.

Evaluator Capacity and Training

The evaluation system recommended in this report calls for a substantial portion of a teacher's evaluation to be based on observations of teacher practice. The responsibility of conducting classroom observations rests on principals, other administrators, and possibly seasoned, skilled teachers. In order for these observations to be fair to teachers, to elicit a high level of trust and confidence in the system, and ultimately drive improvements in student learning, high-quality evaluator training is essential.

As the instructional leaders for their schools, principals will need adequate training on the observation protocol and other measurement tools used to evaluate teachers. If evaluation results are to be tied to a wide array of personnel decisions, the importance of proper training cannot be overstated. We strongly recommend that New Jersey's Commissioner of Education prioritize such training and work with districts to ensure that those conducting teacher observations--and therefore exerting an enormous influence on teachers' professional standing--be qualified to do so. The system depends on a high level of reliability and accuracy in the evaluations.

The Task Force recommends that the Commissioner consider the development of regional training centers, so that training will be consistent and high-quality. These training centers could be modeled on those that existed under previous administrations or are operating successfully in other states.

The same recommendations apply to those evaluating school leaders. Superintendents must be adequately trained in the observation protocol and other measurement tools used to evaluate principals.

Engaging and Educating Teachers and Principals

Most teachers and principals are accustomed to the current, longstanding systems of evaluation. The recommendations in this report would, if implemented, represent a major change to their professions; without fully explaining the new system and its implications, the state would risk confusing, and possibly alienating, its educators.

We recommend that the Commissioner develop plans for ensuring that educators are made aware of the contours and consequences of the new system, given the opportunity to learn why and how it will work, and engage in its implementation. This could include developing statewide professional development programs, working with existing programs, or partnering with districts, membership organizations, or other nonprofits to develop tools, practices, or policies to successfully implement the system. One possible model to emulate can be found in Delaware, which has formed groups of teachers and subject matter experts to develop measures of student achievement in non-tested subjects and grades.

Observation Frequency and Teacher Feedback

A commonality among the strong systems we studied was the increased frequency of observations. In many schools, classroom visits by administrators are rare or perfunctory. This means a teacher is given few opportunities to demonstrate her skills and knowledge, and little opportunity to receive constructive feedback. We believe a cornerstone of a robust evaluation system is a commitment to frequent observations coupled with an ongoing dialogue between teacher and observer that offers the opportunity for continuous improvement. The Commissioner should set guidelines around the minimum number of observations teachers should receive.

Reconsidering Priorities

The demands of implementing a quality educator evaluation system present a number of challenges to schools and districts. One of the greatest is the need to reconsider how educators spend their time. For principals, conducting observations, writing evaluations, and then conferring with teachers require a significant commitment of time. With so many other responsibilities and regulatory requirements, administrators will be hard-pressed under current conditions to find such time. As the state and its districts develop a comprehensive strategy for improving educator effectiveness, finding ways to enable administrators to adequately do this important work should be a priority.

The Commissioner should conduct a thorough code review to eliminate redundancies and unnecessary mandates that pose a burden on the school leaders' time. Another possible solution is to shift some non-instruction functions to other administrators or the central office.

Teachers may need to spend more time learning how to reach the most disadvantaged students, use data in the classroom, and align instruction with clear performance goals. This suggests the possible need for changes in teacher preparation programs, different or expanded professional development opportunities and more opportunities to engage in professional learning communities.

Developing High-Quality Assessments

Currently, fewer than half of educators teach in tested grades and subjects, so student growth scores can only be generated for a portion of the state's teaching corps. Growth scores, however, are absolutely essential for the system recommended here; they provide a measure of how far students have progressed in the span of a school year, thereby taking into account each student's starting point.

The state should determine how best to develop valid and reliable empirical measures of student performance in all subjects and grades. Whether traditional standardized assessments or others tools that accurately assess learning, these measures should be tightly aligned with clear standards and, to the fullest extent possible, measure growth in addition to attainment.

The state could engage teachers and other subject matter experts in an initiative to develop these assessments. This would go far toward ensuring these assessments measure what matters most and generating support among practitioners.

Though this will be a challenging and time-consuming task, the state should not delay taking it on. Developing empirical measures of student learning in all subjects and grades will send a powerful message about the importance of standards, assessments, and student achievement. Moreover, the new evaluation system will not be complete and internally consistent until every teacher's evaluation has some empirical measure of her students' learning.

Developing High-quality Data Systems

The success of our recommended evaluation system will depend largely on the quality of the data systems that undergird it. We must have systems that not only calculate student growth scores and tie these results back to teachers, but also process this information swiftly so it can be used by the state, districts, and schools in a timely fashion. Moreover, this information must make its way to teachers if they are to have a true opportunity to learn from the data. Similarly, if districts are to use interim assessments for evaluation or formative purposes, data systems must be prepared for this additional responsibility.

The state should give particular attention to several issues related to growth scores. The NJDOE will be able to link student achievement scores to individual teachers by fall 2012. However, the state must find ways to verify student rosters for all teachers in a timely fashion, and apportion responsibility for student performance in team teaching settings and when students change teachers during the year.

Additional Observers

Although principals and assistant principals are typically the primary observers, it may be the case that they lack the specific content knowledge to effectively evaluate all teachers, especially those in higher grades and specialized subjects. Developing a cadre of "master teachers" with content expertise who are empowered to observe would help address this issue.

It would also decrease the total number of observations a time-strapped administrator must conduct and give a school another view of a teacher's practice.

For example, Washington, D.C.'s IMPACT system uses district-level "Master Educators" in addition to administrators to conduct classroom observations. A Master Educator is defined as "an expert practitioner in a particular content area who will serve as an impartial observer" of teacher practice. Master Educators give confidence to teachers that their evaluations will be less vulnerable to the subjectivity of a single person and that the observer is knowledgeable in their content area.

Access to Resources

The type of robust evaluation system recommended in this report places new responsibilities on schools and districts. To help those on the ground implement this new system the state should consider developing a range of supports. The list could include tools that ease data collection and facilitate the tracking of students or programs that help teachers with interim assessments and data analysis.

Continuous Improvement

A common refrain from those with the most impressive evaluations systems is that the work of building a great system is never done. A number of our presenters noted that no evaluation system is perfect and that each year they must strive to make it fairer, more accurate, and more transparent. Despite our faith in its attributes, we know that the system recommended here will not be perfect from the start. Much will be learned about its strengths and weaknesses during its implementation. We strongly encourage policymakers and practitioners to continuously study this new system and make modifications over time to ensure that it is both improving educator effectiveness and driving student learning. This could be accomplished through a variety of means, such as empirical studies of changes in student performance over time or regular surveys of teachers and principals. This kind of feedback loop will also help build support for the new system, as those in schools will see that it is responsive to changing conditions and new information and tightly aligned to explicit results.

Increased Principal Autonomy

Our recommended system would make a principal highly accountable for the gains of her school's students and the effectiveness of her teaching faculty. This increased accountability should be coupled with increased authority at the school level; that is, more responsibility for outputs requires greater control over inputs. Principals, in collaboration with superintendents, should have the power to select and develop their teachers and dismiss those not succeeding at their craft. They should also have greater authority over their budgets and other resources.

Teachers of Special Populations

During the course of our research, we came to the conclusion that in some cases the framework recommended here may not apply fully. Teachers of special populations, including ELL and special education students, may need to be evaluated using different measures. We

recommend that the Commissioner convene work groups to determine how best to evaluate teachers who work in these areas.

Superintendent Evaluation

The Task Force recommends that superintendents and their professional staffs be evaluated in part based on the quality of their principals' teacher evaluations and their records of development and differential retention. Each level of the education system must be held accountable for student achievement and each must be aligned along the same goals.

Evaluations for All

The executive order charged the Task Force with recommending evaluation measures for teachers and school leaders. However, for schools to be most effective, all staff should be evaluated, including librarians, nurses, school social workers, secretaries and custodians. In this way, each person will be treated as an important member of the school community responsible for contributing to student achievement.

Implementation

Given that the long-term sustainability of this new system will be influenced by its early effectiveness, we recommend that the administration carefully plan an implementation process. Several issues mentioned in this report, such as the availability of growth scores, the development of additional assessments, the timely delivery of data to districts, the need for data collection and other types of support, and high-quality training for reviewers need to be addressed.

The state might also consider piloting the system in a limited number of districts before taking it statewide. This would afford policymakers and practitioners the opportunity to build support and resolve initial challenges before attaching high stakes to the results. A gradual roll out would also give the state time to align other policies and practices, such as reforms to tenure and compensation, with the new evaluations.

One possible implementation plan would look as follows:

Fall 2011: Pilots

Measures of student achievement and the link to individual teachers are needed:

- Student growth scores using 2009/10 and 2010/11 will be available in Oct. 2011.
- Participating pilot districts would need to provide student-teacher roster data for the 2010/2011 school year (roster data will be collected statewide for 2011/2012).
- Other measures of student achievement will need to be developed for teachers of non-tested subjects and grades.

Measures of teacher practice must be identified and evaluators need to be trained:

- Districts will need to identify an observation protocol and at least one additional measure of teacher practice.
- Training for evaluators will be needed.

- Expectations for teachers and how they will be evaluated must be clearly communicated.

Fall 2012: Statewide rollout without “high stakes”

The link of student achievement data to individual teachers will be available statewide:

- The first growth scores attributable to teachers of language arts and math in grades 4, 5, 6, 7 and 8 will be available in fall 2012 using 2010/2011 and 2011/2012 data.

Fall 2013: Full implementation statewide; impact on personnel decisions:

After two years of testing the evaluation system and making adjustments, it should be ready to be used in making personnel decisions.

SECTION IV: NEXT STEPS

The completion of this report represents the first step in developing improved educator evaluation systems. The Task Force has identified the following next steps that it might pursue in an effort to continue advancing this important work:

- Solicit feedback on the report's recommendations from the State Board of Education and other stakeholder groups in order to make revisions and refinements.
- Convene sub-groups to develop recommendations for student achievement measures for teachers of special populations and non-tested subjects and grades.
- Develop detailed recommendations for piloting the evaluation system in selected districts.

APPENDIX

Task Force Members

- Brian Zychowski, Task Force Chair: Superintendent, North Brunswick schools
- Derrell Bradford, Executive Director, Excellent Education for Everyone (E3)
- Donna Chiera, Executive of the American Federation of Teachers, NJ, and Special Education Resource Teacher (Perth Amboy)
- Jane Cosco, retired teacher (Paramus) and Director of Operation Goody Bag
- Ross Danis, former Associate Dean of Education, Drew University; current Executive Director, Newark Education Trust
- Rafael Fajardo, former President of the Elizabeth Board of Education
- Peggy Sue Juliano, Executive Board Member of the Lacy Township High School PTA (invited)
- Rev. Edwin Leahy, Headmaster of St. Benedict's Prep in Newark
- Jesse Rector, Principal, North Star Academy Charter School; Clinton Hill (Newark) Campus

Presenters

- Evaluation experts:
 - Laura Goe (Teacher Quality Source; ETS): Using evaluation to improve teacher effectiveness
 - Drew Gitomer, Distinguished Researcher and Director of the Understanding Teaching Quality Center, ETS
 - Margaret Terry Orr, Bank Street College of Education: Evaluating Principals-- Considerations and Recommendations from Research and Practice
 - Charlotte Danielson: Operationalizing performance standards for all teachers
- Model evaluations systems:
 - Mike Miles, Superintendent of Harrison, CO: Using performance data in an evaluation system
 - Paul Bambrick, North Star Academy Charter School, Newark: Uncommon's evaluation system
 - Jason Kamras: DCPS: Washington DC's IMPACT system
 - Tony Davis, Principal Consultant: McRel principal and teacher evaluation systems
 - Ted Herschberg, Professor, Public Policy and History; Director, Operation Public Education, University of Pennsylvania

- Ulcca Joshi Hansen, Associate Director for Educator Effectiveness, Colorado Legacy Foundation: Colorado’s Framework for Evaluating Educators
- New Jersey districts
 - Nathan Parker, Summit Superintendent: Summit’s system and approach
 - Brian Osborn, Maplewood-South Orange Superintendent: Principal evaluation
- Stakeholder groups
 - EQUATE: Creating a More Perfect System: A Draft Report on Improving Educator Effectiveness from Concerned Practitioners and Policymakers: Earl Kim, Superintendent of Schools, Montgomery Township
 - NJDOE Professional Development Advisory Committee: Brian Cory, Co-Chair; Vice Principal at Tenafly HS
 - State Special Education Advisory Council: Howard Lerner, Chair; Kathy Roberson, Vice Chair
 - New Jersey Association of School Administrators: Richard Bozza, Executive Director
 - New Jersey Principals and Supervisors Association: JoAnn Bartoletti, Executive Director, Debra Bradley, Director of Government Relations, Jay Doolan, Director of FEA
- NJDOE Staff:
 - Elaine Davis, Director of Leadership Development: Principal evaluation
 - Jeffrey Hauger, Director of State Assessment: Assessment issues
 - Bari Erlichson, Director, Office of Education Data: NJSMART and Growth Models

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New Jersey Department of Education -Teacher Evaluation System Implementation Plan					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
NJDOE COMMUNICATIONS TO DISTRICTS					
NJDOE announces statewide roll-out plans and issues guidance on evaluation system requirements, including specifications on all measures, processes, and implementation expectations.	Early Jan. 2012	NJDOE Evaluation office	Guidance documents, planning template for districts to use, webinars, regional and county roundtable presentations	NJDOE staff time	Learning from pilots will not be complete so guidance on all components of the system may not be fully fleshed out.
ENSURING DISTRICTS GET COMMUNITY/STAKEHOLDER INVOLVEMENT					
Districts establish a district advisory committee (DAC) to select framework, engage in decision-making on other measures and disseminate communications to the broader community.	Late Feb. 2012 and on-going	NJDOE provides guidance on establishing DACs and decisions to be made at the district level. District Central Office Administrators organize establishment of DACs.	Monthly reports	NJDOE and district staff time	
CHOOSING A TEACHER PRACTICE/OBSERVATION FRAMEWORK/MODEL					
NJDOE establishes core criteria for selecting a framework and writes into code.	Draft code presented to State Board by Dec. 2011 and approved by June 2012	NJDOE Evaluation office with internal counsel support (Chief of Staff's office)	Regulations	NJDOE staff time	
NJDOE creates approved vendor list with frameworks that meet criteria, including pricing, to eliminate the need for districts to conduct competitive bidding.	Feb. 2012	NJDOE Evaluation office and Purchasing office	Approved vendor list with specifications and pricing	NJDOE staff time	None (work underway)
Districts submit pilot teacher evaluation plans to NJDOE with selected pilot schools (minimum of 1 school) and framework to pilot.	District pilot plans due June 30, 2012	NJDOE District Central Office	District evaluation pilot plans	District staff time; additional funding	
NJDOE approves district pilot evaluation plans.	Late Aug. 2012	NJDOE County Offices	Evaluation plan guidance and rubrics for reviewing, approved plans	NJDOE staff time, additional funding to staff up County Offices	NJDOE funding to staff up; tight timeframe to review plans
TRAINING EVALUATORS, CONDUCTING EVALUATIONS AND PROVIDING ONGOING SUPPORT					
DOE cadre of external/third party evaluators are recruited and trained and ready to be deployed in selected districts. (External evaluators must conduct a minimum of one of the required formal observations.)	Feb. 2012-July 2012	NJDOE Regional Achievement Centers will recruit and train content-area specialists who want to be evaluator-certified.	DOE cadre of trained external evaluators and their observation schedules.	Funding to pay for external evaluators' salaries, training and certification in multiple frameworks	Recruiting timeline, costs to hire and train
District-level evaluators in pilot schools are trained and certified (a proficiency exam is required).	July-Sept. 2012	District administrators	Proof of evaluator certification or proficiency (due in Fall 2012 report)	District administrators' time	Scheduling and completing the training over the summer (some administrators are 10 and 11 month employees); cost of training
A process is in place to monitor and remediate evaluator accuracy, inter-rater reliability and score inflation throughout 2012/13.	Include in plan due April 2012. Remediation/recalibration must occur throughout 2012/13.	District administrators	Plan due June 2012	District administrators' time; additional funding	Costs associated with process
Teachers' observations and post-conferences are scheduled in pilot schools.	Include in plan due April 2012	School administrators	Plan due June 2012	District administrators' time	
Pilot teachers' required observations and post-conferences are conducted/completed.	Sept. 2012 -- April 30, 2013	School administrators	Summative ratings that include rating for observations; audits that collect observation rubrics and rating sheets, post-conference reports	District administrators' time	Getting all teachers trained before observations begin.

New Jersey Department of Education -Teacher Evaluation System Implementation Plan					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
TRAINING TEACHERS					
All pilot teachers are trained in the teacher practice framework.	July-Sept. 2012	District administrators	Plan due June 2012; report due Fall 2012	Teachers' time, cost of training	Finding unscheduled days for training; paying teachers for training days; trainer capacity
All teachers in district are trained in teacher practice framework.	Sept. 2012-June 2013	District administrators	Plan due June 2012; report due Fall 2012	Teachers' time, cost of training	Finding unscheduled days for training; paying teachers for training days; trainer capacity
LINKING PROFESSIONAL LEARNING TO EVALUATIONS					
Teachers' evaluations will be linked to professional learning: each teacher must have PD plan linked to evaluation results and school/district goals. Each teacher is to be assigned to a collaborative team focused on curriculum, assessment and instruction.	PD plans due Jan-Feb. 2012. Teachers' involvement in PD and PLCs ongoing throughout 2012-13.	School and district administrators	District and school PD plans	Teachers' time; additional cost of training for effective PLCs; DOE Regional Achievement Centers have personnel who can advise on individual training opportunities and can train principals in PLCs.	
TRAINING ON USING STUDENT GROWTH DATA & DATA DECISION MAKING					
All pilot administrators and teachers are trained.	By Dec. 2012	NJDOE and district/school administrators	NJDOE training schedule, webinars	NJDOE and district/school staff time; additional cost of training	Scheduling time in districts—finding unscheduled days for training
IMPLEMENTING AN INTERNET-BASED PERFORMANCE DATA MANAGEMENT SYSTEM					
Districts select performance data management system and implement.	Fall 2012	District administrators with input from DAC	DOE specifies functionality of systems so data can be integrated into a statewide system by Fall 2012	District/school staff time; additional cost	Cost
ASSESSING STUDENT ACHIEVEMENT IN TESTED GRADES AND SUBJECTS (LA & Math in grades 4-8)					
Pilots use SGP as growth measure in evaluations in SY 2012/13.	Use SGP from 2011/12-2012/13 in summative scores by Sept.	DOE Performance office	DOE has linked students and teachers by Sept. 2012 to create	NJDOE and district/school staff time	
ASSESSING STUDENT ACHIEVEMENT IN NON-TESTED GRADES AND SUBJECTS (NTGS)					
NJDOE provides guidance/criteria to districts in developing/selecting assessments for NTGS and process for setting student learning objectives.	July 2012	NJDOE Office of Evaluation and Office of Academic Standards and Assessment	DOE guidance documents, rubrics	NJDOE staff time and technical expertise	NJDOE staff time to engage subject area specialists
NJDOE develops list of approved assessments (proven to be valid, rigorous) that districts can use, and some assessments developed by 10 pilots and SIGs from 2011-12.	Aug. 2012 for small number of assessments and building list throughout year	NJDOE Office of Evaluation and Office of Academic Standards and Assessment	List of assessments	NJDOE staff time, additional cost to hire psychometricians	Time to prove assessments are valid and rigorous; assumes 2011-12 pilots have developed some good assessments that can be used in expanded pilots
NJDOE develops some assessments for NTGS (e.g., science, LA and Math in NTG)	Aug. 2012 for small number of assessments and building more throughout years	NJDOE Office of Academic Standards and Assessment	assessments	NJDOE staff time, additional cost to hire psychometricians	Time to prove assessments are valid and rigorous
District-wide groups of educators convene to review and select assessments and performance tasks to use with teachers in NTGS.	July 2012-Dec. 2012	School administrators in collaboration with teachers	District reports to DOE due Spring 2013	School staff time, time and cost for training on SLOs, PLCs; NJDOE county offices and Regional Achievement Centers provide training in SLO process and PLCs to help districts in selection/development of assessments	

New Jersey Department of Education -Teacher Evaluation System Implementation Plan					
Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
Pilots begin using assessments in NTGS	Jan. 2013	School administrators in collaboration with teachers	Summative ratings for NTGS teachers in pilots	School staff time, time and cost for training on SLOs, PLCs; NJDOE county offices and Regional Achievement Centers provide training in SLO process and PLCs to help districts in selection/development of assessments	
SELECTING OTHER MEASURES OF STUDENT ACHIEVEMENT					
NJDOE develops list of approved school-wide performance measures NJDOE develops list of approved optional performance measures	July, 2012	NJDOE Office of Performance, Office of Evaluation, and Office of Academic Standards and Assessment	List of school-wide performance measures List of optional performance measures	NJDOE staff time	
Pilot schools select school-wide performance measures and optional performance measures.	December, 2012	School administrators with input from DAC	Each component measure is submitted to NJDOE in report/performance data management system	District staff time	
ASSIGNING A SUMMATIVE RATING TO TEACHERS					
Pilot schools assign summative ratings to all teachers and enter into NJSMART.	By May 2013	School administrators	Data are entered into NJSMART	School administrators' time	School administrators know how to assign points to each subcomponent of the evaluation so a summative score can be calculated.
NJDOE OVERSIGHT & MONITORING					
Schools/districts will report to NJDOE ratings on evaluation subcomponents.	Jun-13	School administrators; NJDOE accountability review team	Each component measure is submitted to NJDOE in report/performance data management system	School administrators' time; Cost to train/employ NJDOE staff or consultants	
NJDOE will collect ratings on evaluation subcomponents to check for consistency across ratings of subcomponents.					Building an NJDOE accountability review team
Significant inconsistencies will be flagged for county office follow up.					Capacity of NJDOE to check for consistency and follow up
FEEDBACK LOOP TO DOE FOR CONTINUOUS IMPROVEMENT					
Districts provide feedback to NJDOE researcher so the system can be continuously improved.	Summer 2013	NJDOE Office of Evaluation and researcher	Researcher report	Cost of research	Cost of research
EXPANDED PILOT IMPLEMENTATION SUMMARY 2012-13;					
Pilot schools begin using teacher practice framework	Sept. 2012				
Pilot schools begin using assessments for NTGS and SGP for TGS	Jan. 2013				
Summative ratings are given to teachers in pilots	Spring 2013				
STATEWIDE ROLL-OUT IMPLEMENTATION SUMMARY 2012-13;					
All NJ schools begin using teacher practice framework	Sept. 2013				
All NJ schools begin using assessments for NTGS and SGP for TGS	Sept. 2013				
Summative ratings are given to all NJ teachers	Spring 2014				

New Jersey Department of Education - Principal Evaluation System Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
DEVELOPMENT OF REQUIREMENTS, SY 2011-12					
NJDOE develops requirements and guidelines for principal evaluation system and solicits feedback from stakeholder groups.	By December 2011	Eval and PD Office, EPAC subcommittee, Professional Development Advisory Committee for School Leaders (PDAC)	Communications, website, presentations, dedicated email, dedicated phone number	NJDOE staff time	
NJDOE establishes regulations governing principal evaluation and updates its Professional Standards for School Leaders.	By June 2012	Eval and PD Office, State Board of Ed	Approved regulations	NJDOE staff time	
NJDOE revises its professional development requirements for school leaders to align with the evaluation requirements.	By June 2012	PD Office, school leader advisory boards, State Board of Ed	Approved regulations	NJDOE staff time	
COMMUNICATIONS AND SUPPORT, SY 2011-2014					
NJDOE communicates initial guidance to districts on the recommended criteria for high quality principal evaluation, timelines for pilot, state rollout activities, and suggestions for district advance planning.	January 2012	Eval Office, PIO, with help from EPAC and county offices	Communications, website, presentations	NJDOE staff time	
NJDOE communicates pilot year expectations and application process and solicits partners to pilot in 2012-13. (SIG pilots will continue to refine their processes during 2012-13 and extend to more schools in SIG districts. Teacher pilot districts will be invited to participate.)	January 2012	Eval Office, PIO, with help from EPAC and county offices	Communications, website, presentations	NJDOE staff time	
NJDOE creates communication plan for statewide rollout in 2013-14 and begins to implement.	March 2012 with regular updates	Eval Office, PIO, with help from EPAC	Communications, website, presentations, meeting minutes, planning documents	NJDOE staff time	
NJDOE continues to create support materials including checklists and webinars to guide districts in implementing principal evaluation systems.	Ongoing	NJDOE multiple offices, with help from EPAC	Materials, website, presentations, meeting minutes, planning documents	NJDOE staff time, IT support	
NJDOE creates network of regional support centers to provide assistance to districts for full implementation and to ensure district training needs are being met, including necessary training on data systems, SGPs, evaluation frameworks, etc.	Developed during 2012	Eval Office, PD Office, County Offices, Regional Centers, Delivery Unit, other NJDOE offices as necessary	Meeting minutes, personnel assignments, communications records, support materials, planning documents	NJDOE staff time, other hires if necessary to support regional efforts	Building the capacity of state staff to support the districts in implementing their evaluation requirements.

New Jersey Department of Education - Principal Evaluation System Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
NJDOE develops plan to sample evaluation results and get regular feedback about concerns and needs for full state rollout.	Developed during 2012	Eval Office	Plans and resulting feedback	NJDOE staff time	
NJDOE works with professional development partners to support high quality professional development plans and opportunities for school leaders.	Ongoing	PD Office	Meeting minutes, communications records, support materials, planning documents, training schedules	NJDOE staff time	

PILOT OF ONE PRINCIPAL EVALUATION MODEL IN SIG SCHOOLS, SY 2011-12

NJDOE creates EPAC subcommittee on principal evaluation.	November 2011	Eval Office, EPAC	Subcommittee roster and meeting minutes	NJDOE staff time	
SIG schools choose a model that meets the requirements which they all will implement and begin to train principals and district administrators/evaluators.	December 2011	SIG DEPAC, NTOs, local BOEs with support from Eval and Title I Offices	Plans and reports	School, district, and NJDOE staff time	
SIG schools select, develop, or extend a performance management system to capture evaluation data and evidence for principals.	February 2012	SIG DEPAC, NTOs, local BOEs with support from Eval and Title I Offices	Plans and reports	School, district, and NJDOE staff time	
SIG schools work with NJDOE to identify student achievement measures and the measures used to assess the 10% HR component; develop a process for combining all measures into a summative score.	By April 2012	SIG DEPAC, NTOs, local BOEs with support from Eval and Title I Offices	Reports, measures, plans	School, district, and NJDOE staff time	
NJDOE monitors implementation and tracks issues, processes, and outcomes to inform larger state pilot in 2012-13.	December 2011-June 2012	Eval Office and EPAC	Meeting minutes, communications records, feedback sheets	NJDOE staff time	
NJDOE analyzes results of pilot and revises guidelines and plans.	Ongoing	Eval Office and EPAC	Reports, communications, plans, guidance materials	NJDOE staff time	

PRINCIPAL EVALUATION PILOT ACROSS STATE, SY 2012-13

Districts submit applications to be pilot sites.	March 2012	District Central Office	Applications	District staff time	Lack of funding to give to districts to support their expenses for pilot year.
NJDOE reviews district applications and selects 20-25 new pilot districts.	April 2012	Eval Office	Rubrics, communications	NJDOE staff time	
Selected pilot districts create or extend a district advisory committee to provide leadership for implementation and handle communications with community of stakeholders.	May 2012	District Central Office	DAC roster	District staff time	

New Jersey Department of Education - Principal Evaluation System Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
NJDOE creates an advisory group from representatives of the district advisory committees who will meet regularly throughout the year to inform the pilot process.	By June 2012	Eval Office and Districts	Advisory group roster	NJDOE and district staff time	
Pilot districts select a principal practice framework and submit to NJDOE for approval.	By June 2012	District Advisory Committee (DAC)	Reports	District staff time	
NJDOE reviews/approves plans and finalizes details of pilot year with participating districts.	July 2012	Eval Office, EPAC, DAC	Rubrics, approval letters, planning documents	NJDOE staff time	
Pilot districts select, develop, or extend a performance management system to capture evaluation data and evidence for principals.	By Fall 2012	DAC	Reports	District staff time	Expenses involved with training and support
SIGS continue to refine their systems and expand to more schools in SIG districts.	Fall 2012	SIG DEPAC, NTOs, local BOEs with support from Eval and Title I Offices	Reports, plans	NJDOE staff time	
Pilot districts provide training on framework for all principals and their district level evaluators.	Fall 2012	DAC	Reports, observations	District staff time	Expenses involved with training and support
Pilot districts receive training on SGP and use of student achievement data in principal evaluation system.	Fall 2012	Data and Eval Offices	Reports, observations	District staff time	
Pilot districts work with NJDOE to identify student achievement measures and to refine measures used to assess the 10% HR component which were developed in SIG pilot.	Ongoing	DAC and Eval Office	Meeting minutes, identified measures	NJDOE and district staff time, possible use of technical assistance consultant	
Pilot districts assist NJDOE to develop guidelines for adjusting the evaluation criteria for assistant principals.	Ongoing	DAC, Eval Office, EPAC	Meeting minutes, recommendations	NJDOE and district staff time, possible use of technical assistance consultant	
Pilot districts share data collection instruments and measures with NJDOE to help compile list of approved instruments for statewide implementation.	Ongoing	DAC, Eval Office, EPAC	Meeting minutes, recommendations, list of approved instruments	NJDOE and district staff time, possible use of technical assistance consultant	
Pilot districts share achievement measures with NJDOE to help compile list of approved instruments for statewide implementation.	Ongoing	DAC, Eval Office, EPAC	Meeting minutes, recommendations, list of approved instruments	NJDOE and district staff time, possible use of technical assistance consultant	

New Jersey Department of Education - Principal Evaluation System Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
As evaluations are conducted, pilot districts analyze results and get feedback from participants to inform NJDOE on utility of criteria, measures, evidence, and procedures for determining summative ratings.	Ongoing	DAC, Eval Office, EPAC	Reports, observations, feedback	NJDOE and district staff time, possible use of technical assistance consultant	
NJDOE compiles findings from pilot to inform statewide rollout guidelines, procedures, and necessary supports.	Ongoing	DAC, Eval Office, EPAC	Reports, support materials	NJDOE staff time	
NJDOE reviews samples of principal professional growth plans created in conjunction with the evaluation process and revises guidelines to support professional development planning for principals.	By July 2013	PD Office, PDAC	Support materials, website, communications, presentations	NJDOE staff time	
NJDOE reiterates plans for statewide rollout in 2013-14, including district responsibilities and timelines.	By November 2012	Eval Office, PIO, with help from EPAC and county offices	Communications, website, presentations	NJDOE staff time	
NJDOE creates an approved list of frameworks and vendors including pricing information which is communicated to all districts.	By December 2012	Eval Office, EPAC, Purchasing Office	List, communications	NJDOE staff time	
NJDOE creates a waiver process for districts who want to develop or use a model not on approved list.	By December 2012	Eval Office, EPAC	Waiver process, communications	NJDOE staff time	
NJDOE uses pilot district experiences to provide suggestions for assessments, instruments, and tools suitable for use in principal evaluation	By March 2013	DAC, Eval Office, EPAC	Support materials, website, communications, presentations	NJDOE staff time, possible use of technical assistance consultant	

STATEWIDE IMPLEMENTATION, SY 2013-14					Implementing the principal evaluation system statewide at the same time as the teacher evaluation system will create a significant time burden on principals
Districts create or extend a district advisory committee to provide leadership for implementation of principal evaluation system and to integrate with teacher evaluation processes.	January 2013	District Central Office	DAC roster	District staff time	
Districts select a principal practice framework from approved list or choose to request waiver.	By February 2013	DAC	Application to NJDOE	District staff time	
Districts submit plans to NJDOE for approval.	March 2013	DAC	Application to NJDOE	District staff time	

New Jersey Department of Education - Principal Evaluation System Implementation Plan

Key Milestone or Activity	Detailed Timeline	Party or Parties Responsible	Evidence (Attachment)	Resources (e.g. , staff time, additional funding)	Significant Obstacles
NJDOE reviews/approves plans and finalizes details of rollout year.	April- May 2013	Eval Office, EPAC	Rubrics, communications	NJDOE staff time	Number of plans that must be reviewed
Districts select, develop, or extend a performance management system to capture evaluation data and evidence for principals.	By Fall 2013	DAC	Reports	District staff time	
Districts provide training on framework for all principals and their district level evaluators.	August through October 2013	DAC	Reports, observations	District staff time	
Districts receive training on SGP and use of student achievement data in principal evaluation system.	As needed	Data and Eval Offices	Reports, observations	NJDOE and district staff time	
Districts implement chosen framework.	Ongoing	DAC	Reports, observations, communications	District staff time	
NJDOE monitors implementation, continues to provide support, and solicits feedback from districts.	Ongoing	DAC, Eval Office, EPAC	Meeting minutes, communications records, support materials, planning documents, feedback notes	NJDOE and district staff time	
NJDOE revises guidance as necessary based on feedback and data from statewide rollout.	Ongoing	Eval Office, EPAC	Communications, website, presentations	NJDOE staff time	

Appendix 11: Reducing burdens on educators, schools, and districts (per Assurance #10)

SEA should remove duplicative and burdensome reporting requirements that have little or no impact on student outcomes. To receive the flexibility, an SEA must assure that it will evaluate and, based on that evaluation, revise its own administrative requirements to reduce duplication and unnecessary burden on LEAs and schools.

New Jersey has undertaken two key, concurrent initiatives to reduce the administrative burden on its LEAs and schools.

Regulatory Reform

First, Governor Christie on April 4, 2011 issued Executive Order No. 58 establishing an Education Transformation Task Force charged with conducting a comprehensive review of all education-related statutes and regulations.

“to determine the extent to which they increase the quality of instruction for students, improve academic achievement of students, improve teaching effectiveness within-schools or improve the safety and well being of students . . . or are overly prescriptive.”

The Task Force, consisting of accomplished educators from across the State, including a teacher, principal, and superintendent, is in the midst of a comprehensive review of over 2,000 pages of regulations and statutes governing New Jersey’s LEAs and schools. These regulations and statutes in the aggregate impose an extraordinary burden on educators and perpetuate a mentality of compliance rather than of performance that is often contrary to the best interests of children.

The Task Force’s review, aided by a team of lawyers, the NJDOE senior staff, and leading educators, has been organized around two related considerations. First, any mandate that does not directly advance student learning, safety, or fiscal integrity is a candidate for elimination or modification. Second, other than in certain circumscribed areas where it is appropriate for the State to retain firm central direction, districts and schools are in by far the best position to craft their own pathways to meet the ambitious performance standards set by the State.

The Task Force released an Initial Report on August 15, 2011 containing over 40 recommendations for revisions to Administrative Code that eliminate “excessive and unnecessary State mandates,” thereby reducing duplication and unnecessary burden on LEAs and schools. It should be noted that none of these recommendations will require legislative approval; they are all exclusively under the purview of the NJDOE and the NJSBOE.

The Task Force is currently developing a complete set of recommendations in a Final Report that is due to the Governor on December 31, 2011. These recommendations, along with rewritten, revised regulations, will be forwarded to the NJSBOE for review and their hopeful adoption by mid-2012.

Second, the NJDOE has substantially streamlined its Quality Single Accountability Continuum (QSAC), the NJDOE’s monitoring and evaluation system for public school districts. Under QSAC, NJDOE

evaluates school districts in five areas: fiscal management, governance, instruction & program, operation management, and personnel. Districts are currently measured on a total of 54 indicators within the five review sections. Districts must meet 80 percent of the indicators in all five areas to be State certified, and those falling below 80 percent in one or more sections must implement an improvement plan and other actions as directed by the NJDOE.

The revised QSAC process will allow districts to Focus attention and resources on factors that directly impact student achievement, fiscal accountability and local district governance, creating a more concise self-evaluation for districts as well as an accountability tool for the NJDOE. The Working Group also examined how to create a less cumbersome process for districts.

This regulatory reform will make the QSAC process more efficient and less time-consuming, thus allowing districts to more efficiently use limited resources and to Focus attention on factors that directly impact student achievement and college and career readiness.

Data Collection Improvement

Our second significant initiative to reduce the burden on LEAs and school is our effort to streamline our data collection processes. As is the case with most State Departments of Education, as federal programs developed program-specific data reporting requirements, the NJDOE responded by creating a separate data collection from schools and districts Focused on the narrow data needs of the federal program.

Recently, the NJDOE has undertaken an effort to establish data governance procedures to both reduce redundant data collections and improve data quality throughout the State. To that end, as the NJDOE has developed its state wide, student-level, longitudinal data system (called NJSMART) and as its collections have been determined to be of sufficient quality, legacy collections have been sunsetted.

From 2009-2011, the NJDOE sunsetted the following collections and is now utilizing NJSMART as our data of record for:

1. Fall Survey, October 15th enrollment count
2. Assessment PreID label file for grades 3 – 8
3. Separate collections for special education students
4. A separate enrollment count for limited English proficient students
5. A separate collection for homeless students
6. A separate collection for 8th grade technology literacy
7. A separate collection for home language
8. A separate dropout and graduation collection

In 2011-2012, the NJDOE will sunset the following collections:

1. A separate enrollment count for district budgeting
2. A separate certificated and non-certificated staff collection
3. A separate collection for public high schools receiving Perkins funding
4. A separate collection for Access for ELLs PreID labels
5. A collection for special education personnel
6. A separate collection identifying Title III personne



Regional Achievement Center update

Planning

The NJDOE has designated two full time project managers to lead planning efforts for the Regional Achievement Centers. The project managers have convened a team of 10 additional NJDOE employees to manage specific tasks associated with launching the RACs. Each team member has completed a detailed work plan and is being held accountable for specific deliverables on a clear timeline. The project managers meet with the planning team once a week to track progress and resolve issues.

Each of the following work streams is led by a member of the planning team:

- Strategy (drawing on best practices from New Jersey and other states)
- Staffing (identifying and recruiting talented staff for the RAC teams)
- Professional development (training RAC staff and preparing schools and districts)
- Communications (engaging internal and external stakeholders)
- Operations (supporting efficient RAC teams)
- Accountability (designing strong systems to track progress and assess data)
- Transition (ensuring smooth coordination with other NJDOE functions)



The RAC project managers also facilitate ongoing decision-making through weekly advisory meetings that include the Deputy Commissioner, Chief Academic Officer, Chief Talent Officer, and Chief of Staff. Policy decisions and major operational decisions are discussed and resolved at these meetings. The Commissioner is given regular updates on RAC progress and is included in all major policy decisions.

Regions

New Jersey’s 21 counties have been grouped into seven geographically contiguous regions that will each house one Regional Achievement Center. The state made an effort to design the regions so that each RAC team would serve a similar number of Priority and Focus schools, but in many cases this was difficult due to the concentration of Priority and Focus schools in certain counties. The state will adjust staffing ratios to accommodate the number of Priority and Focus schools in each region.

The NJDOE has identified office space for each Regional Achievement Center using existing NJDOE county offices and other DOE and state buildings. Office space for RAC teams will be operational by the end of the school year.

		Priority & Focus Schools		
1	Morris - Sussex - Warren	6	0	6
2	Bergen - Passaic	41	6	35
3	Essex - Hudson	60	26	34

4	Hunterdon - Mercer - Somerset - Union	44	13	31
5	Middlesex – Monmouth - Ocean	34	3	31
6	Camden - Burlington	31	24	7
7	Atlantic - Cape May - Cumberland - Salem - Gloucester	37	2	35
	Total	253	74	179

Staffing

School Improvement Director (1)

All seven Regional Achievement Centers will be led by a School Improvement Director who will be held accountable for the progress of Priority and Focus schools across the state. The School Improvement Director's primary responsibilities will include managing the seven Regional Achievement Directors and working with NJDOE senior leadership to continually improve the effectiveness of the Regional Achievement Centers. The NJDOE will advertise this job vacancy through various channels in January, and hiring will be complete by April.

Regional Achievement Directors (1 per region)

Each Regional Achievement Center will be led by a Regional Achievement Director (RAD) who will be held accountable for the progress of each Priority and Focus school in his or her region. In addition to driving school improvement efforts within the region, each RAD will manage a RAC team, manage relations with school districts, and ensure coordination with other RAC regions and the Department of Education. The NJDOE advertised seven RAD job vacancies across several channels in November 2011 and received close to 200 resumes. The NJDOE then convened committees to screen resumes, design a performance task for select candidates, and develop interview protocol. 39 candidates are in the process of completing a performance task which will then determine their eligibility for an interview. Hiring will be complete by the end of March.

Regional Achievement Center Teams (~12 specialists per region)

In early January the RAC Planning Team held numerous information sessions open to all employees of the New Jersey Department of Education. Several hundred employees attended the sessions to hear about the state's plans for the RACs and to learn about RAC specialist opportunities (e.g., elementary literacy specialist, special education specialist, ELL specialist, data specialist). The RAC Planning Team then followed up with a survey to all NJDOE employees to assess interest in specific job titles and regions. Job openings for all specialist positions will be released internally and externally in February. The NJDOE anticipates hiring many internal candidates to fill RAC roles.

Quality School Reviews

Currently, the state conducts four-day CAPA reviews (Collaborative Assessment and Planning for Achievement) at each Title I school in improvement status (SINI) under NCLB. The CAPA process is a partnership among the NJDOE, schools, districts, and local educators designed to empower schools and districts to go beyond current efforts to improve student achievement. The program strives to pinpoint obstacles to student achievement, identify needs and develop solutions to improve school performance. CAPA is a four-day process that targets Title I schools in improvement status as defined under NCLB. During a CAPA visit, a team of six to seven experienced educators, district and school staff, representatives of higher education and DOE staff conduct a review of the school using CAPA Indicators and essential questions. During the visit, the team analyzes data; reviews the school's

NCLB Unified Plan; conducts interviews; makes classroom visitations. A draft of the school report of findings and recommendations is discussed with the district and school leadership staff. Based on this collaborative effort, an action plan is developed.

The Chief Academic Officer has reviewed the CAPA process and determined that data from CAPA reviews conducted within the past 24 months can be utilized to assess the needs of Priority and Focus schools for purposes of designing school improvement plans and interventions in Fall 2012. Any Priority school that has not received a CAPA review in the past 24 months will undergo a review this spring so that all Priority interventions can begin this fall. CAPA data will be supplemented with data that RAC teams collect during their initial walkthroughs in Priority schools.

There are 74 Priority schools including 19 schools that are current SIG recipients. Each of these SIG schools underwent a Needs Assessment review as part of their Grant application process. Of the remaining 55 Priority schools, 7 have had a CAPA review completed within the previous 24 months. An additional 7 schools have had no previous CAPA review. The remaining 41 priority schools had a CAPA review but more than 24 months ago. All Priority schools that are not SIG schools or have not had a CAPA review completed within the last 2 years will be scheduled for a CAPA review to be completed by the Spring of 2012 allowing us to start all priority school interventions by Fall 2012.

During the spring of 2012 the CAPA review process will be revised by a team with deep expertise in the turnaround principles. The resulting Quality School Review (QSR) will replace the CAPA process beginning in the fall of 2012.

In order to start quality interventions in all Focus Schools at the start of the 2012-2013 school year RACs will require identified schools to present the following reports and data sets:

- Report progress on interventions currently in place to improve sub-group performance;
- Present sub-group attendance, discipline and all school-level academic data;
- Present sub-group curricular materials;
- Present randomly selected student schedules); and
- Present the work done, if any, to increase family involvement targeted to meet the identified sub-group needs;

The presentation of this information can take place during the month of August allowing the RACs to plan interventions designed to address the needs of the identified sub-group(s) that start at the beginning of the school year and take into account the plans already in place in each focus school.

RACs will complete the full QSR process in Focus schools and adjust interventions as needed during the 2012-2013 school year. All interventions within each school turnaround principle area will continue for one full year, or until sustained improvement has been observed by the regional achievement teams.

There are 179 schools on our Focus School list. Of these schools, 6 have had a CAPA review within the last 24 months. Of the remaining 173 schools, 56 Title I schools have not had a previous CAPA review completed and 75 Title I schools have had a previous CAPA review but these reviews were completed more than 24 months ago. The remaining 32 schools are not Title I and none have had a CAPA review within the last 24 months ago.

Funding

The state will streamline existing school improvement efforts (e.g., CAPA reviews, school improvement office) to make funding available for RAC positions, training, and operations. In many cases, employees serving in a school improvement function will join a RAC team. The state has also consolidated some functions at the county level to eliminate overlap and provide additional funding for the Regional Achievement Centers.

RAC School Improvement Plan Template Instructions

Template Version 3.0

Date of Version 4/15/2014

INSTRUCTIONS: Please follow the steps below. The RAC team and the NJDOE created this tool to support you by helping you to save time in completing your School Improvement Plan.

Overall Guidelines

Green sheets require content to be entered.

Yellow boxes correspond to the step number

Click on the step number in green on the left of each step to go to the corresponding sheet. Or use your mouse to navigate across sheets at the bottom of the application.

Click on the purple button on the top of each sheet to return to this "Instructions" page.

Blue sheets are summary sheets that are programmed to self-populate.

CAUTION: To avoid errors with built in formulas and self-populating cells PLEASE DO NOT delete or rename tabs, or cut & paste.

Steps to set-up the file

- 1 Rename the file RACREGION#_CDS_School Name.xls. Example RAC4_000000001_NJElementary.xls

Steps to input the information

- 2 Go to sheet "Title." Select the school from the drop down menu.
- 3 Go to sheet "SIP Team". Identify the members of the School Improvement Plan committee. Follow the instructions on the sheet. Use the drop-down menu for multiple fields.
- 4 Go to sheet "SIP Team Meetings" to record the dates for all School Improvement Plan committee meetings.
- 5 Go to sheet "QSR Summary" to enter the results from the Quality School Review rubric. Follow the instructions on the sheet.
- 6 Go to sheet "Data Analysis." Follow the instructions on the sheet. Think through the following questions in completing the data analysis:
 - . What does this metric tell you?
 - . What questions arise from these data?
 - . What other forms of data would you like to review?
 - . What is the impact on achievement?
 - . What trends emerge?
- 7 Go to sheet "Root Cause Analysis." Follow the instructions on the sheet.
- 8.i Go to sheet "SMART Goal (1)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.ii Go to sheet "SMART Goal (2)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iii Go to sheet "SMART Goal (3)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells
- 8.iv Go to sheet "SMART Goal (4)." Follow the instructions on the sheet. Use the drop-down menu for multiple cells

Review output and check quality of information

- 9 Review sheet "Budget Summary." Ensure that budget types and sources correspond to entries on intervention strategies.
- 10 Go to sheet "Confirmation." Follow the instructions on the sheet.
- 11 Select upper left icon, then "print". Select "Print entire workbook" on bottom left of print pop up.
- 12 Review pages and correct any sheet as necessary.
- 13 Submit file to RAC staff.

Modifying Cells to Display Text/Adjusting Row Height

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

For questions, please contact the RAC staff in your region, or email RAC@doe.state.nj.us.

Normandy Park School



DISTRICT Morris School District **REGION** 1 **Classification**

Focus

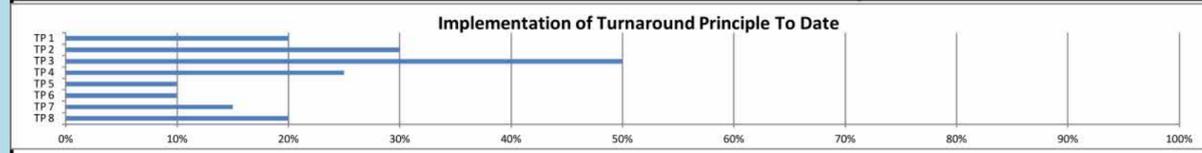
Discipline & Attendance Data	Suspension Rate	Student Attendance Rate	Faculty Attendance Rate	Chronic Absenteeism for All	Chronic Absenteeism Subgroup 1	Chronic Absenteeism Subgroup 2
Oct-13	2%	4%	4%	5%	2%	8%
Nov-13	3%	5%	5%	4%	3%	8%
Dec-13	4%	3%	6%	5%	3%	8%
Jan-14	5%	4%	7%	5%	4%	1%
Feb-14	6%	6%	5%	6%	5%	6%
Mar-14	67%	2%	5%	6%	6%	7%
Apr-14	8%	4%	3%	5%	6%	5%
May-14	8%	5%	5%	6%	7%	6%
Jun-14	4%	6%	4%	4%	7%	5%

Climate & Culture Survey Data	Students		Staff		Parents	
	Fall	Spring	Fall	Spring	Fall	Spring
	% of Participation	95%	92%	97%	90%	30%
Physical Environ.	4.00	3.00	6.00	7.00	6.00	4.00
Emotional Environ.	5.00	34.00	6.00	8.00	6.00	3.00
Teaching & Learning	4.00	4.00	6.00	8.00	5.00	3.00
Relationships	4.00	4.00	6.00	7.00	5.00	3.00
Morale - School Comm.	3.00	4.00	7.00	7.00	5.00	3.00
Comm. Engagement	4.00	5.00	7.00	6.00	5.00	3.00

Evaluation	
9/20 - Observation schedule created / submitted	YES
9/20 - % of Teachers trained on respective eval rubric	3%
10/22 - 10% of SGOs reviewed and feedback provided	YES
11/15 - % of SGOs placed in teachers' personnel files	3%
12/1 - % 1st observations complete	4%
12/20 - 10% Audit for first-round observations for math/LAL teachers with feedback to principal	NO
3/1 - % 2nd observations complete	56%
3/21 - 10% Audit for second-round observations for math/LAL teachers with feedback to principal	NO
4/30 - % of 3rd round of observations for all non-tenured teachers complete	6%
5/30 - % of SGOs with final data scored	7%
5/30 - % of 3rd round of observations complete (tenure)	5%

Benchmark Unit Assessments	EOC 1		EOC 2		EOC 3	
	ELA	Math	ELA	Math	ELA	Math
	% Part	% Pass	% Part	% Pass	% Part	% Pass
Kindergarten	85%	45%	82%	35%	0%	60%
First Grade	93%	55%	84%	56%	0%	0%
Second Grade	76%	39%	76%	33%	0%	0%
Third Grade	36%	87%	67%	76%	0%	75%
Fourth Grade	87%	67%	5%	37%	0%	0%
Fifth Grade	73%	25%	0%	68%	0%	0%
Sixth Grade	0%	69%	0%	55%	0%	0%
Seventh Grade	0%	80%	0%	90%	0%	0%
Eighth Grade	0%	45%	0%	69%	0%	0%
Ninth Grade	0%	70%	0%	80%	0%	0%
Tenth Grade	0%	55%	0%	72%	0%	0%
Eleventh Grade	0%	73%	0%	76%	0%	78%
Twelfth Grade	0%	78%	0%	90%	0%	0%

EOC 1	Interim Goal 1	Interim Goal 2	Interim Goal 3	Interim Goal 4
	Met	Not Met	Met	Met
Implementation of Turnaround Principle				
TP	TP 1	TP 2	TP 3	TP 4
% Comp.	20%	30%	50%	25%
EOC 2	Interim Goal 1	Interim Goal 2	Interim Goal 3	Interim Goal 4
Implementation of Turnaround Principle				
TP	TP 1	TP 2	TP 3	TP 4
% Comp.				
EOC 3	Interim Goal 1	Interim Goal 2	Interim Goal 3	Interim Goal 4
Implementation of Turnaround Principle				
TP	TP 1	TP 2	TP 3	TP 4
% Comp.				
EOC 4	Interim Goal 1	Interim Goal 2	Interim Goal 3	Interim Goal 4
Implementation of Turnaround Principle				
TP	TP 1	TP 2	TP 3	TP 4
% Comp.				
EOC 5	Interim Goal 1	Interim Goal 2	Interim Goal 3	Interim Goal 4
Implementation of Turnaround Principle				
TP	TP 1	TP 2	TP 3	TP 4
% Comp.				



Professional Development - Topics	Attendance % Target Pop.	Professional Development - Topics	Attendance % Target Pop.
Math	80%	0	0%
scheduling	75%	0	0%
0	0%	0	0%

EOC 4		EOC 5	
ELA	Math	ELA	Math
% Part	% Pass	% Part	% Pass
0%	0%	0%	0%
0%	0%	0%	0%
0%	78%	0%	87%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%
0%	0%	0%	0%

Overall Notes:
You can add highlights, areas of concern or next steps for your school here.

RAC ROAD TO SUCCESS REPORT

Date: 4.7.2014

School:

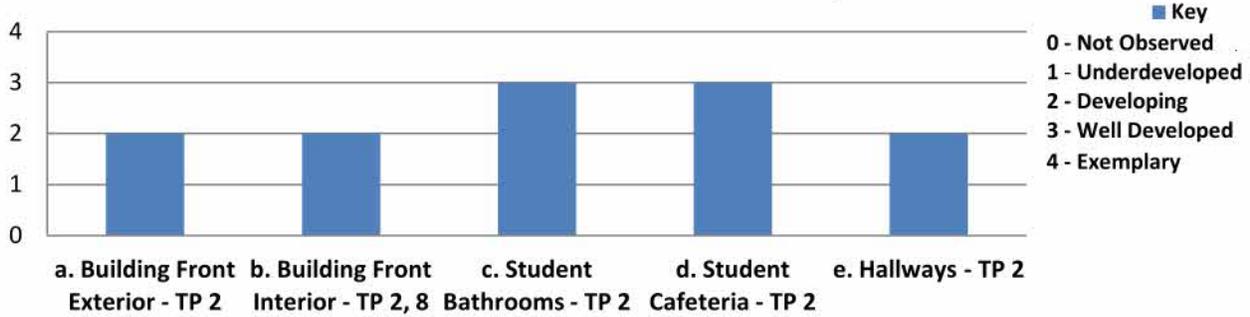
0

Observer:

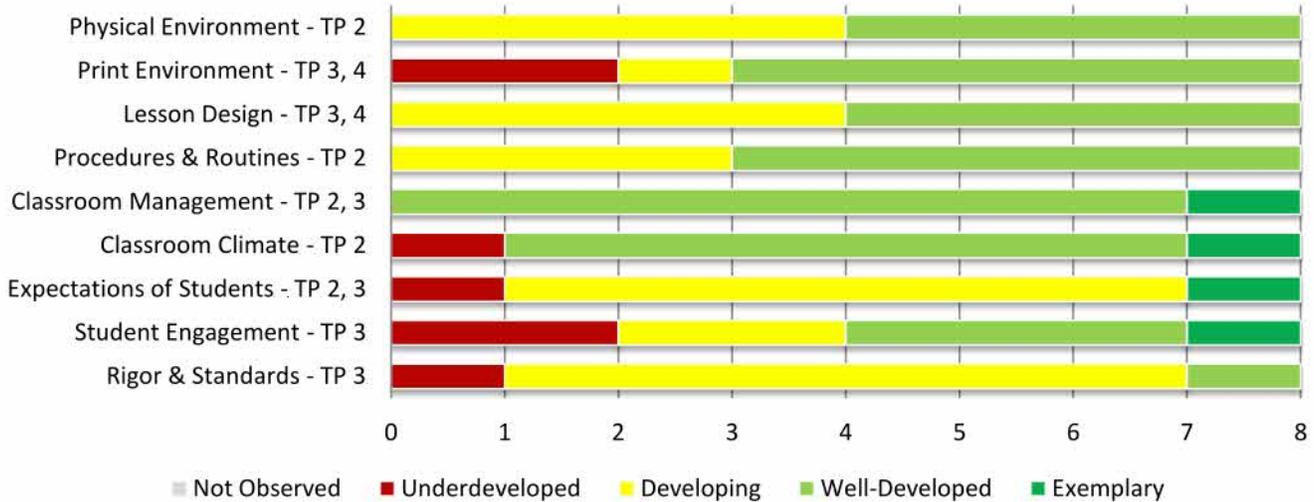
NA,NA,NA

Turnaround Principles: 1 - School Leadership 2 - Climate & Culture 3 - Effective Instruction 4 - Curriculum, Assessment & Intervention.....
5 - Effective Staffing Practices 6 - Effective Use of Data 7 - Effective Use of Time 8 - Family & Community Engagement

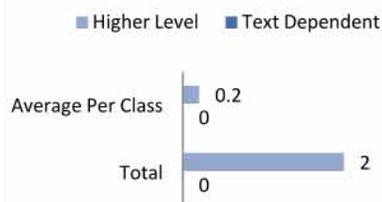
Observable Characteristics of Common Spaces



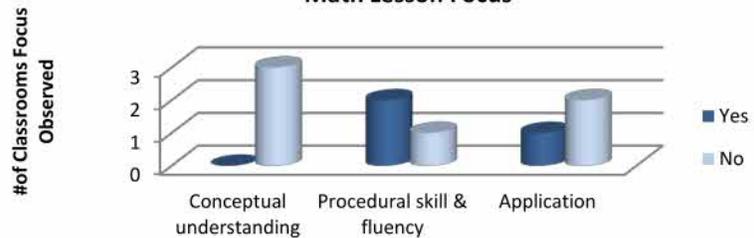
Observable Characteristics of Classrooms



Question Types



Math Lesson Focus



	Subject	Class	Grade	# of Students	Present for:	Minute 5		Minute 10	
						Stud. Act. Observed	Student Engagement	Stud. Act. Observed	Student Engagement
Class 1	Social Studies	Special Ed	8	7	Beginning	Lower-Level Task	Teacher Talk	Teacher Talk	Teacher Talk
Class 2	Math	Special Ed	7	7	Middle	Teacher Talk	Teacher Talk	Lower-Level Task	Teacher Talk
Class 3	Social Studies	Gen Ed	7	17	End	Lower-Level Task	Teacher Talk	Lower-Level Task	Teacher Talk
Class 4	Math	Gen Ed	7	11	Beginning	Teacher Talk	Teacher Talk	Lower-Level Task	Teacher Talk
Class 5	Science	Gen Ed	8	9	Middle	Lower-Level Task	Teacher Talk	Lower-Level Task	Teacher Talk
Class 6	Science	Gen Ed	5	5	Beginning	Lower-Level Task	Teacher Talk	Lower-Level Task	Teacher Talk
Class 7	Science	Gen Ed	5	5	Middle	No Acad. Activity	Teacher Talk	No Acad. Activity	Teacher Talk
Class 8	Math	Gen Ed	5	21	End	Teacher Talk	Teacher Talk	Lower-Level Task	Teacher Talk

III. Observable Characteristics of Meetings

a. Turnaround Alignment

Turnaround Principle Focus:

Notes:

b. Guiding Structure

Notes:

c. Sense of Urgency

Notes:

d. Positive Tone

Notes:

e. Results-Driven Focus

Notes:

IV. Observable Characteristics of Principal - TP 1

a. Affect

Notes:

b. Org. & Knowledge Man.

Notes:

c. Focus

Notes:

d. Urgency & Follow-Through

Notes:

New Jersey Department of Education
 Status of Implementation - Priority Schools

Region	County Name	District Name	School Name	Status of Concurrent Implementation of Turnaround Principles		
				2012 - 2013	2013-2014	2014 - 2015
2	Passaic	Paterson City	New Roberto Clemente			
2	Passaic	Paterson City	Number 13			
2	Passaic	Paterson City	Number 28			
2	Passaic	Paterson City	Number 6, Acad Perf Arts			
3	Essex	East Orange	Patrick F. Healy Middle			
3	Essex	Irvington Township	University Middle School			
3	Hudson	Jersey City	Ezra L Nolan 40			
3	Essex	Newark City	Belmont Runyon			
3	Essex	Newark City	Camden St			
3	Essex	Newark City	George Washington Carver			
3	Essex	Newark City	Hawthorne Ave			
3	Essex	Newark City	Louise A. Spencer			
3	Essex	Newark City	Quitman Community School			
3	Essex	Newark City	Thirteenth Ave			
4	Union	Plainfield City	Charles H. Stillman			
4	Union	Plainfield City	Hubbard			
4	Mercer	Trenton City	Columbus			
4	Mercer	Trenton City	Daylight/Twilight H S			
4	Mercer	Trenton City	Grace A Dunn Middle Sch			
4	Mercer	Trenton City	Grant			
4	Mercer	Trenton City	Gregory			
4	Mercer	Trenton City	Hedgepeth-Williams Sch			
4	Mercer	Trenton City	Jefferson			
4	Mercer	Trenton City	Joyce Kilmer			
4	Mercer	Trenton City	Luis Munoz-Rivera MS			
4	Mercer	Trenton City	Monument			
4	Mercer	Trenton City	P.J. Hill			
5	Monmouth	Asbury Park City	Asbury Park Middle			
5	Ocean	Lakewood Twp	Lakewood High			
5	Middlesex	New Brunswick City	New Brunswick Middle			
6	Camden	Camden City	Bonsall			
6	Camden	Camden City	Catto Community School			
6	Camden	Camden City	Coopers Poynt			
6	Camden	Camden City	Davis Elem			
6	Camden	Camden City	Dudley Elem School			

New Jersey Department of Education
 Status of Implementation - Priority Schools

Region	County Name	District Name	School Name	Status of Concurrent Implementation of Turnaround Principles		
				2012 - 2013	2013-2014	2014 - 2015
6	Camden	Camden City	East Camden Middle			
6	Camden	Camden City	Forest Hill			
6	Camden	Camden City	Hatch Middle			
6	Camden	Camden City	Mcgraw			
6	Camden	Camden City	Morgan Village Middle			
6	Camden	Camden City	Pyne Poynt Family School			
6	Camden	Camden City	R C Molina Elem. School			
6	Camden	Camden City	Riletta Cream Elem School			
6	Camden	Camden City	Sumner			
6	Camden	Camden City	Veterans Memorial Middle			
6	Camden	Camden City	Whittier			
6	Camden	Camden City	Wilson			
6	Camden	Camden City	Woodrow Wilson High			
6	Camden	Camden City	Yorkship			
7	Cumberland	Millville City	R D Wood			



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

CHRISTOPHER D. CERF
Commissioner

[DATE]

[PRINCIPAL NAME]

Principal

[SCHOOL]

[ADDRESS]

[CITY], NJ [ZIP]

Dear Principal [PRINCIPAL LAST NAME]:

On [CYCLE REVIEW DATE], the Regional Achievement Center completed an end-of-cycle review of both the progress and quality of implementation of the 2013-2014 School Improvement Plan (SIP) for [SCHOOL NAME]. Based on this review, we have determined that your school is [STATUS (i.e., On Track/On Track with Additional Focus Required/Off Track)], until the next end-of-cycle evaluation, which will be conducted by [NEXT CYCLE REVIEW DATE].

Listed below are the areas of the SIP that require additional focus.

- ...
- ...
- ...

Please feel free to contact me if you have any questions about your status or the provided recommendations.

Sincerely,

[ED NAME]

Executive Director

Regional Achievement Center, Region [RAC#]

Cc: [SUPERINTENDENT NAME]

[NJDOE CHIEF TURNAROUND OFFICER NAME]

[NJDOE DIRECTOR OF SCHOOL IMPROVEMENT]

Appendix 20: 2013-2014 Progress Targets Action Plan Template

Non-Priority and non-Focus Schools that do not meet the annual proficiency and/or graduation rate Progress Targets must complete a Progress Targets Action Plan. The Plan must articulate interventions for students (schoolwide population and subgroups) that did not make their annual targets. In their Progress Targets Action Plans, schools must also articulate how they will align Title I resources to support the Plan. The completed Plans will be approved by the Board of Education and posted on districts' web page.

For non-Priority/non-Focus high schools that do not meet their proficiency and/or graduation rate targets are required to formulate a Progress Target Action Plan to be as follows:

- A high school that has not achieved its individual Annual Measurable Objectives with regard to subgroup performance on statewide assessments will be required to complete an Action Plan and/or;
- A high school with a subgroup that has not attained a 75% graduation rate (as measured by the 4-year adjusted cohort graduation rate methodology) or its 85% five-year graduation rate target for two consecutive years will be required to complete an Action Plan.

2013-2014 Progress Targets Action Plan Assurances*

County Code:	LEA Code:
County Code:	LEA Name:

New Jersey's Elementary and Secondary Education Act (ESEA) Flexibility Request requires that the State implement an accountability system with differentiated recognitions, interventions and supports. Section 2F of the Request charges the New Jersey Department of Education (NJDOE) with providing incentives and supports to schools that are not classified as a Priority or Focus School. To appropriately identify the supports needed for schools that did not meet their 2013 Progress Targets, districts must develop a plan articulating how they will address the needs of student populations that did not meet their proficiency targets and graduation rate targets. If applicable, the district must indicate how it will focus its Title I resources to support these students. The district should use the attached template to summarize their schools' plans, but the district should draw upon any existing strategic planning that already addresses these specific issues. Use additional forms, as needed.

The district must review and sign the Progress Targets Action Plan assurances and fax a signed copy of this page to its local County Office of Education.

The signature of the district's Chief School Administrator and President of the Board of Education below assure that the district:

(For all schools)

- Has completed a Progress Targets Action Plan for each of its schools not meeting their 2013 Progress Targets for proficiency and/or graduation rate;
- Will post a copy of each school's completed Progress Targets Action Plan on the district's web site at [_____ (Insert hyperlink) _____] on or before May 15, 2014;
- Will hold a public meeting with its stakeholders to review each school's *2013 ESEA Waiver School Profile* and *ESEA Waiver Annual Progress Targets* located on the NJDOE's web page at <http://www.state.nj.us/education/title1/accountability/progress/13/pt/>

•

(For Title I Schools only)

- Use Title I, Part A funds only for scientifically-based research (SBR) strategies and practices;
- Not use Title I, Part A funds to support district initiatives.

Chief School Administrator's Name
Chief School Administrator's Signature
Date:

Board President's Name
Board President's Signature
Date:

* This form must be faxed to the County Office of Education

2013-2014 Progress Targets Action Plan Interventions

SCHOOL CODE:	SCHOOL NAME:
Content Area:	<input type="checkbox"/> <i>English Language Arts</i> <input type="checkbox"/> <i>Mathematics</i>
Subgroup(s) Not Meeting Progress Targets for proficiency and/or other measures:	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	

Subgroup(s) Not Meeting Graduation Rate Target	<input type="checkbox"/> Black <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Two or More Races <input type="checkbox"/> Total Population <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Limited English Proficient Students <input type="checkbox"/> Economically Disadvantaged
Intervention(s) to be implemented:	

Amount of Title I, Part A Funds Allocated for Intervention:* (Indicate "N/A" if school does not receive Title I funds)	
--	--

	Action Steps	Persons Responsible	Additional Resources Dedicated	Due Date - Timeline
1				
2				
3				
4				
5				

*Title I funds must be used to supplement, and not supplant state and local funds.

Add additional forms as needed.

2013-2014 Progress Targets Action Plan
Students with Disabilities Graduation Rate Certification*

County Code: District Code: School Code:	District Name: School Name:
Number of Students with Disabilities that did not meet the graduation rate targets: _____	Number of Students with Disabilities that did not meet the graduation rate target and have Individualized Education Plans that support continued enrollment beyond five years: _____
Number of Students with Disabilities in each of the following subgroups that did not meet the graduation rate target	Number of Students with Disabilities in each of the following subgroups that did not meet the graduation rate target and have Individualized Education Plans that support continued enrollment beyond five years
Black: _____ Hispanic: _____ White: _____ American Indian: _____ Asian: _____ Two or More Races _____ Total Population: _____ Limited English Proficient Students: _____ Economically Disadvantaged : _____	Black: _____ Hispanic: _____ White: _____ American Indian: _____ Asian: _____ Two or More Races _____ Total Population: _____ Limited English Proficient Students: _____ Economically Disadvantaged : _____

The school certifies that its students with disabilities that did not meet the graduation rate targets have Individualized Education Plans that support enrollment beyond five years.

(If applicable) The school certifies that its Progress Targets Action Plan incorporates dropout prevention strategies and transition activities to address the needs of students with disabilities that did not meet the graduation rate target and do not have IEPs that support continued enrollment beyond five years.

Principal's Name: _____

Principal's Signature: _____ Date: _____

Chief School Administrator's Name: _____

Chief School Administrator's Signature _____ Date: _____

* This form must be faxed to the County Office of Education.

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Student and Field Services
Office of Supplemental Education Programs
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

Intervention Planning Template

District Name: Bridgeton Meeting Date: 2/17/15

AMAOs Not Met: AMAO 2 (5+ ELLs) and AMAO 3 (Math and ELA)

Name(s) of Stakeholders in Attendance:

BACKGROUND

Section 3122 (B) of the Elementary and Secondary Education Act (ESEA) requires that:

If a State educational agency determines that an eligible entity has failed to meet the annual measurable achievement objectives... for 4 consecutive years, the agency shall —

(A) require such entity to modify the entity's curriculum, program, and method of instruction; or

(B)(i) make a determination whether the entity shall continue to receive funds related to the entity's failure to meet such objectives; and (ii) require such entity to replace educational personnel relevant to the entity's failure to meet such objectives.

This portion of Title III of ESEA requires that the New Jersey Department of Education determines what changes need to take place and whether Title III funding will continue to be allocated to districts that have failed to meet Annual Measurable Achievement Objectives (AMAOs) for more than 4 consecutive years.

INTRODUCTION

The Intervention Planning Template has been created to guide intervention for targeted districts that have failed to meet AMAOs for more than 4 consecutive years.

1) General Overview (pre K-12)

- a) Describe the population of ELLs that are in your district (how many, background, proficiency).
- b) Describe your district's process for placement, monitoring, and mainstreaming ELLs as they develop their language proficiency?
- c) What do you feel are 2-3 strengths of your program?

2) Data Review

- a) Review AMAO targets.
- b) Identify which AMAOs were missed.
- c) Look for district-level trends in AMAO data.
- d) Look for school-level trends in AMAO data.

3) Program Overview

a) Program Graphic Organizer

	Primary Language(s)	School -- Program Types/Native Language Supports
Pre K		
K		
1		
2		
3		
4		
5		
6-8		
9-12		

b) Program Evaluation

Indicators	Areas for Growth/ Example
i. The ESL/bilingual program is part of the overall school infrastructure, comparable to other content area instructional programs; therefore, the school also allocates comparable resources to the ESL/bilingual program and its staff. . All ELLs receive required instructional time from certified teachers.	
ii. There is a clear chain of command and program implementation is evaluated for effectiveness by program leaders at the school and district level.	
iii. Staff members are led effectively and understand the program being implemented and how students can transition from one proficiency level to the next until they are exited from program services.	
iv. District staff members evaluate EL programs over time using accurate data and timely modify their programs when they are not meeting state standards.	
v. The ESL/bilingual program is part of the overall school infrastructure, comparable to other content area instructional programs; therefore, the school also allocates comparable resources to the ESL/bilingual program and its staff.	
vi. Resources are allocated appropriately so that students' needs are met according to their academic and English proficiency level.	
vii. Staff receives language proficiency and state assessment data (if applicable) in a timely manner to guide all decisions for class placement and improving student achievement.	
viii. The principal and instructional leaders create a master schedule that provides time for the following: 1) general, bilingual and ESL teachers to meet regarding vertical and horizontal articulation; 2) maximum access to and support of the mainstream content curriculum; 3) opportunities for teachers to learn from each other, as well as from experts in their respective fields.	
ix. The teacher/student ratio allows for maximum learning time.	
x. Parents of ELLs are involved in school in many ways, including, member of leadership team, volunteer, PTA and member of the parent advisory committee (if applicable).	
xi. The school's practices reflect an understanding that a quality educational program requires shared responsibility and collaboration among all educational professionals working with ELLs and their families.	
xii. The social and emotional, as well as academic, needs of ELLs are met by a variety of resource personnel.	
xiii. There is a logical transition from the pre K offerings for ELLs to the K-12 ELL program.	

4) Curriculum Overview

a) Curriculum Graphic Organizer

Grades	K	Elementary School	Middle School	High School
Language Arts (Bilingual Program)				
ESL Program				
Sheltered Instruction Content Areas				
Bilingual Content Areas				

b) Curriculum Evaluation

Indicators	Areas for Growth/ Example
i. The ESL curriculum is a written document closely aligned with the grade-level Common Core State Standards, and the World-Class Instructional Design and Assessment (WIDA) Standards.	
ii. The ESL curriculum is appropriate for students' proficiency levels and allows access to grade-level appropriate academic language/content.	
iii. The bilingual curriculum contains grade-level appropriate content and provides sufficient instruction in both languages to support students' level of language acquisition.	
iv. Curriculum reflects both current research and best practices for teaching English language learners (ELLs). It uses instructional methodology that is scientifically based and proven to be effective (e.g. sheltered instruction).	
v. The ESL curriculum is cross referenced to the school district's bilingual education and content area curricula to ensure that ELL instruction is correlated to all content areas taught.	
vi. Curriculum, texts, and assessments incorporate the skills of listening, speaking, reading, and writing at all grades and levels of proficiency.	
vii. Scaffolding and supports are presented systematically throughout the curriculum and helps students' transition from one proficiency level to the next.	

5) Method of Instruction Overview

a) Method of Instruction Graphic Organizer

Program Type	Grade Level(s)	Instructional Methodology and Training Provided

b) Method of Instruction Evaluation

Indicators	Areas for Growth/ Example
i. The learning environment provides ESL students with multiple opportunities to use English, interact with others as part of a challenging educational program, and receive feedback on their language acquisition and content knowledge.	
ii. ELL instruction allows students to access their grade-level curricula in all content areas so that they can meet promotion and graduation requirements.	
iii. The techniques and materials used for instruction are appropriate to the English language proficiency levels. Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	
iv. There is ongoing communication among the teachers of ELLs and content area teachers vertically and horizontally.	
v. Objectives are measurable and posted in the room. Lesson plans and objectives match the instruction taking place in the classroom and are based on the appropriate standards.	
vi. Professional development activities include training about building language proficiency, standards-based instruction, foundational skills, the four language domains, background knowledge, academic supports, assessment modifications, and/or culture competencies.	

Opportunities for Change Template

Curriculum			
Modification to Curriculum	Evaluation Method	Target Date(s)	Person Responsible

Program			
Modification to Program	Evaluation Method	Target Date(s)	Person Responsible

Method of Instruction			
Modification to Method of Instruction	Evaluation Method	Target Date(s)	Person Responsible

Contact information:

Name: Phone: Email:

Name: Phone: Email:

Name: Phone: Email:

Name: Phone: Email:

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Student and Field Services
Office of Supplemental Programs
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

Title III District Improvement Plan Template

I. District Information

_____/_____
County Name/Code

_____/_____
District Name/Code

Street Address of District

City State Zip Code

Name and Title of Person Completing Plan

Email Address

(_____)_____
Telephone Number of Person Completing Plan

Name and Title of Contact Person

Email Address

(_____)_____
Telephone Number of Person Contact Person

II. Title III Improvement Plan Requirements

Section 3122 (b)(2) of the *No Child Left Behind Act of 2001* states that if a state educational agency determines, based on the annual measurable achievement objectives, that an eligible entity has failed to make progress toward meeting such objectives for two consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.

III. Title III Improvement Plan Description

School districts that have not met one or more Title III Annual Measurable Achievement Objectives (AMAOs) for two consecutive years must develop a Title III improvement plan that addresses the factors that prevented achievement of the AMAO(s). The school districts should consult with parents, school personnel, and other stakeholders to develop the plan. The improvement plan must include components that:

- 1) Describe the factors that prevented achievement of the AMAO(s).
- 2) Describe instructional strategies and activities designed to improve the academic performance and increase the English proficiency of English learners to meet the AMAO(s).
- 3) Incorporate scientifically-based strategies and methodologies in instructional strategies and activities directed toward English learners to meet the AMAO(s).
- 4) Describe professional development designed to support the instructional strategies and activities provided to English learners by ESL teachers, content and classroom teachers, and resource personnel.
- 5) Describe the timeline and milestones for implementation.
- 6) Evaluate the outcomes stated in the Title III improvement plan.

IV. Guiding Principles for Title III Improvement Plan

Below are principles that will help districts successfully complete each section of the Title III District Improvement Plan.

Hypothesis (Primary Concerns Based on Data Analysis):

1. Review data.
2. Identify areas of strengths and weaknesses in the data.
3. Once areas of strengths and weaknesses are identified, create a hypothesis regarding practices.
4. Identify issues related to the hypothesis to create primary programmatic concerns.

Improvement Goal(s):

Create quality, district goals that are measurable, action-based, and that address the primary concerns.

Step(s) to Meet Goal(s):

Write the school- and grade-level steps that need to be taken to meet the Improvement Goal(s) (including professional development).

Expected Evidence of Improvement:

Establish evidence-based indicators that improvement targets have been met. Examples of indicators may include date and name of test, target population, expected percentage of student improvement, and any other specific evidence tied to goals.

Person(s) Responsible:

Person(s) responsible for the implementation of actions to be taken must be listed.

Timeline:

A concrete timeline must establish the start and frequency of the actions to be taken.

NEW JERSEY STATE DEPARTMENT OF EDUCATION

Title III District Improvement Plan SAMPLE

Note: Add grids and bullets to the existing tables as needed. Some grids and bullets may be left blank.

AMAO(s) Missed
Check all that apply <input type="checkbox"/>
<input type="checkbox"/> AMAO 1: Annual student progress in learning English.
<input checked="" type="checkbox"/> AMAO 2: Annual student attainment of English proficiency.
<input type="checkbox"/> AMAO 3: The number or percentage of students meeting progress targets in reading/language arts and mathematics.

Hypothesis (Primary Concerns Based on Data Analysis):

- Long term ELLs in grades 5-8 are failing to meet a 4.5 on the ACCESS for ELLs test due to low levels of reading and writing proficiency.

- | |
|---|
| Improvement Goal(s) |
| 1. English language learners will improve their reading skills (5 – 8). |
| 2. English language learners will improve their writing skills (5 – 8). |
| 3. English language learners will improve their content-related vocabulary in grades 5-8. |

Step(s) to Meet Goal(s)	Expected Evidence of Improvement	Person(s) Responsible	Timeline
Increase intermediate and advanced ESL classes from 1 period to 2 periods-a-day for grades 4-8 at SAMPLE and ELPMAS Schools.	4.5 composite score on the 2015 ACCESS for more than 50% of students >5 yr.	John Doe, Principal Jane Doe, Supervisor	Daily class added by November, 2014
Reinstate the afterschool ESL homework club in SAMPLE School for all English language learners in grades 6-8.	Improved grades in content-area classes for the 3 rd and 4 th quarter of 2014-2015.	John Doe, Principal Jane Doe, Supervisor	Twice a week starting in December, 2014
Provide sheltered English instruction training for 10 content teachers in grades 6-8 at ELPMAS School.	Improved grades in content-area classes for the 4 th quarter of 2014-2015.	John Doe, Principal Jane Doe, Supervisor	15 hours of training during the 14'-15' school year

**NEW JERSEY STATE DEPARTMENT OF EDUCATION
Title III District Improvement Plan Template**

Note: Add grids and bullets to the existing tables as needed. Some grids and bullets may be left blank.

District Name/Code: _____ / _____ Contact Person: _____ Email: _____

AMAO(s) Missed

Check all that apply

- AMAO 1:** Annual student progress in learning English.
- AMAO 2:** Annual student attainment of English proficiency.
- AMAO 3:** The number or percentage of students meeting progress targets in reading/language arts and mathematics.

Primary Concerns Based on Data Analysis:

-
-
-

Improvement Goal(s)

- 1.
- 2.
- 3.

Step(s) to Meet Goal(s)	Expected Evidence	Person(s) Responsible	Timeline

Support Models by School

School Type	Pre Work	Weekly	BiWeekly	Monthly/Every 6 weeks	Quarterly	Yearly
<p>Priority School Model A1 (Highest Priority In Non-State Operated Districts)</p> <p>(N.B.: Priority status is designated by the Office of School Performance based on federally established criteria. These schools will be provided with the highest level of support as they represent the bottom 5% of schools in the state.)</p>	<p>A School Support Plan(SSP), i.e. a yearlong action plan for service delivery & support (e.g. Gantt chart), inclusive of:</p> <ul style="list-style-type: none"> a) Common Core Curriculum Intensive sessions; b) RAC- based professional development (PD) sessions; c) NJ DOE Division of Academics PD; d) planned coaching cycles for each PD the school will receive; e) RAC plans for dates during the school's key assessment windows. <p>A completed Climate & Culture Plan, with a yearlong plan for making it operational.</p>	<p>1 full day of on-site support with STC:</p> <ul style="list-style-type: none"> a) check in with relevant AI partners b) leadership team meeting, c) classroom co-observations d) school culture checks e)1x1 principal coaching f) data review <p>1 full day of on-site support provided weekly by a specialist (Literacy, Math, ELL, Interventionist) inclusive of one or more of the following components:</p> <ul style="list-style-type: none"> a) professional development session OR professional learning community (PLC) meeting attendance with all or a subset of staff; b) 1x1 coaching; c) focused walkthrough of classes regarding 1 – 2 specific aspects of instructional practice. 		<ul style="list-style-type: none"> a) SIP Leadership Team check-in meetings with STC; b) Data dashboard w updates. 	<ul style="list-style-type: none"> a) Model Curriculum Interim Assessments review 	<p>RAC Road to Success walkthrough. QSR evaluation meeting.</p>
<p>Priority School Model A2 (Other Priority Schools in Non-State Districts)</p> <p>(N.B.: Priority status is designated by the Office of School Performance based on federally established criteria. These schools will be provided with the highest level of support as they represent the bottom 5% of schools in the state.)</p>	<p>A School Support Plan(SSP), i.e. a yearlong action plan for service delivery & support (e.g. Gantt chart), inclusive of:</p> <ul style="list-style-type: none"> a) Common Core Curriculum Intensive sessions; b) RAC- based professional development (PD) sessions; c) NJ DOE Division of Academics PD; d) planned coaching cycles for each PD the school will receive; e) RAC plans for dates during the school's key assessment windows. <p>A completed Climate & Culture Plan, with a yearlong plan for making it operational.</p>	<p>1 full day of on-site support with STC:</p> <ul style="list-style-type: none"> a) leadership team meeting, b) classroom co-observations c) school culture checks d)1x1 principal coaching e) data review 	<p>1 full day of on-site support provided bi-weekly by a relevant specialist (Literacy, Math, ELL, Interventionist) inclusive of one or more of the following components:</p> <ul style="list-style-type: none"> a) professional development session OR professional learning community (PLC) meeting attendance with all or a subset of staff; b) 1x1 coaching; c) focused walkthrough of classes to support and monitor 1 – 2 specific aspects of instructional practice. 	<ul style="list-style-type: none"> a) SIP Leadership Team check-in meetings with STC; b) Data dashboard w updates. 	<ul style="list-style-type: none"> a) Model Curriculum Interim Assessments review 	<p>RAC Road to Success walkthrough. QSR evaluation meeting.</p>
<p>Priority School Model B (In State Operated Districts)</p> <p>(N.B.: Priority status is designated by the Office of School Performance based on federally established criteria. These schools will be provided with the highest level of support as they represent the bottom 5% of schools in the state.)</p>	<p>District human capital audit to determine in-district presence of:</p> <ul style="list-style-type: none"> a) coaches for each turnaround principal to be coached at a 1:3 coach to principal ratio; b) specialists/school-based coaches to support instruction at a 1:1 ratio, i.e. 1 literacy specialist for each priority school and 1 math specialist for each priority school ; c) climate & culture specialist or proxy, e.g. a dean to support school climate at a 1:1 ratio, i.e. 1 specialist for each priority school. <p>District curricular infrastructure audit to determine in-school presence of: a) curriculum maps with a clear scope and sequence for Literacy and Math at every grade; b) bite-sized formative assessments with content that mirrors the Model Curriculum interim assessment</p>		<p>A check-in conversation between the school leader (or designee) with DOE RAC team member and DOE intervention team.</p>		<p>1 day of on-site interaction between the in-district principal coach and a RAC Representative to include progress monitoring of SIPs, troubleshooting solutions to school challenges, and planning for DOE support, if needed.</p>	<p>RAC Road to Success walkthrough. QSR evaluation meeting.</p>
<p>Focus School Model A ("Hot List" - Highest Level of Need Focus Schools)</p> <p>(N.B. Focus status is designated by the Office of School Performance based on federally-established criteria. "Hot List" Focus status is designated by Regional RAC team, based on quantitative and qualitative data gathered during prior year of engagement that indicates a high level of vulnerability & need in the school, relative to the other Focus schools in the RACs portfolio.)</p>	<p>A yearlong action plan for service delivery & support, inclusive of: a)RAC- based PD sessions to be delivered;</p> <ul style="list-style-type: none"> b) Common Core intensive sessions; c) NJ DOE Division of Academics PDs; d) planned coaching cycles for each PD the school will receive; e) RAC plans for dates during the school's key assessment windows. 		<p>2-4 hours of on-site support with liaison focused on gap population and specific, related strategies, possibly including:</p> <ul style="list-style-type: none"> a) leadership team meeting attendance; b) co-observations with administrator; c) review of ELL/SPED strategies; d) review & planning about some aspect of school level data. 	<p>1 full day of on-site support with a relevant specialist inclusive of the following components:</p> <ul style="list-style-type: none"> a) professional development session or PLC participation with all or a subset of staff; b) 1x1 coaching with 2-4 teachers; c) focused walkthrough of classes to monitor 1 – 2 specific aspects of instructional practice. <p>SIP Leadership Team Check-In meetings with STC.</p>		<p>RAC Road to Success walkthrough. QSR evaluation meeting.</p>

Support Models by School

School Type	Pre Work	Weekly	BiWeekly	Monthly/Every 6 weeks	Quarterly	Yearly
<p>Focus School Model B (On-Track Focus Schools)</p> <p>(N.B. Focus status is designated by the Office of School Performance based on federally-established criteria. "On Track" Focus status is designated by the Regional RAC team, based on quantitative and qualitative data gathered during the prior year of engagement that indicates satisfactory progress towards goals. This status signals that there is a high-quality curricular and cultural infrastructure in the school.)</p>					Cycle Review &/or on-site support by a relevant specialist to address interventions specific to the subgroup(s).	QSR evaluation meeting
<p>Non Categorized Schools</p> <p>(N.B. The criteria for Non Categorized status has not yet been established. This designation is being considered by the NCLB ESEA Advisory Council to address schools not presently in status but whose data suggests a high level of need, in comparison to other non categorized schools.)</p>	Communication of DOE PDs being delivered in the school's region and an open invitation for the school to participate on a space-available basis.				Regular communication established to inform of PD opportunities and other support opportunities available and to provide an avenue for schools to solicit requests for additional support.	QSR evaluation meeting



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

March 3, 2015

TO: Chief School Administrators
Charter School Lead Persons
Interested Persons
(b)(6)

FROM: Karen Campbell, Director
Office of Supplemental Educational Programs

SUBJECT: Elementary and Secondary Education Act (ESEA) Flexibility Waivers

On November 14, 2014, the New Jersey Department of Education (NJDOE) received notification that the United States Department of Education (USDE) would be considering state applications for renewal of the Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waivers that were granted in 2012. Prior to submitting its renewal request to the USDE, the NJDOE must provide all interested stakeholders in New Jersey with notice and a reasonable opportunity to comment on the request (ESEA section 9401(b)(3)(A)(i)). The State must submit all comments it receives from stakeholders to the Secretary of the USDE along with its waiver renewal requests (ESEA section 9401(b)(3)(A)(ii)). The Secretary will consider these comments when determining whether to grant the waiver request. The State must also provide notice and information regarding the waiver request to the public in the manner in which the State customarily provides such notice and information to the public (ESEA section 9401(b)(3)(A)(iii)), such as through a public website.

The NJDOE is asking for your comments regarding the renewal of its ESEA flexibility waiver, specifically in the areas of adjustments to the statewide accountability system, interventions to close achievement gaps, increased interventions for lowest performing schools, and building district capacity and ensuring district accountability. A web page has been set up on the NJDOE web site to accept your comments at: <http://www.state.nj.us/education/grants/nclb/waiver/> or, if you prefer, you may mail a letter to: Office of Supplemental Educational Programs, New Jersey Department of Education, P. O. Box 500, Trenton, NJ 08625-0500. Comments will be accepted for approximately two weeks from the date of this memo. All public comments submitted during the comment period will be promptly read, taken into consideration and submitted to the USDE.

Thank you for your feedback. If you have additional questions, please contact the Office of Supplemental Educational Programs at titleone@doe.state.nj.us.

KLC\STAS\ESEA Flexibility Waivers-2011\2014-2015\Renewal Docs\ESEA flex broadcast 3-2-15 (2).doc

c: Members, State Board of Education
David C. Hespe, Commissioner
Senior Staff
Diane Shoener
Silvina Traba ✓
Executive County Superintendents
Executive County Business Officials
Executive Directors for Regional Achievement Centers
NJ Lee Group
Garden State Coalition of Schools



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HESPE
Commissioner

June 9, 2015

TO: Chief School Administrators
Charter School Lead Persons
Interested Persons (b)(6)

FROM: Karen Campbell, Director (b)(6)
Office of Supplemental Educational Programs

SUBJECT: Elementary and Secondary Education Act (ESEA) Flexibility Waivers

On March 3, 2015, the New Jersey Department of Education (NJDOE) issued a broadcast alerting all interested stakeholders that it was soliciting comments for its Elementary and Secondary Education Act of 1965 (ESEA) Flexibility Waiver Renewal Application. Based on preliminary comments and discussions with stakeholders, the NJDOE is now seeking comments regarding the Renewal Application it has submitted to the United States Department of Education (USDE). A web page has been set up on the NJDOE web site to accept your comments at: <http://www.state.nj.us/education/grants/nclb/waiver/> or, if you prefer, you may mail a letter to: Office of Supplemental Educational Programs, New Jersey Department of Education, P. O. Box 500, Trenton, NJ 08625-0500. Comments will be accepted for approximately two weeks from the date of this memo. All public comments submitted during the comment period will be promptly read, taken into consideration and submitted to the USDE.

Thank you for your feedback. If you have additional questions, please contact the Office of Supplemental Educational Programs at titleone@doe.state.nj.us.

KLC\STAS\ESEA Flexibility Waivers-2011\2014-2015\Renewal Documents\ESEA flex broadcast 6 9 15.doc

c: Members, State Board of Education
David C. Hespe, Commissioner
Senior Staff
Diane Shoener
Silvina Traba ✓
Executive County Superintendents
Executive County Business Officials
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Garden State Coalition of Schools
NJ Lee Group

OVERVIEW

HUDSON
JERSEY CITY

GRADE SPAN 09-12

This school's academic performance is **very high when compared** to schools across the state. Additionally, its academic performance is **very high when compared** to its peers. This school's college and career readiness is **very high when compared** to schools across the state. Additionally, its college and career readiness is **very high when compared** to its peers. This school's graduation and post-secondary performance is **very high when compared** to schools across the state. Additionally, its graduation and post-secondary readiness is **very high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	100	100	100%
College & Career Readiness	93	91	100%
Graduation and Post-Secondary	100	100	100%

Improvement Status

Reward

Rationale

High Performing

- Very High Performance** is defined as being **equal to or above the 80th percentile.**
- High Performance** is defined as being **between the 60th and 79.9th percentiles.**
- Average Performance** is defined as being **between the 40th and 59.9th percentiles.**
- Lagging Performance** is defined as being **between the 20th and 39.9th percentiles.**
- Significantly Lagging Performance** is defined as being **equal to or below the 19.9th percentile.**

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **100%** of schools statewide as noted by its statewide percentile and **100%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **100%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For high schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey High School Proficiency Assessment (HSPA). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **91%** of schools statewide as noted by its statewide percentile and **93%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career Readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For high schools, this includes measures of participation in college readiness tests such as the SAT, ACT or PSAT and in rigorous coursework as defined by participation in AP or IB courses in English, math, social studies and science.

Graduation and Post-Secondary

This school outperforms **100%** of schools statewide as noted by its statewide percentile and **100%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Graduation and Post-Secondary. Additionally, this school is meeting **100%** of its performance targets in the area of Graduation and Post-Secondary.



Graduation and Postsecondary measures the rate at which students who begin high school four years earlier graduate within four years. Also included is a measure of the rate at which students in a particular school drop out of school.

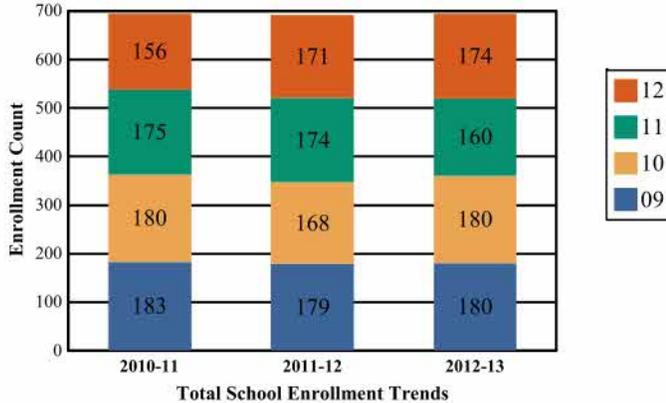
DEMOGRAPHIC INFORMATION

HUDSON
JERSEY CITY

GRADE SPAN 09-12

Enrollment by Grade, in Full Time Equivalent

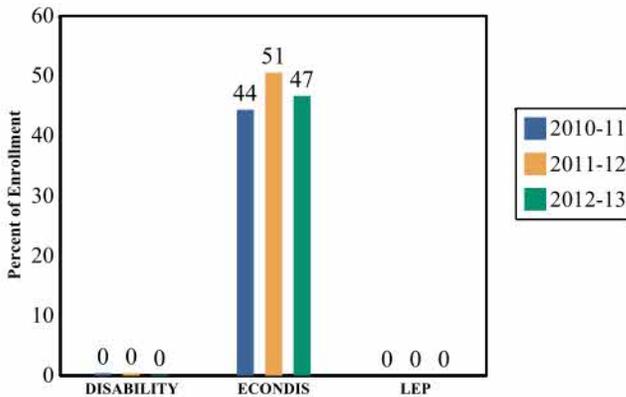
This graph presents the count of students who were 'on roll' by grade in October of each school year.



Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent	
2011-12	692
2012-13	694

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	1	0%
Economically Disadvantaged Students	324	46.7%
Limited English Proficient Students	0	0.0%

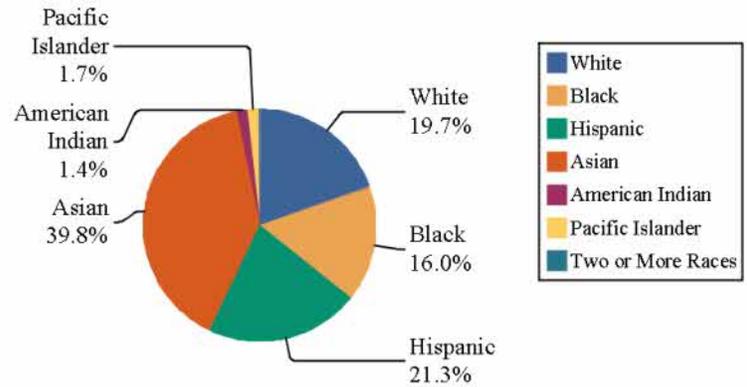
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	48.8%
Spanish	14.4%
Gujarati	9.4%
Arabic	7.1%
Tagalog	5.9%
Urdu	4.5%
Other	9.9%

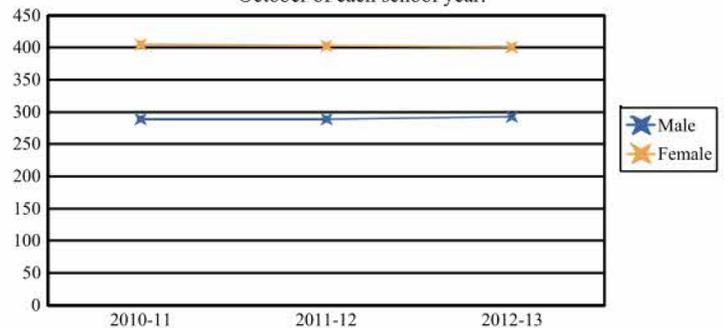
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	289	405
2011-12	289	403
2012-13	293	401

ACADEMIC ACHIEVEMENT

HUDSON
JERSEY CITY

GRADE SPAN 09-12

Academic Achievement measures the content knowledge students have in Language Arts Literacy and Math. In high schools, this includes the outcomes of the New Jersey High School Proficiency Assessment (HSPA). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both Language Arts Literacy and Math across multiple administrations of the assessment. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with HSPA scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
HSPA Language Arts Proficiency and above	100%	100	100	100%
HSPA Math Proficiency and above	100%	100	100	100%
SUMMARY - Academic Achievement		100	100	100%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

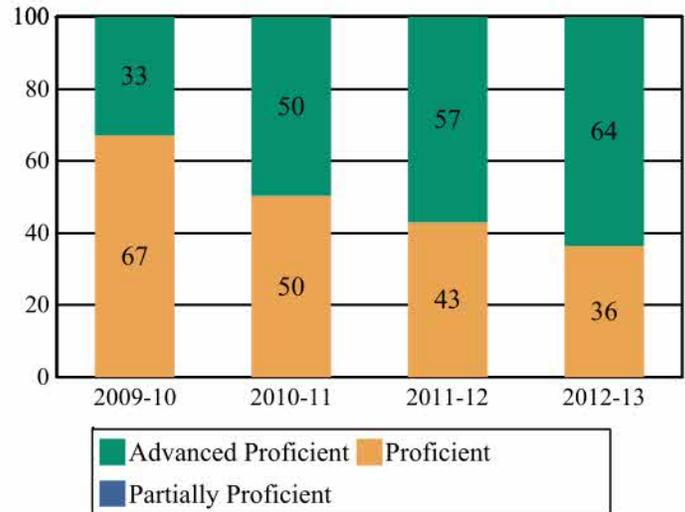
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	173	100	90	YES
White	-	-	-	--
Black	-	-	-	--
Hispanic	32	100	90	YES
American Indian	-	-	-	--
Asian	83	100	90	YES
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	82	100	90	YES

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

HUDSON
JERSEY CITY

GRADE SPAN 09-12

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

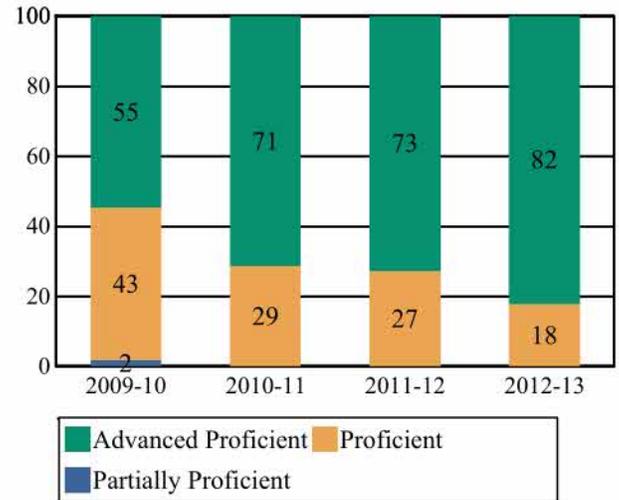
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	173	100	90	YES
White	-	-	-	--
Black	-	-	-	--
Hispanic	32	100	90	YES
American Indian	-	-	-	--
Asian	83	100	90	YES
Two or More Races	-	-	-	--
Students with Disability	-	-	-	--
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	82	100	90	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



Proficiency Outcomes - Biology

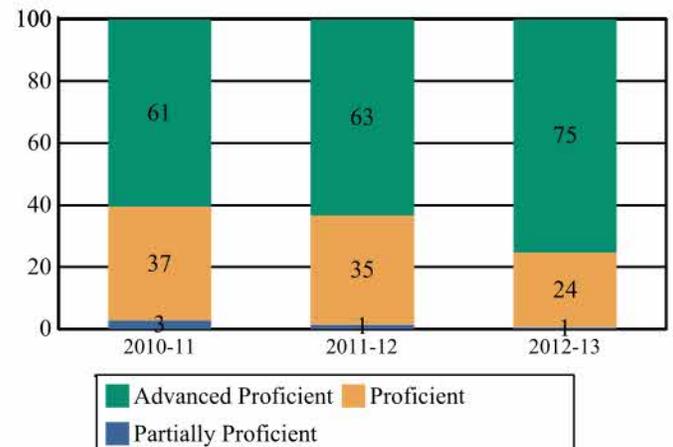
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	75%	24%	0%
White	75%	25%	0%
Black	74%	23%	3%
Hispanic	58%	43%	0%
American Indian	-	-	-
Asian	84%	16%	0%
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	80%	18%	2%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last two years.



COLLEGE AND CAREER READINESS

HUDSON
JERSEY CITY

GRADE SPAN 09-12

DR RONALD MCNAIR HIGH SCHOOL
123 COLES STREET
JERSEY CITY, NEW JERSEY 07302

Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in SAT participation has a higher SAT Participation than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	100%	100	100	80%	YES
Percent of Students Participating in PSAT	99%	93	95	60%	YES
Percent of Students Scoring Above 1550 on SAT	89%	100	97	40%	YES
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	100%	100	100	35%	YES
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	78%	71	62	75%	YES
Summary		93	91		100%

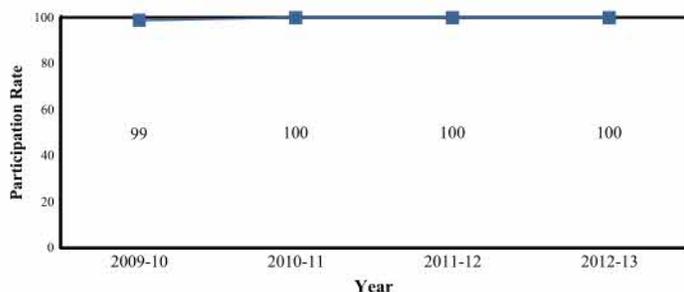
College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2012-13 Percent of Students	School	Peer Avg.	State Avg.
Participating in SAT	100.0%	69.9%	75.3%
Participating in ACT	6.3%		20.6%
Participating in PSAT	99.1%	54.6%	52.5%

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2012-13 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	97.0%	26.5%	32.8%
One or More Test	100.0%	21.6%	26.8%
At least one AP or IB Test in English, Math, Social Studies or Science	100.0%	16.8%	18.9%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2012-13	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	77.7%	56.6%	74.6%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	77.6%	56.3%	75.1%

COLLEGE AND CAREER READINESS

HUDSON
JERSEY CITY

GRADE SPAN 09-12

DR RONALD MCNAIR HIGH SCHOOL
123 COLES STREET
JERSEY CITY, NEW JERSEY 07302

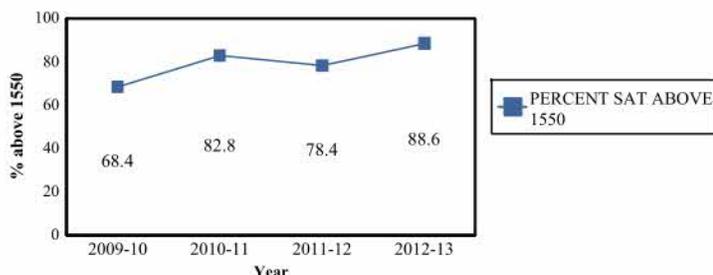
Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2012-13	School	Peer Avg.	State Avg
Percent of Students Scoring Above 1550 on SAT	88.6%	28.4%	43.9%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2012-13	School	Peer Avg.	State Avg.
Composite SAT Score	1,776	1,402	1,512
Critical Reading	582	459	495
Mathematics	613	483	521
Writing	581	461	496

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2012-13	Critical Reading	Mathematics	Writing
75th Percentile	630	660	640
50th Percentile	580	620	570
25th Percentile	530	560	520

AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Statistics	70	70
AP English Language and Composition	70	70
AP Biology	64	64
AP English Literature and Composition	62	62
AP Chemistry	52	52
AP Calculus AB	46	46
AP U.S. Government and Politics	45	45
AP Physics B	42	42
AP Spanish Literature	40	6
AP Economics	38	38
AP World History	26	26
AP Environmental Science	20	20
AP Computer Science A	20	19
AP Calculus BC	18	18
AP Physics C	15	15
AP Music Theory	8	8
AP French Literature	7	0
AP European History	7	7
AP U.S. History	1	84



COLLEGE AND CAREER READINESS

HUDSON
JERSEY CITY

GRADE SPAN 09-12

DR RONALD MCNAIR HIGH SCHOOL
123 COLES STREET
JERSEY CITY, NEW JERSEY 07302

Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.8%
Drama/Theater	N/R	3.5%
Music	11.4%	16.7%
Visual Arts	31.7%	30.2%
Total: All Visual and Performing Arts	41.8%	47.3%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

**DR RONALD MCNAIR HIGH SCHOOL
123 COLES STREET
JERSEY CITY, NEW JERSEY 07302**

**HUDSON
JERSEY CITY**

GRADE SPAN 09-12

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the NCLB Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer percentile is 65 in Graduation Rate has a higher Graduation Rate than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's NCLB Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	100%	100	100	75%	YES
Dropout Rate	0.0%	100	100	2%	YES
SUMMARY - Graduation & Post-Secondary		100	100		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	100%	75%
White	-	
Black	-	
Hispanic	100%	
American Indian	-	
Asian	100%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
Limited English Proficient Students	-	
Economically Disadvantaged Students	100%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

	School	State Target
Schoolwide	0%	2%
White	0%	
Black	0%	
Hispanic	0%	
American Indian	-	
Asian	0%	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
Economically Disadvantaged Students	0%	
Limited English Proficiency	-	

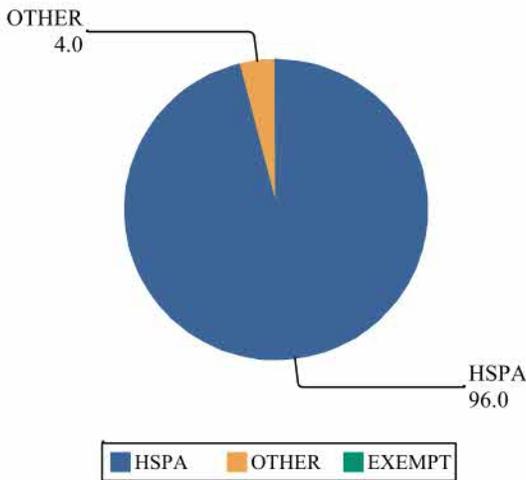
GRADUATION AND POSTSECONDARY

HUDSON
JERSEY CITY

GRADE SPAN 09-12

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2011	99%	99%
2012	99%	99%
2013	100%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Schoolwide	76%	7.7%	92.3%
White	81%	0%	100%
Black	86.5%	6.3%	93.8%
Hispanic	73.3%	21.2%	78.8%
Asian	64.4%	0%	100%
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	78.4%	6.9%	93.1%

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
JERSEY CITY

GRADE SPAN 09-12

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

High School

HSPA Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scaled Score	State Scaled Score
99th	273	291
75th	257	247
50th	252	237
25th	244	222
0th	222	100

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	13	25

Grade Level - 11

HSPA Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scaled Score	State Scaled Score
99th	272	300
75th	266	251
50th	260	231
25th	252	209
0th	223	136

	Scaled Score Gap - School	Scaled Score Gap - State
25th vs 75th Gap	14	42

SCHOOL CLIMATE

HUDSON
JERSEY CITY

GRADE SPAN 09-12

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	8 Hrs. 35 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	0.3%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	7 Hrs. 55 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	13
Administrators	694

SCHOOL PEER GROUP

Dr Ronald McNair High School

17-2390-075

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR TWP	EGG HARBOR TOWNSHIP HIGH SCHOOL	01-1310-005	09-12	38.5%	1.8%	10.8%
BERGEN	BERGENFIELD BORO	BERGENFIELD HIGH SCHOOL	03-0300-020	09-12	34.4%	2.7%	11.4%
BERGEN	ELMWOOD PARK	MEMORIAL SENIOR HIGH SCHOOL	03-1345-050	09-12	36.8%	3.4%	15.7%
BERGEN	ENGLEWOOD CITY	DWIGHT MORROW HIGH SCHOOL/ACADEMIES@ENGLEWOOD	03-1370-040	09-12	39.7%	4.5%	9.8%
BERGEN	HACKENSACK CITY	HACKENSACK HIGH SCHOOL	03-1860-050	09-12	40.3%	6.1%	13.8%
BERGEN	PALISADES PARK	PALISADES PARK JR-SR HIGH SCHOOL	03-3910-050	08-12	40.8%	6.6%	11.5%
BERGEN	RIDGEFIELD PARK TWP	RIDGEFIELD PARK JR SR HIGH SCHOOL	03-4380-050	07-12	35.1%	3.3%	14.7%
BERGEN	TEANECK TWP	TEANECK HIGH SCHOOL	03-5150-050	09-12	32.3%	1.6%	16.1%
BURLINGTON	FLORENCE TWP	FLORENCE TOWNSHIP MEMORIAL HIGH SCHOOL	05-1520-050	09-12	31.3%	1.6%	8.6%
CHARTERS	CENTRAL JERSEY COLLEGE PREP CS	CENTRAL JERSEY COLLEGE PREP CS	80-6018-900	06-12	44.4%	0.0%	9.3%
ESSEX	BELLEVILLE TOWN	BELLEVILLE HIGH SCHOOL	13-0250-020	09-12	41.4%	5.5%	12.2%
ESSEX	IRVINGTON TOWNSHIP	IRVINGTON HIGH SCHOOL	13-2330-050	09-12	50.9%	14.8%	14.0%
HUDSON	JERSEY CITY	DR RONALD MCNAIR HIGH SCHOOL	17-2390-075	09-12	46.7%	0.0%	0.1%
HUDSON	JERSEY CITY	JAMES J FERRIS HIGH SCHOOL	17-2390-060	09-12	65.2%	24.7%	12.9%
HUDSON	KEARNY TOWN	KEARNY HIGH SCHOOL	17-2410-050	09-12	38.6%	4.4%	13.4%
MERCER	EWING TWP	EWING HIGH SCHOOL	21-1430-050	09-12	35.4%	1.2%	14.2%
MIDDLESEX	DUNELLEN BORO	DUNELLEN HIGH SCHOOL	23-1140-040	09-12	33.2%	3.1%	7.1%
MIDDLESEX	HIGHLAND PARK BORO	HIGHLAND PARK HIGH SCHOOL	23-2150-050	09-12	32.5%	3.3%	16.5%
MIDDLESEX	NORTH BRUNSWICK TWP	NORTH BRUNSWICK TOWNSHIP HIGH SCHOOL	23-3620-040	09-12	31.1%	1.9%	12.0%
MIDDLESEX	PERTH AMBOY CITY	PERTH AMBOY HIGH SCHOOL	23-4090-050	09-12	58.5%	18.6%	11.1%
MIDDLESEX	PISCATAWAY TWP	PISCATAWAY TOWNSHIP HIGH SCHOOL	23-4130-050	09-12	34.2%	1.4%	14.6%
MIDDLESEX	SAYREVILLE BORO	SAYREVILLE WAR MEMORIAL HIGH SCHOOL	23-4660-050	09-12	36.3%	1.1%	12.9%
MIDDLESEX	SOUTH RIVER BORO	SOUTH RIVER HIGH SCHOOL	23-4920-050	09-12	42.2%	3.1%	11.5%
MIDDLESEX	WOODBRIAGE TWP	JOHN F. KENNEDY HIGH SCHOOL	23-5850-040	09-12	33.6%	2.5%	10.2%
MIDDLESEX	WOODBRIAGE TWP	WOODBRIAGE HIGH SCHOOL	23-5850-050	09-12	36.7%	1.7%	14.0%
OCEAN	MANCHESTER TWP	MANCHESTER TOWNSHIP HIGH SCHOOL	29-2940-040	09-12	32.9%	0.5%	14.6%
PASSAIC	CLIFTON CITY	CLIFTON HIGH SCHOOL	31-0900-030	09-12	42.6%	4.3%	12.4%
PASSAIC	PATERSON CITY	SCHOOL OF GOVERNMENT & PUBLIC ADMINISTRATION	31-4010-003	09-12	67.8%	26.8%	14.2%
PASSAIC	PATERSON CITY	SCHOOL OF INFORMATION TECHNOLOGY	31-4010-001	09-12	68.9%	24.8%	17.5%
UNION	HILLSIDE TWP	HILLSIDE HIGH SCHOOL	39-2190-050	09-12	46.5%	3.0%	10.7%
UNION	ROSELLE PARK BORO	ROSELLE PARK HIGH SCHOOL	39-4550-050	09-12	39.9%	3.2%	14.1%

OVERVIEW

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

This school's academic performance **is about average when compared** to schools across the state. Additionally, its academic performance **is about average when compared** to its peers. This school's college and career readiness **is very high when compared** to schools across the state. Additionally, its college and career readiness **is very high when compared** to its peers. This school's student growth performance **is high when compared** to schools across the state. Additionally, its student growth performance **is high when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	40	51	90%
College and Career Readiness	84	89	100%
Student Growth	62	68	100%

Improvement Status

Focus

Rationale

Highest Within-School Gaps

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **51%** of schools statewide as noted by its statewide percentile and **40%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **90%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **89%** of schools statewide as noted by its statewide percentile and **84%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **100%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **68%** of schools statewide as noted by its statewide percentile and **62%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

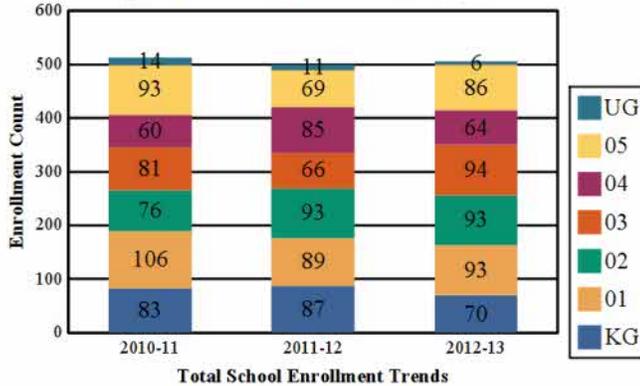
ESSEX

SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

Enrollment by Grade, in Full Time Equivalent

This graph presents the count of students who were 'on roll' by grade in October of each school year.

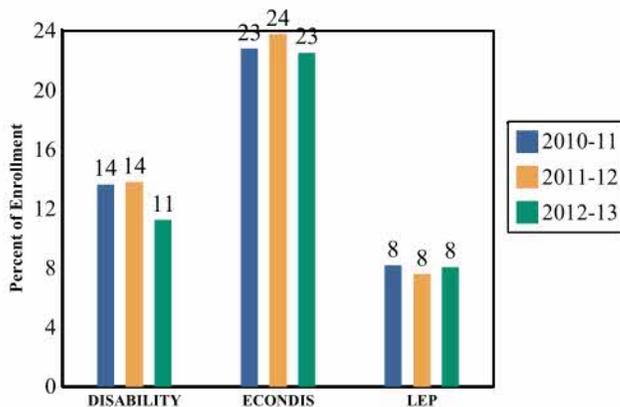


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	500
2012-13	506

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	57	11%
Economically Disadvantaged Students	114	23%
Limited English Proficient Students	41	8%

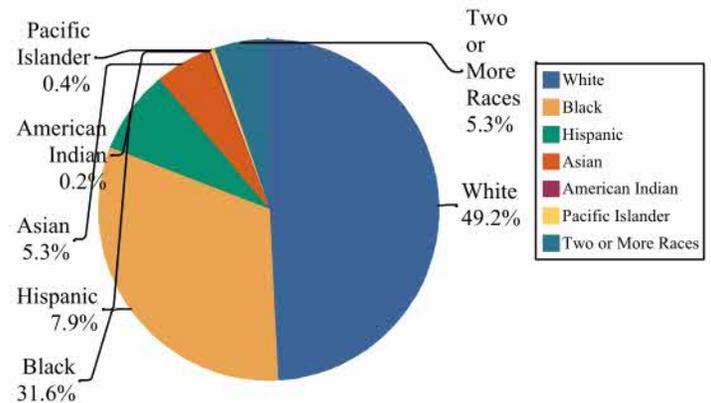
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	87.5%
Haitian Creole	4.3%
Spanish	2.9%
Chinese	1.9%
Creoles and pidgins, Frenc	0.8%
Hindi	0.6%
Other	2.1%

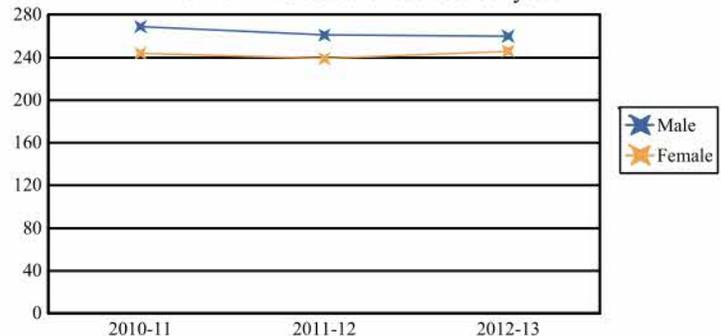
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2010-11	269	244
2011-12	261	239
2012-13	260	246

ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	74%	46	59	80%
NJASK Math Proficiency and above	83%	33	43	100%
SUMMARY - Academic Achievement		40	51	90%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

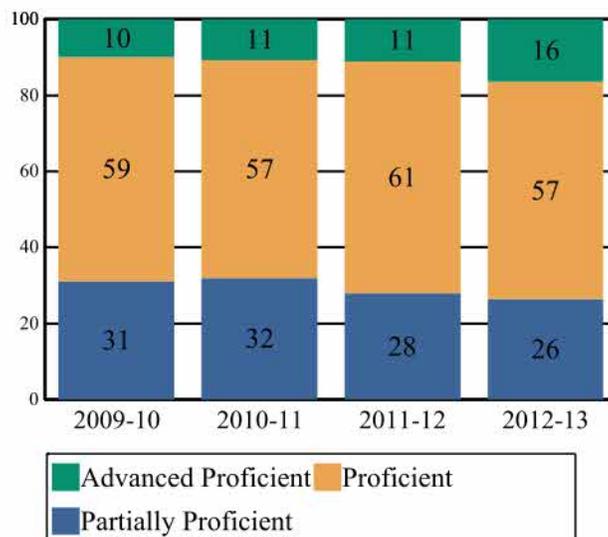
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	220	73.7	73.5	YES
White	119	85.7	90	YES*
Black	69	55.1	60.8	YES*
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	42	45.3	38.6	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	39	35.9	52.7	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

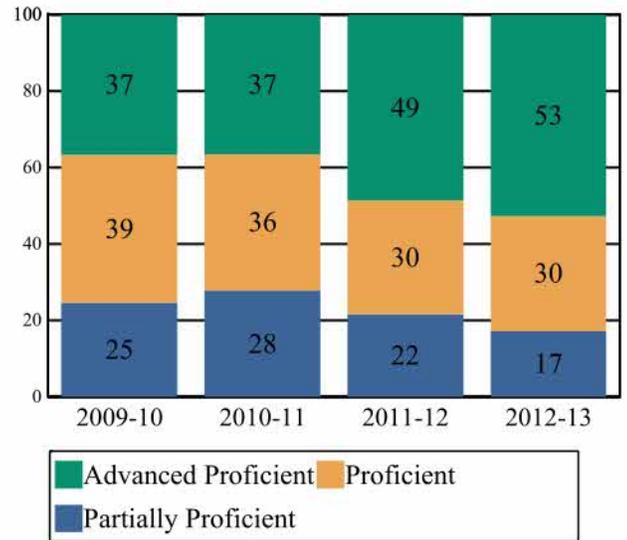
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	220	82.7	76.8	YES
White	119	95.8	89.9	YES
Black	69	65.2	65.3	YES*
Hispanic	-	-		--
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	42	52.4	44.5	YES
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	39	56.4	61.5	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

NJASK Results - Language Arts Literacy Grade Level - 03

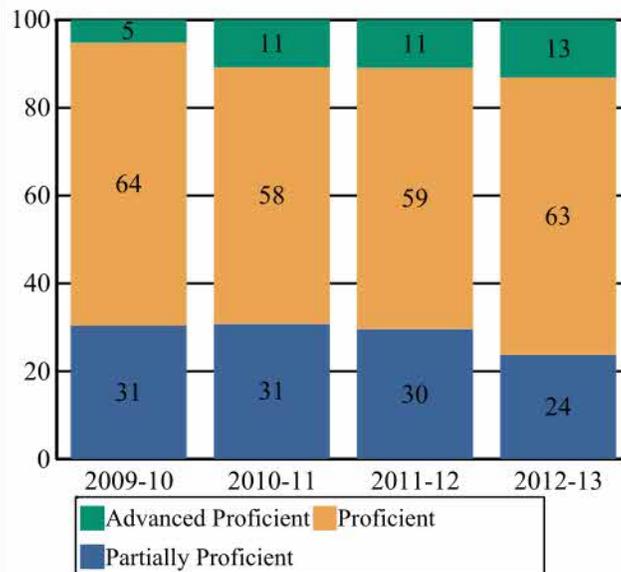
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	63%	24%
White	23%	64%	14%
Black	5%	50%	45%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	5%	47%	47%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	25%	75%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Results - Language Arts Literacy Grade Level - 04

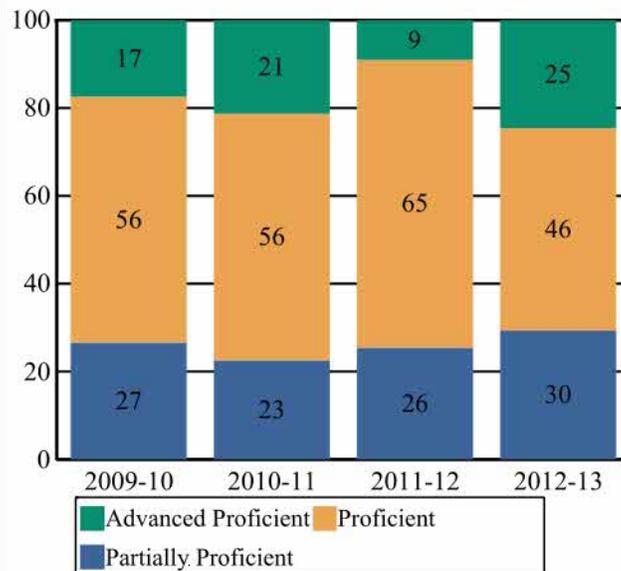
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	25%	46%	30%
White	36%	48%	15%
Black	5%	45%	50%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	27%	73%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

NJASK Results - Language Arts Literacy Grade Level - 05

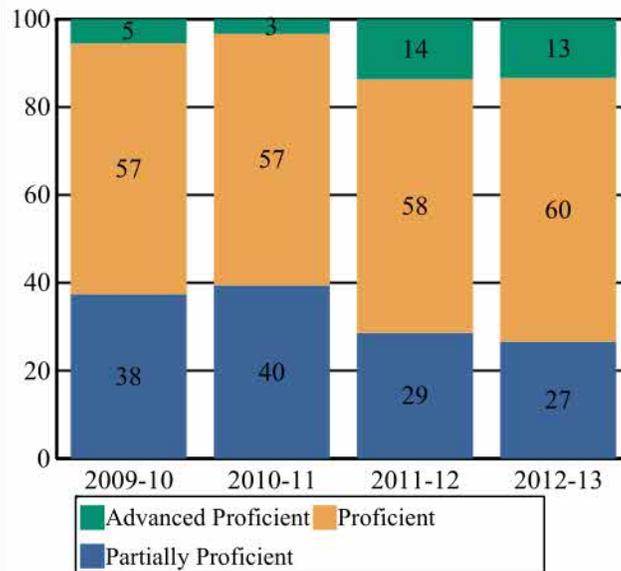
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	13%	60%	27%
White	19%	67%	14%
Black	7%	52%	41%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	8%	42%	50%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	39%	56%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <<http://nces.ed.gov/nationsreportcard/>>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	48%	35%	18%
White	66%	32%	2%
Black	18%	41%	41%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	16%	32%	53%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	50%	50%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

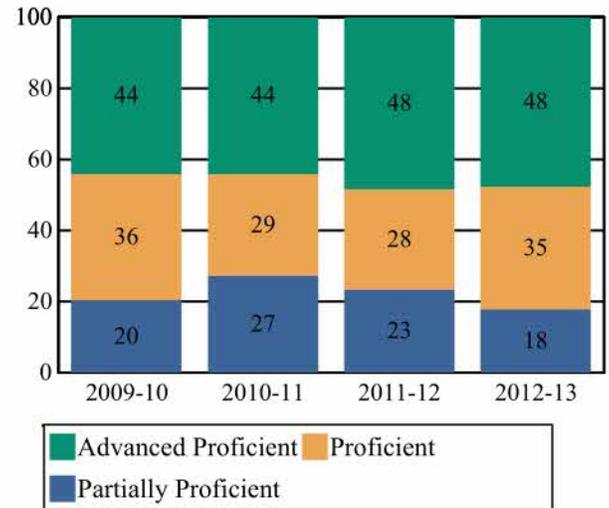
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	51%	30%	20%
White	67%	30%	3%
Black	25%	35%	40%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	18%	27%	55%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

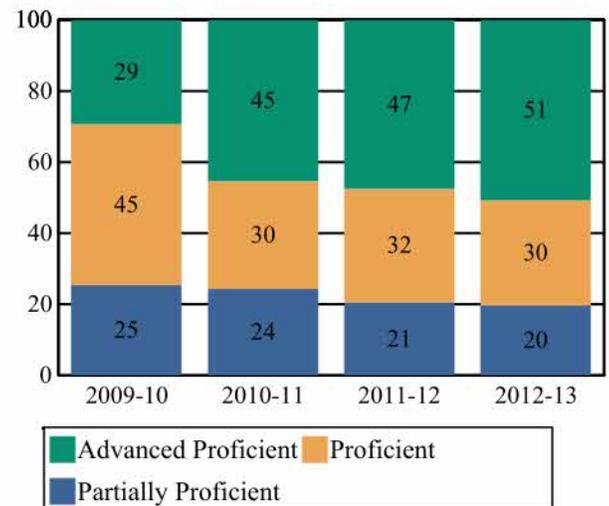
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

NJASK Results - MATH Grade Level - 05

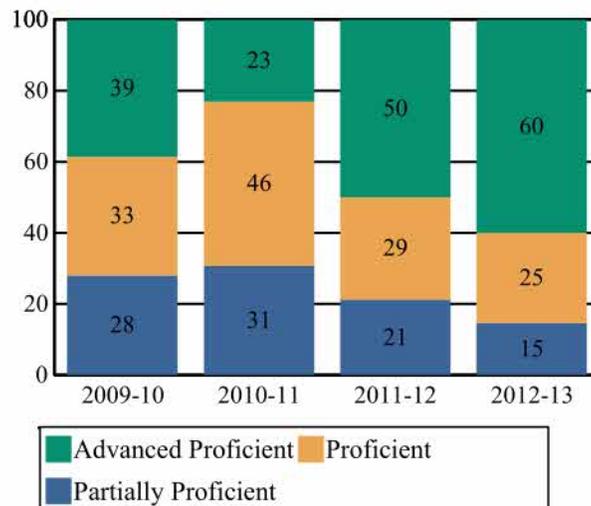
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	60%	25%	15%
White	76%	17%	7%
Black	37%	37%	26%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	33%	33%	33%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	28%	33%	39%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

NJASK Results - Science Grade Level - 04

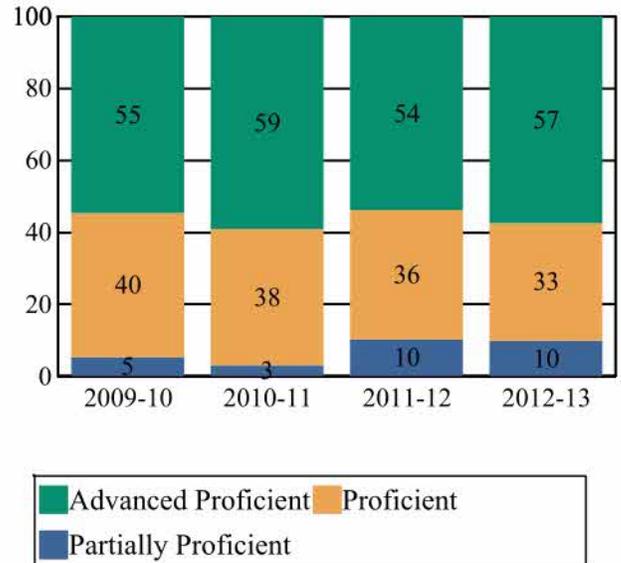
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	57%	33%	10%
White	79%	18%	3%
Black	25%	60%	15%
Hispanic	-	-	-
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	18%	45%	36%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	-	-	-

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



COLLEGE AND CAREER READINESS

CLINTON ELEMENTARY SCHOOL

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

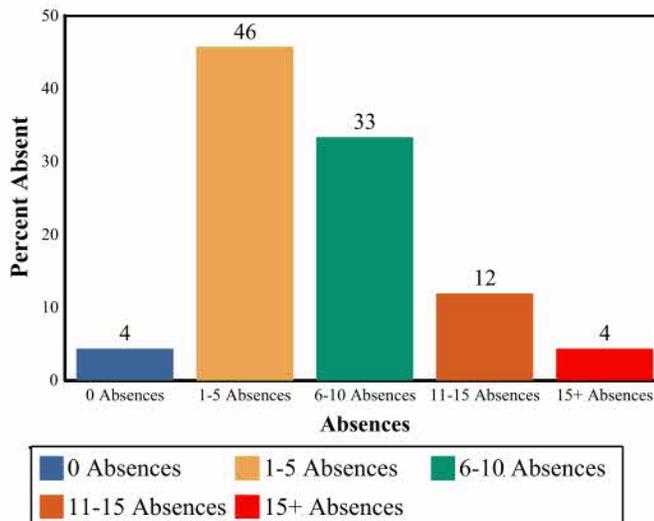
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	3%	84	89	6%	YES
Summary					100%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	55	60	65	35	YES
Student Growth on Math	58	64	71	35	YES
		62	68		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	20%	6%	4%
Proficient	13%	22%	16%
Advanced Proficient	0%	1%	16%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	9%	7%	1%
Proficient	9%	12%	8%
Advanced Proficient	9%	11%	34%

Low Growth is defined as an **Student Growth Percentile** score less than 35.

Typical Growth is defined as an **Student Growth Percentile** score between 35 and 65.

High Growth is defined as a **Student Growth Percentile** score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	268	300
75th	231	221
50th	214	204
25th	194	191
0th	160	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	37	30
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Grade Level - 03

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	280	264
50th	235	235
25th	201	201
0th	110	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	79	63
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Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	270	300
75th	243	225
50th	217	206
25th	183	183
0th	143	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	60	42
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Grade Level - 04

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	278	260
50th	241	229
25th	200	201
0th	141	100

	Scale Score Gap - School	Scale Score Gap - State
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25th vs 75th Gap	78	59
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WITHIN SCHOOL ACHIEVEMENT GAP

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL

27 BERKSHIRE RD

MAPLEWOOD, NEW JERSEY 07040-1429

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	272	300
75th	232	224
50th	214	205
25th	196	187
0th	146	100

Percentile	School Scale Score	State Scale Score
99th	300	300
75th	280	268
50th	250	237
25th	219	205
0th	148	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	37

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	61	63

SCHOOL CLIMATE

ESSEX
SOUTH ORANGE-MAPLEWOOD

GRADE SPAN PK-05

CLINTON ELEMENTARY SCHOOL
27 BERKSHIRE RD
MAPLEWOOD, NEW JERSEY 07040-1429

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	6 Hrs. 30 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	1.4%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	12
Administrators	253

SCHOOL PEER GROUP

Clinton Elementary School

13-4900-060

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
BERGEN	HASBROUCK HEIGHTS BORO	EUCLID ELEMENTARY SCHOOL	03-2080-060 PK-05		15.8%	1.4%	12.4%
BERGEN	HASBROUCK HEIGHTS BORO	LINCOLN ELEMENTARY SCHOOL	03-2080-080 PK-05		16.4%	0.9%	13.8%
BERGEN	MAYWOOD BORO	MEMORIAL	03-3060-070 PK-03		20.0%	4.1%	13.6%
BERGEN	WESTWOOD REGIONAL	BERKELEY ELEMENTARY	03-5755-060 KG-05		23.7%	11.2%	8.9%
BURLINGTON	MOORESTOWN TWP	MARY E. ROBERTS ELEMENTARY SCHOOL	05-3360-100 KG-03		20.8%	3.4%	16.7%
CAMDEN	HADDON TWP	STOY ELEMENTARY SCHOOL	07-1890-080 PK-05		12.7%	0.0%	8.8%
CAMDEN	HADDON TWP	THOMAS A. EDISON ELEMENTARY SCHOOL	07-1890-060 PK-05		12.8%	0.0%	9.6%
ESSEX	SOUTH ORANGE-MAPLEWOOD	CLINTON ELEMENTARY SCHOOL	13-4900-060 PK-05		22.5%	8.1%	11.1%
ESSEX	SOUTH ORANGE-MAPLEWOOD	TUSCAN ELEMENTARY	13-4900-150 KG-05		10.7%	0.0%	6.8%
ESSEX	WEST ORANGE TOWN	GREGORY ELEMENTARY SCHOOL	13-5680-120 KG-05		21.9%	3.8%	15.3%
GLOUCESTER	SWEDESBORO-WOOLWICH	WALTER HILL SCHOOL	15-5120-060 06		16.1%	0.0%	14.9%
GLOUCESTER	WASHINGTON TWP	HURFFVILLE ELEMENTARY SCHOOL	15-5500-040 01-05		18.4%	0.0%	17.1%
HUNTERDON	FLEMINGTON-RARITAN REG	FRANCIS A. DESMARES ELEMENTARY SCHOOL	19-1510-035 KG-04		27.7%	14.9%	7.1%
HUNTERDON	LAMBERTVILLE CITY	LAMBERTVILLE PUBLIC SCHOOL	19-2530-050 PK-06		24.7%	6.8%	14.9%
MERCER	HAMILTON TWP	ALEXANDER ELEMENTARY SCHOOL	21-1950-085 KG-05		14.8%	0.3%	13.1%
MERCER	LAWRENCE TWP	ELDRIDGE PARK SCHOOL	21-2580-080 KG-03		22.4%	8.5%	11.4%
MERCER	LAWRENCE TWP	LAWRENCEVILLE ELEMENTARY SCHOOL	21-2580-090 PK-03		12.6%	0.3%	9.2%
MIDDLESEX	EDISON TWP	JOHN MARSHALL ELEMENTARY SCHOOL	23-1290-095 KG-05		21.0%	7.1%	9.7%
MIDDLESEX	EDISON TWP	WASHINGTON ELEMENTARY SCHOOL	23-1290-150 KG-05		23.5%	10.5%	9.1%
MONMOUTH	HAZLET TWP	COVE ROAD SCHOOL	25-2105-070 05-06		20.3%	0.0%	20.3%
MONMOUTH	HAZLET TWP	MIDDLE ROAD SCHOOL	25-2105-090 01-04		12.8%	0.0%	10.6%
MONMOUTH	HOWELL TWP	LAND O'PINES ELEMENTARY SCHOOL	25-2290-030 PK-05		17.2%	0.0%	15.4%
MONMOUTH	MATAWAN-ABERDEEN REGIONAL	STRATHMORE ELEMENTARY SCHOOL	25-3040-080 KG-03		15.9%	3.8%	7.6%
MONMOUTH	TINTON FALLS	MAHALA F. ATCHISON SCHOOL	25-5185-030 PK-03		19.0%	4.5%	11.6%
MORRIS	MOUNT OLIVE TWP	TINC RD. ELEMENTARY SCHOOL	27-3450-070 KG-05		21.0%	4.2%	14.4%
OCEAN	JACKSON TWP	ELMS ELEMENTARY SCHOOL	29-2360-035 PK-05		12.6%	0.0%	10.0%
OCEAN	LACEY TWP	MILL POND ELEMENTARY SCHOOL	29-2480-055 05-06		26.8%	0.1%	29.1%
OCEAN	LONG BEACH ISLAND	LONG BEACH ISLAND GRADE SCHOOL	29-2760-050 03-06		24.4%	7.1%	15.0%
SUSSEX	FREDON TWP	FREDON TOWNSHIP SCHOOL DISTRICT	37-1630-050 PK-06		13.3%	0.0%	11.1%
WARREN	HACKETTSTOWN	HATCHERY HILL ELEMENTARY SCHOOL	41-1870-070 PK-04		25.2%	7.8%	13.9%
WARREN	KNOWLTON TWP	KNOWLTON TOWNSHIP BOARD OF EDUCATION	41-2470-040 PK-06		19.3%	0.0%	19.3%

OVERVIEW

PASSAIC

PATERSON CITY

GRADE SPAN KG-08

This school's academic performance **significantly lags in comparison** to schools across the state. Additionally, its academic performance **significantly lags in comparison** to its peers. This school's college and career readiness **significantly lags in comparison** to schools across the state. Additionally, its college and career readiness **significantly lags in comparison** to its peers. This school's student growth performance **lags in comparison** to schools across the state. Additionally, its student growth performance **is about average when compared** to its peers.

Performance Areas	Peer Percentile	Statewide Percentile	Percent of Targets Met
Academic Achievement	10	9	90%
College and Career Readiness	3	4	0%
Student Growth	54	35	100%

Improvement Status

Priority

Rationale

SIG School

- Very High Performance** is defined as being equal to or above the 80th percentile.
- High Performance** is defined as being between the 60th and 79.9th percentiles.
- Average Performance** is defined as being between the 40th and 59.9th percentiles.
- Lagging Performance** is defined as being between the 20th and 39.9th percentiles.
- Significantly Lagging Performance** is defined as being equal to or below the 19.9th percentile.

Peer Schools are schools that have similar grade levels and students with similar demographic characteristics, such as the percentage of students qualifying for Free/Reduced Lunch, Limited English Proficiency programs or Special Education programs.

Academic Achievement

This school outperforms **9%** of schools statewide as noted by its statewide percentile and **10%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Academic Achievement. Additionally, this school is meeting **90%** of its performance targets in the area of Academic Achievement.



Academic Achievement measures the content knowledge students have in language arts literacy and math. For elementary and middle schools, this includes measures of the school's proficiency rate on both the Language Arts Literacy and Math sections of the New Jersey Assessment of Skills and Knowledge (NJ ASK). A proficiency rate is calculated by summing the count of students who scored either proficient or advanced proficient on the assessment and dividing by the count of valid test scores.

College and Career Readiness

This school outperforms **4%** of schools statewide as noted by its statewide percentile and **3%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of College and Career Readiness. Additionally, this school is meeting **0%** of its performance targets in the area of College and Career Readiness.



College and Career readiness measures the degree to which students are demonstrating behaviors that are indicative of future attendance and/or success in college and careers. For all elementary and middle schools, this includes a measurement of how many students are chronically absent. For schools with middle school grades, it also includes a measurement of how many students take Algebra I in eighth grade.

Student Growth

This school outperforms **35%** of schools statewide as noted by its statewide percentile and **54%** of schools educating students with similar demographic characteristics as noted in its peer school percentile in the performance area of Student Growth. Additionally, this school is meeting **100%** percentage of its performance targets in the area of Student Growth.



Student Growth measures the performance of students from one year to the next on the New Jersey Assessment of Skills and Knowledge (NJ ASK) in Language Arts Literacy and Math when compared to students with a similar history of performance on NJASK.

DEMOGRAPHIC INFORMATION

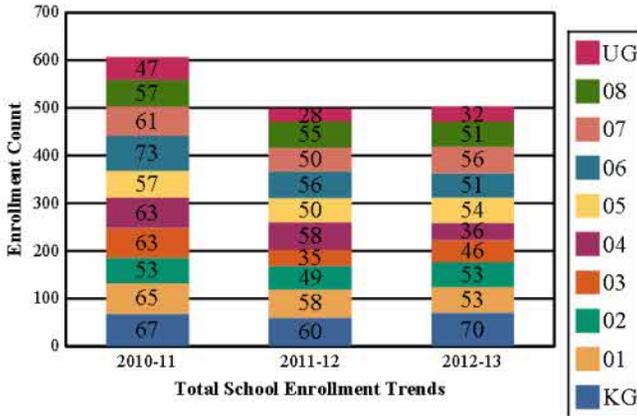
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Enrollment by Grade, in Full Time Equivalent

This graph presents the count of students who were 'on roll' by grade in October of each school year.

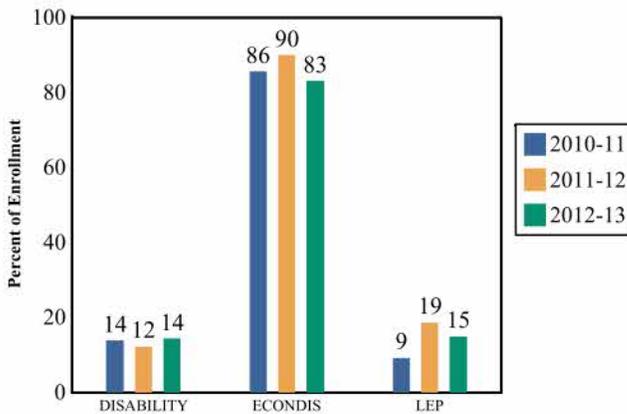


Note: "UG" represents the count of students who are 'on roll' (FTE) in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment in Full Time Equivalent

2011-12	499
2012-13	502

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2012-2013	Count of Students	Percentage of Enrollment
Students with Disability	72	14%
Economically Disadvantaged Students	417	83.1%
Limited English Proficient Students	75	14.9%

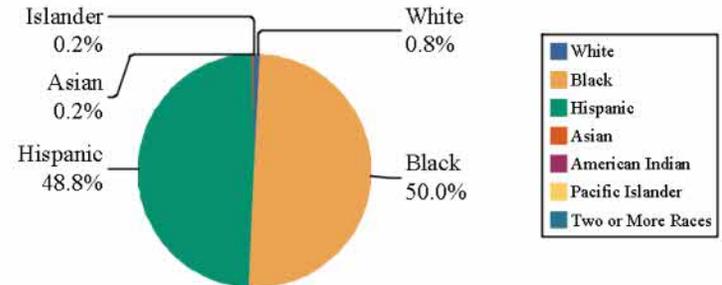
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2012-13	Percent
English	62.0%
Spanish	37.2%
Arabic	0.4%
Creoles and pidgins, Engli	0.2%
Portuguese	0.2%

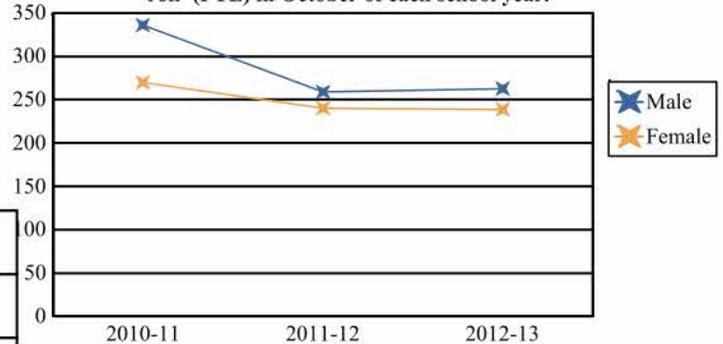
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' (FTE) in October of each school year.



	Male	Female
2010-11	336	270
2011-12	259	240
2012-13	263	239

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Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	33%	10	10	80%
NJASK Math Proficiency and above	40%	10	8	100%
SUMMARY - Academic Achievement		10	9	90%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

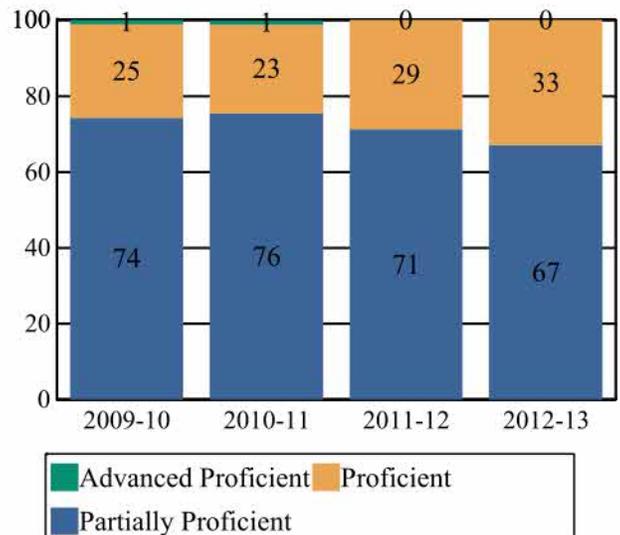
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	267	33	37.1	YES*
White	-	-		--
Black	131	29	35.7	YES*
Hispanic	131	35.1	38.5	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	65	12.3	27.4	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	255	33.3	37.5	YES*

YES* = Met Progress Target (Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



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NCLB Progress Targets - Math

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

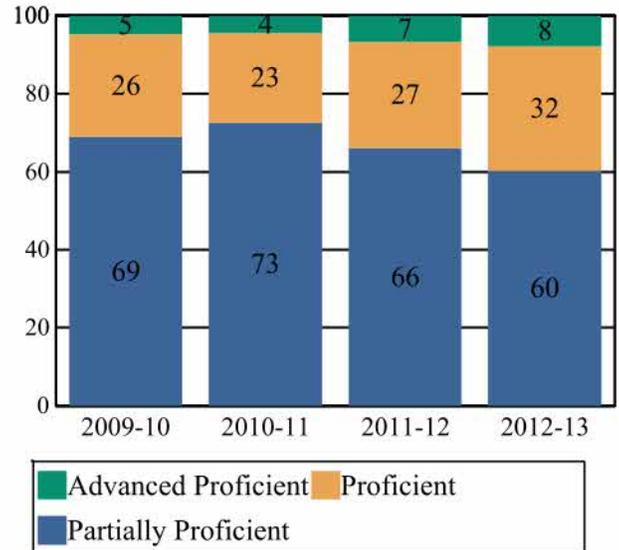
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	267	39.7	39.6	YES
White	-	-		--
Black	131	39.7	34.5	YES
Hispanic	131	38.9	43.3	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	65	26.1	34.3	YES*
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	255	40	40	YES

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



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NJASK Results - Language Arts Literacy Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	32%	68%
White	-	-	-
Black	0%	26%	74%
Hispanic	0%	37%	63%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	32%	68%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 04

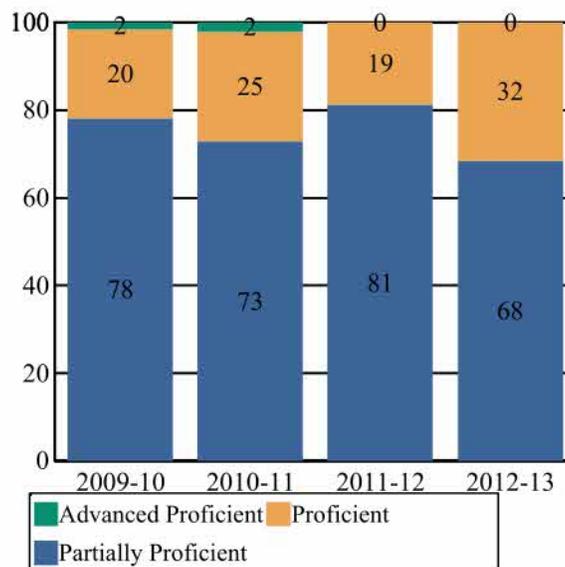
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	21%	79%
White	-	-	-
Black	0%	14%	86%
Hispanic	0%	22%	78%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	21%	79%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

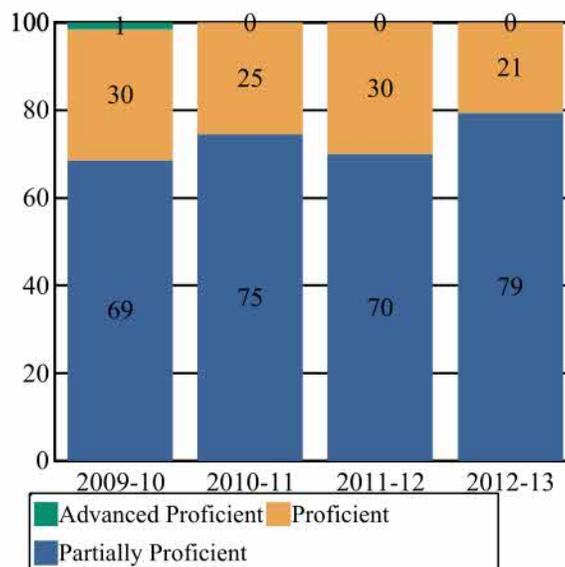
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	24%	76%
White	-	-	-
Black	0%	21%	79%
Hispanic	0%	24%	76%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	24%	76%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 06

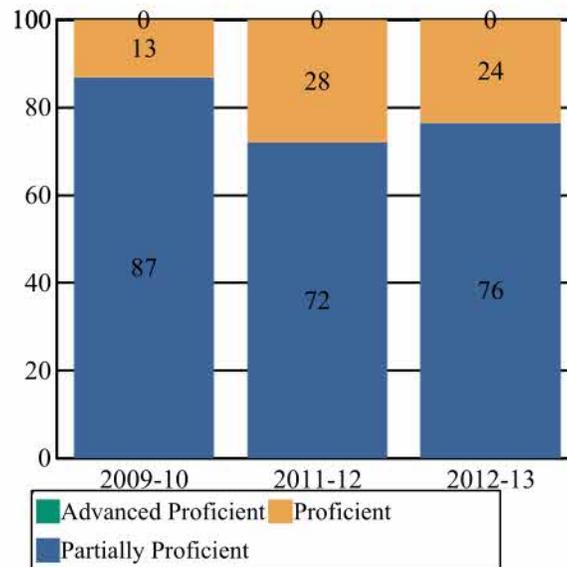
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	47%	53%
White	-	-	-
Black	0%	50%	50%
Hispanic	0%	42%	58%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	46%	54%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

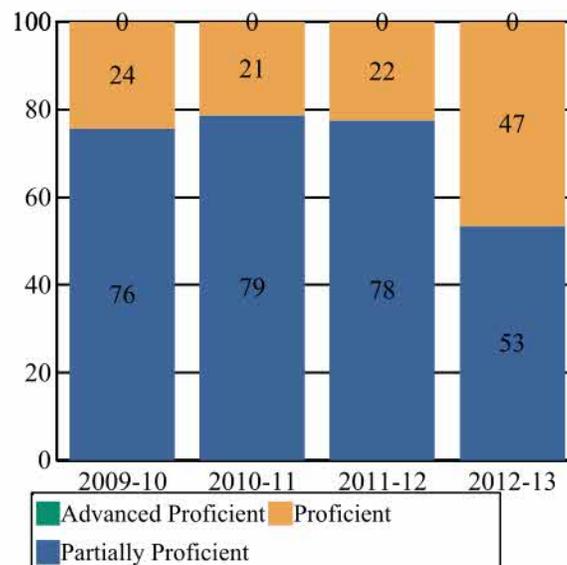
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - Language Arts Literacy Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	30%	70%
White	-	-	-
Black	0%	21%	79%
Hispanic	0%	33%	67%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	30%	70%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Language Arts Literacy Grade Level - 08

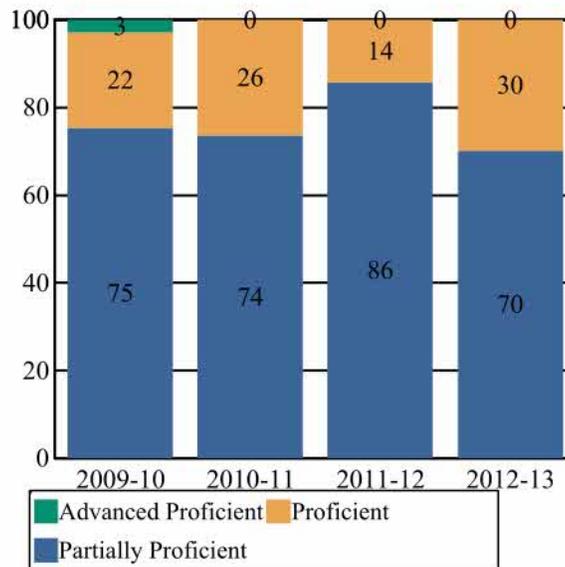
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	45%	55%
White	-	-	-
Black	0%	41%	59%
Hispanic	0%	48%	52%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	24%	76%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	45%	55%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

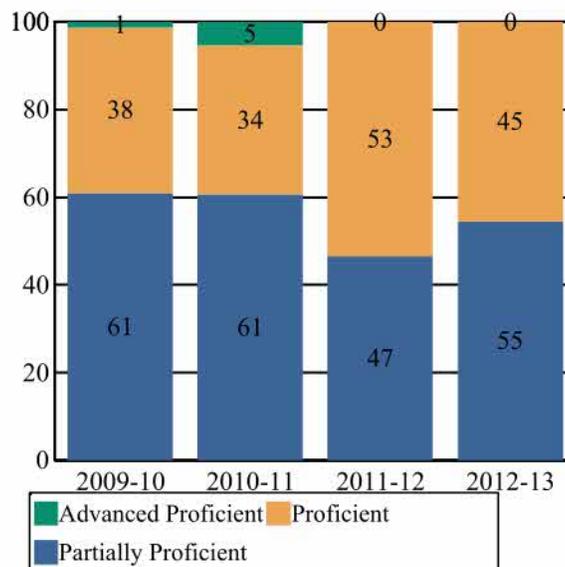
NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Language Arts Literacy - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep4read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 4 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	25	33	30	12
All Students	Nation	32	33	27	8

2013 National Assessment Educational Progress (NAEP)

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<http://www.nj.gov/education/pr/1213/naep/naep8read.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Reading	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	15	39	40	7
All Students	Nation	22	42	32	4

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NJASK Results - MATH Grade Level - 03

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	18%	45%	37%
White	-	-	-
Black	21%	42%	37%
Hispanic	16%	47%	37%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	21%	44%	35%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 04

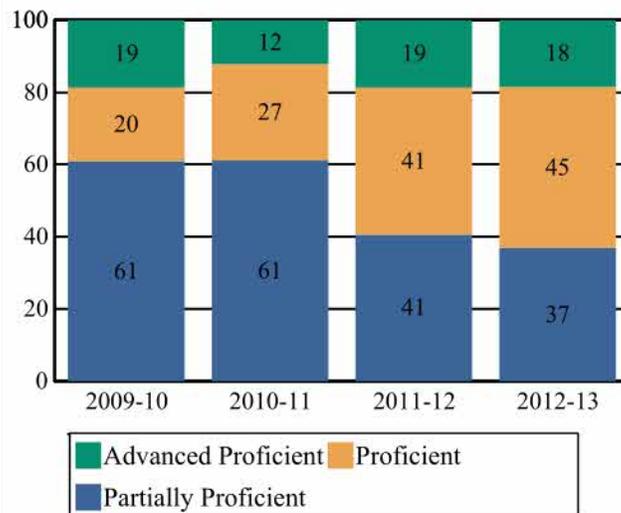
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	50%	44%
White	-	-	-
Black	7%	50%	43%
Hispanic	6%	44%	50%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	50%	44%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

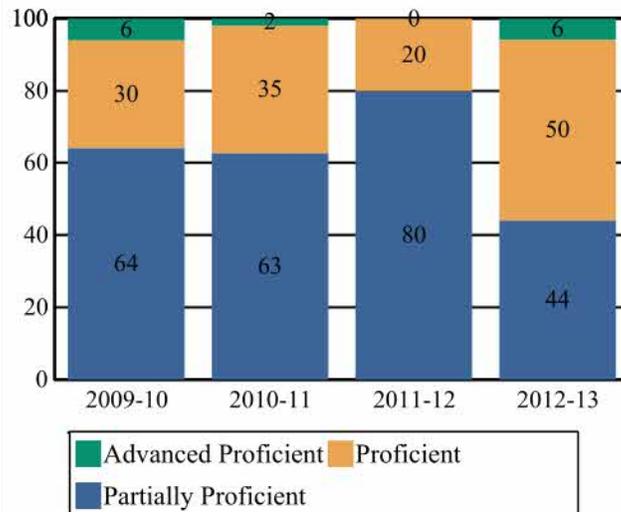
NJASK Proficiency Trends - Math - Grade Level - 03

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 05

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	24%	71%
White	-	-	-
Black	3%	24%	72%
Hispanic	10%	24%	67%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	23%	77%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	7%	26%	67%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 06

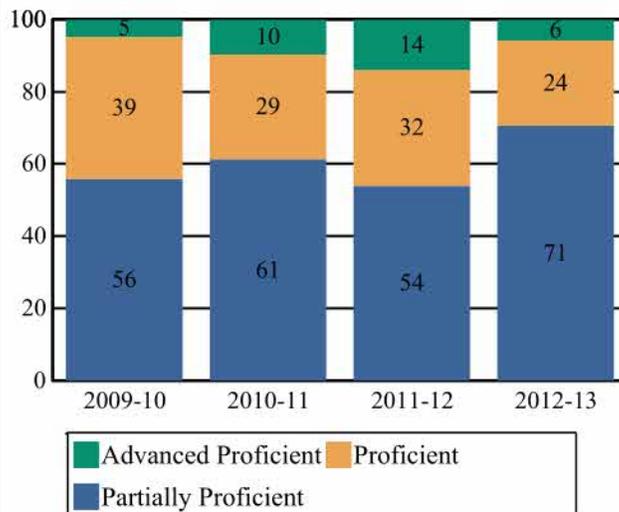
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	51%	42%
White	-	-	-
Black	13%	50%	38%
Hispanic	0%	53%	47%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	5%	54%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

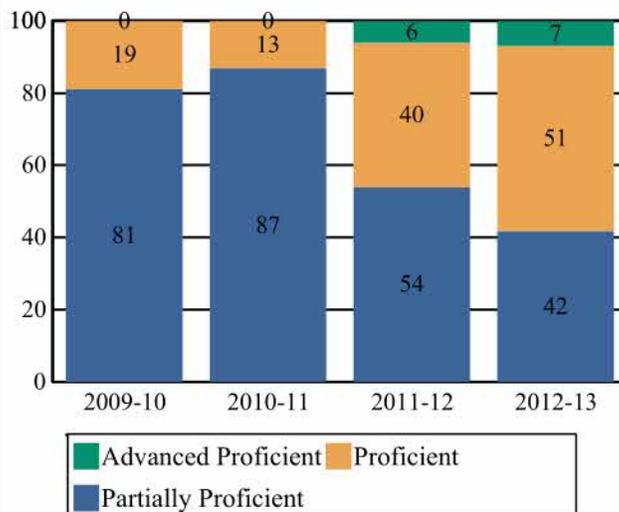
NJASK Proficiency Trends - Math - Grade Level - 05

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 06

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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NJASK Results - MATH Grade Level - 07

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	9%	16%	75%
White	-	-	-
Black	4%	14%	82%
Hispanic	11%	19%	70%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	13%	87%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	9%	14%	77%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - MATH Grade Level - 08

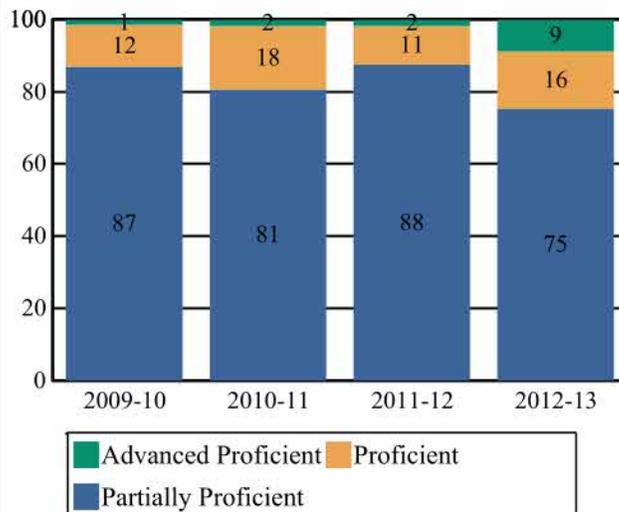
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	18%	80%
White	-	-	-
Black	0%	24%	76%
Hispanic	4%	15%	81%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	18%	82%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	2%	18%	80%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

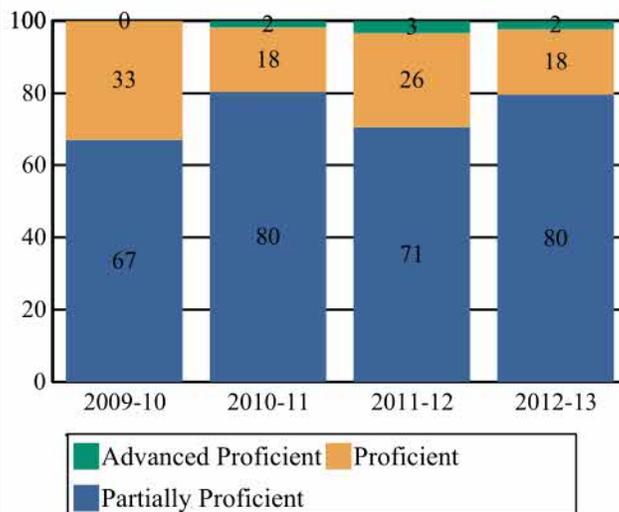
NJASK Proficiency Trends - Math - Grade Level - 07

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



NJASK Proficiency Trends - Math - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



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2013 National Assessment Educational Progress (NAEP)

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Proficiency Percentages

Grade 4 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	13	38	39	10
All Students	Nation	17	41	34	8

2013 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2013 reading and math scores for New Jersey which are the last scores published. For subgroup outcomes, visit :

<http://www.nj.gov/education/pr/1213/naep/naep8math.html> For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Grade 8 Math	State/Nation	Below Basic	Basic	Proficient	Advanced
All Students	State (NJ)	18	34	33	16
All Students	Nation	26	38	27	9

ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 04

This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	6%	53%	41%
White	-	-	-
Black	0%	79%	21%
Hispanic	11%	28%	61%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	6%	53%	41%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Results - Science Grade Level - 08

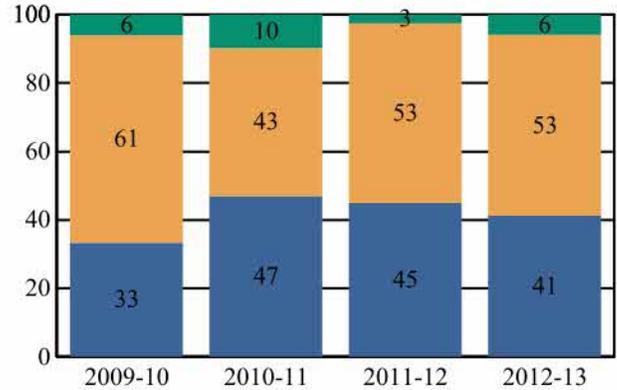
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	0%	41%	59%
White	-	-	-
Black	0%	29%	71%
Hispanic	0%	48%	52%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	18%	82%
Limited English Proficient Students	-	-	-
Economically Disadvantaged Students	0%	41%	59%

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

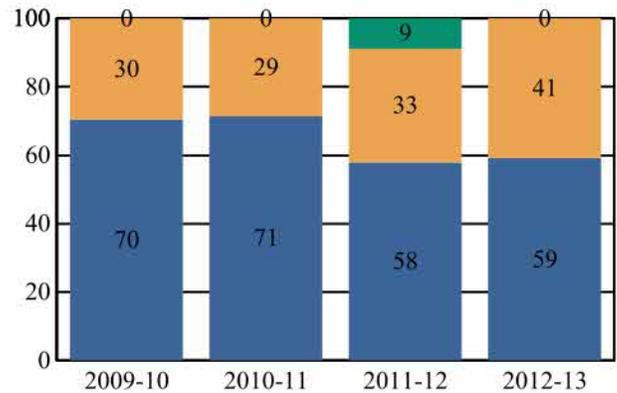
This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



■ Advanced Proficient
 ■ Proficient
 ■ Partially Proficient

COLLEGE AND CAREER READINESS

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PATERSON CITY

GRADE SPAN KG-08

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	0%	0	0	20%	NO
Chronic Absenteeism (%)	24%	6	7	6%	NO
Summary		3	4		0%

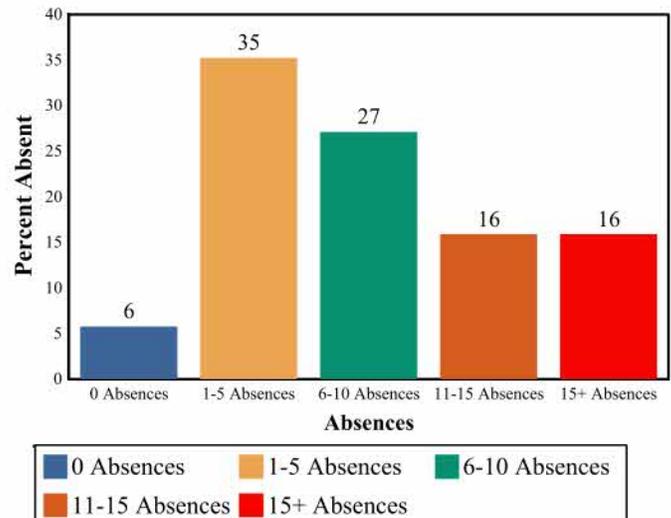
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2012-13	School
Students taking Algebra I	0%
Algebra grade (C or better)	0%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

PASSAIC

PATERSON CITY

GRADE SPAN KG-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	47	68	43	35	YES
Student Growth on Math	43	39	27	35	YES
		54	35		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	28%	25%	15%
Proficient	5%	10%	17%
Advanced Proficient	0%	0%	0%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	30%	24%	12%
Proficient	8%	9%	11%
Advanced Proficient	0%	1%	4%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC
PATERSON CITY

GRADE SPAN KG-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the so-called Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 03

Grade Level - 03

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	225	300
75th	201	221
50th	185	204
25th	166	191
0th	128	100

Percentile	School Scale Score	State Scale Score
99th	286	300
75th	234	264
50th	196	235
25th	164	201
0th	100	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	30

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	70	63

Grade Level - 04

Grade Level - 04

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	221	300
75th	189	225
50th	177	206
25th	165	183
0th	125	100

Percentile	School Scale Score	State Scale Score
99th	255	300
75th	212	260
50th	187	229
25th	172	201
0th	122	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	24	42

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	59

WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PATERSON CITY

GRADE SPAN KG-08

Grade Level - 05

Grade Level - 05

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	227	300
75th	187	224
50th	166	205
25th	151	187
0th	107	100

Percentile	School Scale Score	State Scale Score
99th	259	300
75th	202	268
50th	182	237
25th	157	205
0th	126	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	37

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	45	63

Grade Level - 06

Grade Level - 06

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	224	300
75th	201	225
50th	187	209
25th	166	191
0th	133	100

Percentile	School Scale Score	State Scale Score
99th	250	300
75th	210	252
50th	182	225
25th	152	201
0th	104	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	34

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	51

WITHIN SCHOOL ACHIEVEMENT GAP

PASSAIC

PATERSON CITY

GRADE SPAN KG-08

Grade Level - 07

Grade Level - 07

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	240	300
75th	203	231
50th	185	211
25th	170	189
0th	110	100

Percentile	School Scale Score	State Scale Score
99th	261	300
75th	197	250
50th	170	213
25th	145	183
0th	115	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	33	42

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	67

Grade Level - 08

Grade Level - 08

NJ ASK Language Arts 25th %ile vs 75th%ile

NJ ASK Math 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	240	300
75th	213	236
50th	197	220
25th	183	205
0th	149	100

Percentile	School Scale Score	State Scale Score
99th	265	300
75th	191	255
50th	174	219
25th	150	188
0th	114	100

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	30	31

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	41	67

SCHOOL CLIMATE

PASSAIC

PATERSON CITY

GRADE SPAN KG-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2012-13	7 Hrs. 55 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2012-13	17.7%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2012-13	School
Full Time	7 Hrs. 5 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2012-13	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2012-13	School
Faculty	10
Administrators	167

SCHOOL PEER GROUP**SCHOOL 10****31-4010-140**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRAD ESPAN</u>	<u>FRPL</u>	<u>LEP</u>	<u>SpED</u>
ATLANTIC	EGG HARBOR CITY	EGG HARBOR CITY COMMUNITY SCH	01-1300-030	04-08	79.7%	0.9%	27.7%
CAMDEN	LAWNSIDE BORO	LAWNSIDE SCHOOL DISTRICT	07-2560-060	PK-08	77.2%	0.0%	13.8%
CHARTERS	GALLOWAY COMMUNITY CS	GALLOWAY COMMUNITY CHARTER SCHOOL	80-6612-912	KG-08	77.2%	0.0%	12.7%
CHARTERS	GRAY CS	THE GRAY CHARTER SCHOOL	80-6665-930	KG-08	78.8%	0.0%	0.6%
CHARTERS	GREAT OAKS CHARTER SCHOOL	GREAT OAKS CHARTER SCHOOL	80-6053-917	06-08	78.2%	0.0%	12.6%
CHARTERS	JERSEY CITY COMM. CS	JERSEY CITY COMMUNITY CHARTER SCHOOL	80-6910-940	KG-08	78.1%	0.0%	7.9%
CHARTERS	QUEEN CITY ACADEMY CS	THE QUEEN CITY ACADEMY CHARTER SCHOOL	80-7600-960	KG-08	79.8%	12.7%	3.6%
CHARTERS	VILLAGE CS	THE VILLAGE CHARTER SCHOOL	80-8140-990	KG-08	79.8%	0.0%	9.0%
CUMBERLAND	VINELAND CITY	LANDIS MIDDLE SCHOOL	11-5390-055	06-08	79.3%	5.5%	13.3%
ESSEX	CITY OF ORANGE TWP	ORANGE PREPARATORY ACADEMY	13-3880-115	08-09	84.6%	9.4%	18.8%
ESSEX	EAST ORANGE	BENJAMIN BANNEKER ACADEMY	13-1210-093	PK-08	78.3%	7.9%	7.7%
ESSEX	EAST ORANGE	WHITNEY E. HOUSTON ACADEMY	13-1210-090	PK-08	77.7%	0.0%	16.0%
ESSEX	IRVINGTON TOWNSHIP	UNIVERSITY MIDDLE SCHOOL	13-2330-135	06-08	77.6%	6.3%	13.1%
ESSEX	NEWARK CITY	ANN STREET SCHOOL	13-3570-200	KG-08	82.8%	24.9%	8.3%
ESSEX	NEWARK CITY	IVY HILL ELEMENTARY SCHOOL	13-3570-565	PK-08	83.0%	11.1%	8.7%
HUDSON	GUTTENBERG TOWN	ANNA L. KLEIN	17-1850-050	PK-08	81.8%	7.0%	8.1%
HUDSON	HARRISON TOWN	WASHINGTON MIDDLE SCHOOL	17-2060-070	06-08	81.0%	4.8%	16.0%
HUDSON	JERSEY CITY	ALFRED ZAMPELLA SCHOOL	17-2390-240	PK-08	78.2%	6.0%	7.4%
HUDSON	JERSEY CITY	CHRISTA MCAULIFFE SCHOOL	17-2390-250	PK-08	81.8%	3.7%	9.6%
HUDSON	JERSEY CITY	INFINITY INSTITUTE	17-2390-002	07-11	81.0%	1.6%	2.7%
HUDSON	JERSEY CITY	MARTIN LUTHER KING JR. SCHOOL	17-2390-140	PK-08	85.1%	17.8%	6.5%
HUDSON	KEARNY TOWN	WASHINGTON ELEMENTARY SCHOOL	17-2410-120	PK-08	77.6%	2.2%	14.0%
MONMOUTH	RED BANK BORO	RED BANK MIDDLE SCHOOL	25-4360-060	04-08	80.8%	5.2%	12.0%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	KG-08	83.1%	14.9%	13.3%
PASSAIC	PATERSON CITY	SCHOOL 18	31-4010-220	PK-08	86.1%	25.2%	8.7%
PASSAIC	PATERSON CITY	SCHOOL 24	31-4010-270	PK-08	87.1%	22.0%	7.8%
PASSAIC	PATERSON CITY	SCHOOL 5	31-4010-090	KG-08	83.8%	21.6%	10.5%
PASSAIC	PATERSON CITY	SCHOOL 7	31-4010-110	05-08	85.0%	9.8%	29.7%
UNION	ELIZABETH CITY	DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26	39-1320-290	PK-08	81.3%	11.1%	4.0%
UNION	ELIZABETH CITY	MADISON MONROE SCHOOL NO. 16	39-1320-190	PK-08	86.0%	18.2%	4.9%
UNION	PLAINFIELD CITY	CLINTON ELEMENTARY SCHOOL	39-4160-110	PK-08	86.2%	30.5%	8.8%

NJ School Performance Reports – Interpretive Guide

**New Jersey Department of Education
Trenton, NJ 08625**

January 2014

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Acknowledgments

I am deeply grateful to many individuals and organizations across New Jersey for their insight and expertise in helping to shape the 2013 New Jersey School Performance Reports. After the publication of the 2012 reports, many individuals – superintendents, principals, teachers and parents – reached out to offer their ideas about how to improve the reports. We catalogued those ideas and discussed them carefully over the last several months in various settings. Additionally, we reconvened the Performance Report Workgroup – representing superintendents, principals, teachers, school board members, and parents – and discussed what changes could be made to the reports that would further their usefulness to educators and stakeholders.

Many of the ideas have been incorporated into the 2013 performance reports, such as the inclusion of ACT and International Baccalaureate (IB) data and adjusting the Algebra I indicator to reflect New Jersey’s timeline for the implementation of the Common Core State Standards. At the prompting of several stakeholders, we are particularly proud to include data about participation in visual and performing arts courses in our high schools from our NJSMART Course Collection. Unfortunately, other ideas could not be implemented in the 2013 performance reports, such as the inclusion of Dual Enrollment Coursework participation, due to data quality constraints. We have enabled the collection of dual enrollment coursework for the academic year 2013-2014 inside NJSMART and look forward to the possible inclusion of that data in the 2014 performance reports.

I continue to be deeply indebted to the work of the NJSMART points of contact in each school district. Their hard work has made possible the kinds of analyses found within the NJ School Performance Report. Their efforts are now paying off in allowing educators to use data, at a student-level, to design specific interventions and supports for students. During this academic year, I’ve been inspired by reports of schools and districts using their awareness of data to expand efforts to reduce chronic absenteeism and to support our high school students in obtaining diplomas. To the submitters of data in districts, I want to offer a special thank you. As you’ll see in the NJ School Performance Report so much of what we present begins with what you submit...we couldn’t do this without you.

None of this would have been possible without the work of state department staff who work tirelessly with districts to help them provide data, think through implications posed by the unique configurations of our schools and districts, provide sophisticated analyses to uncover errors, work together to manage technical challenges, and display an unrelenting commitment to providing high-quality data that can be used to improve student outcomes. To staff both inside and outside of the Performance Division at NJDOE and at NJSMART, I am very grateful. Lastly, I continue to be thankful for the support in this endeavor of my senior colleagues at NJDOE and Commissioner Chris Cerf.

Bari Anhalt Erlichson, Ph.D.
Chief Performance Officer
January 2014

Purpose

Too often, educators and stakeholders experience the publication of school performance data with fear, confusion and skepticism: What do these data mean? How is my school really doing? What should I do next to help the children in my school do even better? To some extent, our healthy and appropriate adherence to the belief that no one metric can describe a school's performance is a root cause of this confusion. Sometimes multiple metrics present contradictory conclusions, such as a school's high graduation rate being contradicted by a low passing rate on the high school test. Sometimes metrics move in opposite directions, such as a school's increasing SAT participation rate resulting in a decline in overall SAT scores. In short, making meaning of school performance data is not simple, straightforward, or easy.

And while the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the hope is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. For each indicator, stakeholders should engage in four types of questions:

1. How did my school do on a particular indicator in 2013? What was the change from 2012? For example: A school's graduation rate in 2013 was 91%, which was a 1% point increase from 2012.
2. How does my school's performance on that indicator compare to other schools that are like mine? For example: My school's graduation rate of 91% yielded a peer percentile of 36, meaning that my school's graduation rate was higher than 36% of my school's peer group.
3. How does my school's performance on that indicator compare to the statewide average on that indicator? For example: My school's graduation rate yielded a statewide percentile of 44, meaning that my school's graduate rate was higher than 44% of high schools across the state.
4. How does my school's performance on that indicator compare to the statewide target? My school's graduation rate of 91% exceeded the state target of 75%.

Asking these four questions of each indicator presented in the performance reports will enable stakeholders to fully understand their school's performance and progress, both from one year to the next, but also with an understanding of how they compare to similar schools, the state, and absolute performance targets.

While some viewers of the School Performance Reports may try to utilize them to create a summative ranking of schools, akin to a "Best New Jersey Schools!" list, NJDOE is not encouraging their use in that fashion. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time

management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

These School Performance Reports, as outlined in New Jersey’s NCLB flexibility request, were developed with the input of stakeholders across the state and provide a significant amount of new data to present a more complete picture of school performance, with the ultimate aim to help schools and stakeholders engage in local goal setting and improvement. Among others, this includes metrics at all grade levels to identify the extent to which students are demonstrating skills and behaviors indicative of college and career readiness. The Department has set statewide performance targets for these metrics, and also includes the newly defined progress targets for schools and subgroups through flexibility from NCLB.

In addition, the reports include a peer school comparison for each school in the state, comparing schools with similar grade configurations and that are educating students with similar demographic characteristics such as free/reduced lunch eligibility, limited English proficiency or special education program participation. This data provides information about how similar schools are performing to help identify strengths and areas for improvement.

Together with additional data available in NJSMART, we hope that this publication provides the opportunity to have meaningful conversations around goal setting at the school and district level for the coming year. Specifically, these reports seek to further the following additional purposes:

Focus While continuing to report a wide range of comprehensive student assessment data, the School Performance Reports focus attention on metrics that are also indicative of college and career readiness, such as chronic absenteeism in the early grades, successful completion of Algebra I prior to high school, participation in college readiness tests, and the taking of rigorous coursework in high school.

Benchmark Through the establishment of peer school and statewide rankings, the School Performance Reports will enable educators and stakeholders to engage in multiple types of benchmarking analyses. Benchmarking against similar schools and statewide outcomes is a powerful strategy for identifying school strengths and areas for improvement.

Improve The School Performance Reports identify statewide targets for multiple indicators of college and career readiness and employ student growth percentiles (SGP) to describe schoolwide student growth on NJ ASK tests. The use of these indicators is intended to provide opportunities for educators and stakeholders to engage in local goal setting, planning, and continuous improvement over time.

As you begin to unpack the data presented in the School Performance Report, please take into account the following caveats in your efforts to interpret the reports:

- Some of the included metrics are first-year data, meaning that 2012-2013 is the first year that NJDOE is presenting it for publication. Examples of such metrics include an unduplicated rate of student participation in Visual and Performing Arts coursework drawn from the 2012-2013 NJSMART Course Collection. The NJSMART Course Collection occurred during the months of July and August in 2013. More than 54 million student records were processed through the business and validation rules of the submission during this window. While NJSMART has a nearly 100% participation rate and a very low error rate, it is always the case that data quality improves over time as more and more stakeholders make use of the data.
- Many of the included metrics are data collected from third-party sources, such as the College Board, ACT and the National Student Clearinghouse (NSC). NSC is the only collection of student-level postsecondary enrollment data nationwide. NSC reports that they collect data from 95% of higher education institutions across the country. However, some schools in New Jersey have been independently paying active attention to both of these data sets for several years and have reported that these data are incomplete.
- Student outcome data is not always normally distributed. For example, results on the HSPA exam are significantly skewed as statewide proficiency rates top 94% in LAL and 86% in math, making both peer group comparisons and statewide rankings less meaningful for those schools with very high proficiency rates. For example, a school with a 95.5% pass rate in LAL has a statewide percentile score of 49.

Peer School Comparison Groups

Each school that receives a performance report with valid student outcome data will be grouped with approximately 30 other similar schools into a peer school comparison group. Peer schools are schools that have similar grade configurations and are educating (or held accountable for) students with similar demographic characteristics.

This peer methodology incorporates reliable and available data that helps to describe the students in the school as well as other factors such as the grade span of the school. These factors indicators include:

- Percent of students that are economically disadvantaged, i.e., free or reduced price lunch eligible (%),
- Percent of students that are limited English proficient (%),
- Percent of students that are in special education (%),
- Grade span of the school (elementary, middle, high).

The peer methodology will use propensity score matching to establish the peer groups for each eligible school. Propensity score matching is an established statistical technique that helps to construct comparison groups from data observed outside of an experiment. This method identifies the best available control group (or comparison group) for each eligible school. In this case, propensity score matching will identify up to 30 peers on the basis of the indicators noted above.

The methodology is further described in the Peer School Methodology White Paper.

Academic Achievement

The Academic Achievement portion of the School Performance Report presents data from the statewide assessment programs, including the outcomes of the New Jersey Assessment of Skills and Knowledge (NJ ASK), the High School Proficiency Assessment (HSPA), and the Biology End-of-Course exam. The presentation of the data adheres to the NCLB Accountability rules. For all test programs, students characterized by mobility, as defined as those who were not in school for a full academic year prior to testing, have been excluded. Furthermore, the HSPA data are for the graduating cohort of 2013 and is aggregated from the test administrations from Spring 2012, Fall 2012, and Spring 2013 (the so-called “Banked” data).

Many on-line resources are available to further explore and understand statewide test results, such as:

- School and district data files for the assessment programs can be found here: <http://www.state.nj.us/education/schools/achievement/index.html>
- The NJASK score interpretation manual can be found here: <http://www.state.nj.us/education/assessment/ms/5-8/ref/SIM12.pdf>
- Parent guides to the statewide assessments can be found here: <http://www.state.nj.us/education/assessment/parents/>

NCLB Progress Targets

The NCLB Progress Targets are calculated under the federally proscribed methodology in New Jersey’s ESEA Flexibility Application. “Option A” for calculating Annual Measurable Objectives (AMO) sets yearly progress targets by using 2011 assessment data as baseline. Yearly progress targets are established to measure whether each school and subgroup is making progress toward the goal of halving the distance between their baseline and 100% proficiency by 2017. A more detailed explanation of the AMO methodology can be found beginning on p. 42 of New Jersey’s Approved Flexibility Request: <http://www2.ed.gov/policy/eseaflex/approved-requests/nj.pdf>

As the 2011 data for each school and subgroup form the baseline for the measurement of progress, the target of the percentage of students who are expected to reach proficiency by 2017 is by definition different for each subgroup and school. These targets represent ambitious but achievable rates of progress for increasing proficiency for each school and subgroup by 2017 and should be used by schools and stakeholder as a way to reflect on whether sufficient progress has been made from year to year.

Some stakeholders might interpret the varying progress targets as meaning that different or lower aspirations have been set for different subgroups across the state. In fact, our aspiration is for **all** students to graduate from high school ready for college and careers. Progress targets instead represent a way to take into account the proficiency level at which schools began in 2011, compel those schools that are further behind to show greater progress, and require all schools across the state to mark and support the progress of all subgroups of students in their schools.

College and Career Readiness

Algebra I

In the NJ School Performance Report, Algebra I course taking is highlighted as an indicator of college and career readiness because it remains one of the most significant early predictors that a student is capable of rigorous coursework and is on track to graduate from high school and attend postsecondary education. Montgomery County

(MD) Public Schools – based on its own student-level research – includes the completion of Algebra I with a ‘C’ or better prior to high school as one of their Seven Keys to College Readiness.¹ In part, this stems from the sequencing of math courses in the high school, as the students who take Algebra I in middle school are better positioned to take both pre-calculus and calculus coursework in high school.

However, the inclusion of Algebra I in the NJ School Performance Report should not be interpreted as a recommendation to implement an across-the-board requirement that all students should take Algebra I prior to high school as the Common Core State Standards for eighth grade math, while overlapping somewhat, are not equivalent to the Algebra I standards. So, after an analysis of current Algebra I course taking data, the NJ School Performance Report establishes a performance target for course enrollment of 20% of enrolled eighth graders. While schools should continue to evaluate the readiness of each student to take Algebra I prior to high school, schools should also evaluate whether they are affording enough opportunities for students who can demonstrate that they are ready to engage in Algebra I coursework prior to high school. And of course, the demonstration of student readiness should be drawn from multiple measures of a student’s work, perhaps including NJ ASK prior math scores, district-level tests or performance assessment tasks, and teacher recommendations.

These course taking data are derived from the NJSMART Course Roster collection, utilizing the School Code for the Exchange of Data (SCED) 52052, aggregating a count of students from Algebra I rosters and dividing by eighth grade enrollment.

In New Jersey, the successful completion of Algebra I became a high school graduation requirement for all students in the graduating cohort of 2012, i.e., students who began ninth grade in 2008-2009. The successful completion of Geometry is first required as a graduation requirement for the graduating cohort of 2014. Beginning in 2014-2015, New Jersey will implement new tests as part of the Partnership for the Assessment of Readiness for College and Careers (PARCC) to replace the current NJ High School Proficiency Assessment (HSPA). The PARCC tests will include three end-of-course tests in mathematics: Algebra I, Geometry, and Algebra II.

Research from the National Center for Education Statistics’ (NCES) High School Transcript Study² found that, while many schools are offering courses entitled “Algebra I,” the content of such courses varies dramatically – and that “Course Title Inflation” for both Algebra I and Geometry was often occurring. New Jersey schools are encouraged to prepare for the implementation of PARCC exams by working to align current math classes closely with the Common Core standards. Additionally, PARCC has provided Model Content Frameworks for these classes that may be of use to curriculum supervisors, found here: <http://www.parcconline.org/parcc-model-content-frameworks>

¹ <http://www.montgomeryschoolsmd.org/info/keys/>

² http://www.edweek.org/media/26math-mcs_report_final.pdf

Chronic Absenteeism

For more than a decade, the federal policy context has required New Jersey and other states to calculate schoolwide and subgroup-level attendance rates. In prior years, the New Jersey Report Card reported such data faithfully. But new research has called into question the usefulness of this data primarily because, in the aggregate, schoolwide attendance rates hide very important student-level trends.

For the purpose of the NJ School Performance Report, a chronically absent student is defined as a student who is not present for 10% of the school year, for any reason. These data are drawn from the end-of-year NJSMART State submission. For each student, an analysis of his/her number of days present versus the number of days that it was possible to be present was conducted. Any student that was not present for at least 90% of the possible days was determined to have been chronically absent. For example, if a student were enrolled for an entire year in a school, the number of possible days that the student could have attended would be 180 days. Thus, a student who missed 18 of those days would be classified as chronically absent. If a student transferred in mid-year, however, the possible number of days that a student could have attended would be 90 days. Thus, a mid-year transfer student who missed 9 days of school would be classified chronically absent.

The research basis for paying attention to chronically absent children is emerging and growing fast. Robert Balfanz and Vaughan Byrnes, for instance, found in a nationally representative data set that chronically absent children in kindergarten demonstrated lower academic performance in first grade and that the impact was twice as great for students from low-income families. And Balfanz and Byrnes conclude that:

“Because students reared in poverty benefit the most from being in school, one of the most effective strategies for providing pathways out of poverty is to do what it takes to get these students in school every day. This alone, even without improvements in the American education system, will drive up achievement, high school graduation, and college attainment rates.”³

Schools with greater than 6% of its enrollment determined to be chronically absent are advised to begin to pay closer attention to attendance trends. Helpful resources exist for schools at www.attendanceworks.org. Such resources include sample templates for messaging the importance of attendance to families (including outreach to Spanish speaking families) and a short, self-assessment tool to guide analysis of current school efforts:

<http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/06/School-Self-Assessment-Team-Rev-June-2012.pdf>

³ https://getschooled.com/system/assets/assets/152/original/FINALChronicAbsenteeismReport_May16_executivesummary_withcover_20_1_.pdf?1337209810

Many school information systems (SIS) provide real-time attendance data. NJSMART also utilizes attendance data in many of its District Reports.

SAT/ACT and PSAT Participation and Performance

The New Jersey school report card has for many years reported the percentage of students from a school that take the Scholastic Aptitude Test (SAT) and the scores attributed to students within a school. In the 2013 NJ School Performance Report, several new features have been introduced to further enhance our usage of this data. First, NJ is introducing student participation on the ACT into its reporting of student participation in College Readiness assessments. By linking the data at a student-level, the performance report counts each student once, regardless of whether he or she participates in the SAT or ACT or both, in a school's college readiness test participation rate.

The performance reports continue to present the percentage of students who take the SAT who score at or above the College Board's SAT Benchmark score of 1550. Independent research conducted by the College Board found that:

“The SAT Benchmark score of 1550 is associated with a 65 percent probability of obtaining a first year GPA (FYGPA) of a B- or higher, which in turn is associated with a high likelihood of college success. Students meeting the benchmark score of 1550 were more likely to enroll in a four-year college, had higher first-year GPAs and were more likely to be retained for their second and third year than those students who did not attain the SAT benchmark.”⁴

Also, the NJ School Performance Report presents the percentage of 10th and 11th graders who are taking the PSAT during a given year. The performance report focuses on participation in PSAT tests versus performance because in many schools the percentage of participation is low, thus not lending itself to a representative sample of student abilities. But, participation in PSAT testing provides a powerful and perhaps first signal to school counselors and educators that a student is actively thinking of being college-bound. And also, perhaps even more importantly through an absence of a PSAT score, that they have not yet begun to think of themselves as college bound. Counselors can use NJSMART to download the PSAT testing data at a student level and look for students who lack such scores but are demonstrating academic success in other areas, such as NJ ASK testing histories, a high freshman year GPA, and a pattern of rigorous coursework.

Statewide PSAT results for NJ are presented publicly by the College Board at:
http://media.collegeboard.com/digitalServices/pdf/research/NJ_13_05_02_01.pdf

⁴ <http://press.collegeboard.org/sat/sat-college-and-career-readiness-benchmark>

Advanced Placement (AP) and International Baccalaureate (IB) Participation and Performance

Participating and succeeding in rigorous coursework in high school is one of the strongest predictors of college readiness across years of research. Of course, there are many ways to determine that a course is rigorous. For years, the New Jersey report card has reported the number of AP classes offered by a school, the count of students in AP classes, and the number of tests taken in each AP test. In 2013, the performance reports also report the number of IB classes offered by a school, the count of students in IB classes, and the number of tests taken in each IB test. Although any class in a high school can certainly be offered at a comparable level of rigor as AP/IB classes, it is not possible for NJDOE to differentiate amongst classes given the data that it has from the NJSMART Course Roster collection. So the NJ School Performance Report relies on the designation that a course is an AP or IB course within the School Codes for the Exchange of Data (SCED). For future years, NJDOE is exploring the inclusion of Dual Enrollment courses in the NJ School Performance Report as well.

As mentioned, research about the strength of the relationship between taking rigorous coursework and readiness for college and college degree completion has long been prevalent. A good overview of the research base was written by Von Secker and Liu from Montgomery County Public Schools and can be found here:

http://www.studentclearinghouse.org/high_schools/files/STHS_MCPS%20APEXamAsKeyToPostsecondarySuccess.pdf

Based on the strength of AP coursework as a predictor, Montgomery County Public Schools has identified the attainment of an AP exam score of 3 or high as one of its Seven Keys to College Readiness.

As part of the NJ School Performance Report, AP/IB participation and performance is presented in several ways. The Performance Report presents course and test taking in every AP/IB course offering in a high school, as mentioned above. However, the Performance Report also takes the analysis one step further by seeking to present how prevalent AP/IB participation is across the school. In prior years, for example, the report card presented data in such a way where it was impossible to know if the 100 tests being reported in a building were taken by 50 students who each took two tests, 100 students who took one test, or 10 students who took 10 tests.

By using the NJSMART Course Roster submission, the NJ School Performance Report is able to address the previous limitation by analyzing course taking at a student-level and distilling the data to a set of 'unique' or unduplicated list of students taking AP/IB courses. Further, in order to draw meaningful comparisons across high schools that weren't unduly influenced by the size of the student body, this analysis was then limited to AP/IB courses in English, math, social studies and science as they are common across the schools in New Jersey.

Thus, as part of the metric of college and career readiness, the percentage of students who are enrolled in at least one AP/IB course in English, math, social studies and science is presented as part of the NJ School Performance Report. These data are drawn from the NJSMART course roster collection, distilled into a unique headcount and then divided by the 11th and 12th grade enrollment in the school. (Note: students who take AP/IB courses prior to 11th grade are included in the headcount.) The results of the tests associated with these AP/IB courses in English, math, social studies and science are also presented.

The focus placed on student enrollment in rigorous coursework should not be read as a recommendation that all students be ‘pushed’ into AP/IB coursework. After careful analysis of the current course taking data across New Jersey, the NJ School Performance Report sets a statewide target of 35% of 11th and 12th graders taking AP/IB coursework. Again, decisions about whether a student is demonstrating readiness should be made based on multiple measures of prior student work and achievement. However, limited studies have also indicated that in some school districts across the country that students who could have succeeded in rigorous courses are not identified as such. The College Board’s own research indicates that PSAT scores can be reliably used as a predictor of success in AP coursework and have provided a tool for educators to use here:

<https://appotential.collegeboard.org/app/loginGetAction.do>

Participation in Visual and Performing Art Classes

Since 1996, the visual and performing arts (Dance, Drama/Theater, Music and Visual Arts) have been a part of the New Jersey Core Curriculum Content Standards and are part of the state’s graduation requirements. Beyond being requirements, research regarding the educational benefit of the arts for all New Jersey students is compelling. Various studies have identified links between involvement in the visual and performing arts and improved attendance, school engagement, academic performance, and higher levels of postsecondary attendance. Just as important, the arts provide important life skills including problem solving, critical thinking, creativity and collaboration. In a recent article, Harvard University President Drew Faust and musician Wynton Marsalis noted:

“Learning to play or paint, dance, sing or act, means constantly being refashioned, constantly demanding risk....and dealing with one’s inevitable mistakes is also part of an artist’s education...Let’s instead look to the longer run as we teach our children how to practice until it hurts, to bravely take the stage, to imagine, create and innovate and – after hitting that wrong note – follow it up with the right one.”⁵

In 2013, the New Jersey School Performance Reports include measures of participation in this important curricular area. Utilizing data that schools report in the NJSMART Course collection, the reports present a unique ‘headcount’ rate of participation in each of the four areas, followed by a participation rate in any visual and performing arts class.

⁵ <http://www.usatoday.com/story/opinion/2013/12/31/arts-education-music-faust-marsalis-column/4267705/>

The participation rate is calculated by summing the count of unique students taking a course in the area and dividing it by the high school's enrollment.

Student Growth

The 2013 NJ School Performance Reports present data about schoolwide student growth utilizing the student growth percentile (SGP) methodology. SGP has been adopted by states across the country as a way to measure student growth year over year in a way that accounts for 'starting gate' inequalities. By comparing a student's achievement outcomes to a group of students that had similar achievement in the prior year(s), it is possible to measure how much growth a student demonstrated relative to students with a similar test score history or academic peer group.

The methodology begins by grouping students together based on test scores in the prior year(s) with students across the state. In this way, many academic peer groups are formed. Then, in the next year, a student's test score is compared to those scores of their academic peer group. The SGP score is a percentile rank that demonstrates what percentage of the academic peer group a student performed higher than.

To arrive at a measure of schoolwide growth, all student growth scores in either Language Arts or Math are ranked from highest to lowest. The median growth score is determined to then represent the schoolwide growth in either Language Arts or Math.

An example of an interpretation is as follows: A schoolwide growth score of 40 in Language Arts means that the median student's growth in language arts in the school was 40. The median is the point where about half of the students in the school demonstrated lower growth and about half of the students in the school demonstrated higher growth. A school is deemed to be making low growth if the growth score is below 35, typical growth if a score is between 35 and 65 and high growth if the score is greater than 65.

Schools are encouraged to look closely at providing supports and interventions for students that are both partially proficient and demonstrating low growth but should also seek to further explore causes of low growth for any student regardless of proficiency levels. These students can be identified in the NJ ASK Growth Profiles in the NJSMART District Reports.

Further documentation and a video explaining the methodology can be found at:
<http://www.state.nj.us/education/njsmart/performance/>

Graduation and Postsecondary Enrollment

Graduation Rate

The School Performance Report presents a high school's 4-year and 5-year adjusted cohort graduation rates, utilizing the NCLB-mandated formula. For a fuller explanation of the methodology, please see: <http://www.state.nj.us/education/njsmart/performance/>

The graduation rate is calculated from student-level data submitted by districts through NJSMART. Each district is given the opportunity to appeal the accuracy of this data through NJSMART during the submission process at a student-level. The rate is determined by taking into account the number of students who graduate within 4 years (or 5 years for the 5-year rate) who also started high school four years earlier. The calculation is adjusted for students who are verified transfers out of the district or who are otherwise excluded from the count. The statewide performance target for schoolwide graduation was set in NJ's ESEA flexibility request at 75%.

The 'pathway' that a student took toward graduation is also presented. A student who graduated via HSPA is defined as a student who demonstrated proficiency on both Language Arts Literacy and Mathematics on any of the three opportunities that students are afforded to take the test. For example, a HSPA pathway rate of 80% means that 80% of the students who graduated in 2013 achieved a scale score of at least 200 on both sections of the HSPA during the test administration periods in the Spring 2012, Fall 2012 or Spring 2013. The pathway category of "Other" contains students who demonstrated proficiency through an alternative pathway(s), such as the following:

- A student who achieves a 200 scale score in one section of HSPA and demonstrates proficiency via the Alternative High School Assessment (AHSA) in the other.
- A student who demonstrates proficiency via AHSA in both Language Arts and Math.
- A student who demonstrates proficiency via AHSA in one subject and demonstrates alternative competencies via the NJDOE appeal process.
- A student who demonstrates proficiency across several administrations of HSPA by scoring above the 'just proficient mean' in each cluster within a subject area.

The "Exempt" category includes students who were determined to be exempt from passing HSPA by educators and professionals at the school.

Postsecondary Enrollment

The inclusion of postsecondary enrollment in the School Performance Report fulfills a federal reporting requirement under the Stimulus Act. These data reflect the percentage of the 2012 high school graduation class that was enrolled in postsecondary institutions

across the United States in October 2013. The data are pulled from the National Student Clearinghouse. As mentioned above, while the NSC collects data from 95% of postsecondary institutions nationwide, some NJ educators have determined that the data are incomplete. For instance, students who enroll in postsecondary institutions outside of the United States are not included. In the 2013 performance reports, enrollment in postsecondary is further characterized by whether students are enrolled in a two-year versus a four-year institution.

NJSMART now contains postsecondary enrollment data at a student-level, allowing educators to answer questions about which of their students are enrolled in higher education institutions and what their shared characteristics were when they were in high school. Understanding what the common characteristics are of students enrolled in postsecondary allows individual high schools to then construct their own metrics of college readiness from school-based data, such as enrollment in non-tested subjects such as Visual and Performing Arts courses, grades in freshmen courses, engagement in mentoring programs, and participation in extra-curricular activities.