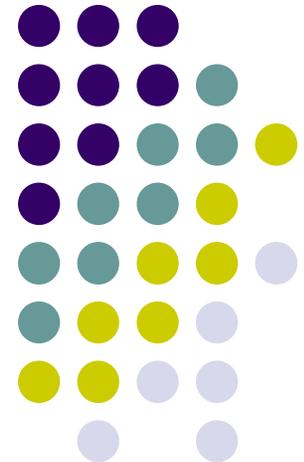


A Single Accountability System New Jersey Districts and Schools



Developed by the Office of Title I Program Planning and Accountability, in collaboration with regional and county education offices, the Office of Educational Technology, the Office of Program Planning and Review (Abbott), the Office of Grants Management, and the Office of Educational Programs and Assessments (NJPEP).

Presentation Overview



- I. No Child Left Behind Act of 2001 and Accountability**
- II. New Jersey School Improvement and Accountability**
- III. New Jersey Quality Single Accountability Continuum (QSAC)**
- IV. New Jersey Title I Program Accountability**

Presentation Overview

Section One



The No Child Left Behind Act and Accountability

- Measures to Close the Achievement Gap
- Adequate Yearly Progress
- Safe Harbor

Historical Highlights



- Jan. 8, 2002, President Bush signed into law the *No Child Left Behind Act of 2001* (NCLB).
- This new law focuses on accountability for all public schools, charter schools and districts across the nation.
- It represents some of the most significant changes to the Elementary and Secondary Education Act (ESEA) since it was enacted in 1965.

Accountability



What is Accountability?

- *The No Child Left Behind Act* is designed to change the culture of America's schools by closing the achievement gap, offering more flexibility, giving parents more options, and teaching students based on what works.
- *States* must describe how they will close the **achievement gap** and make sure all students achieve under the Act's **accountability provisions**, including those who are disadvantaged to achieve academic proficiency.
- *States* must produce annual state and school district report cards that inform parents and communities about state and school progress.
- *Title I schools* not making progress must provide public school choice, supplemental educational services, take corrective actions; and, if still not making adequate yearly progress after five years, make dramatic changes to the way the school is run.

Accountability



State Requirement for Accountability

- The state of New Jersey is required to develop and implement a single, statewide state accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, public secondary schools and charter schools make adequate yearly progress.

What's the Bottom Line?

Accountability



Superintendents

Principals

Rigorous Testing

States

Districts

Higher Standards

Parents

Teachers

Schools

Student Performance



NCLB HOLDS EVERYONE ACCOUNTABLE FOR STUDENT PERFORMANCE

The Single Accountability System Supports and Encourages Everyone to be Involved!

Education Reform through Accountability



The act contains four basic education reform principles:

- increased focus on accountability,
- increased flexibility and local control,
- expanded educational options for parents, and
- focus on research-based methods and practices.

Achievement Gap



- The SEA and LEA must use the annual review of school progress primarily to determine:
 - 1) if a school has made adequate progress toward all students meeting or exceeding the State's student academic achievement standards by 2013-14, and
 - 2) if a school has narrowed the **achievement gap**.

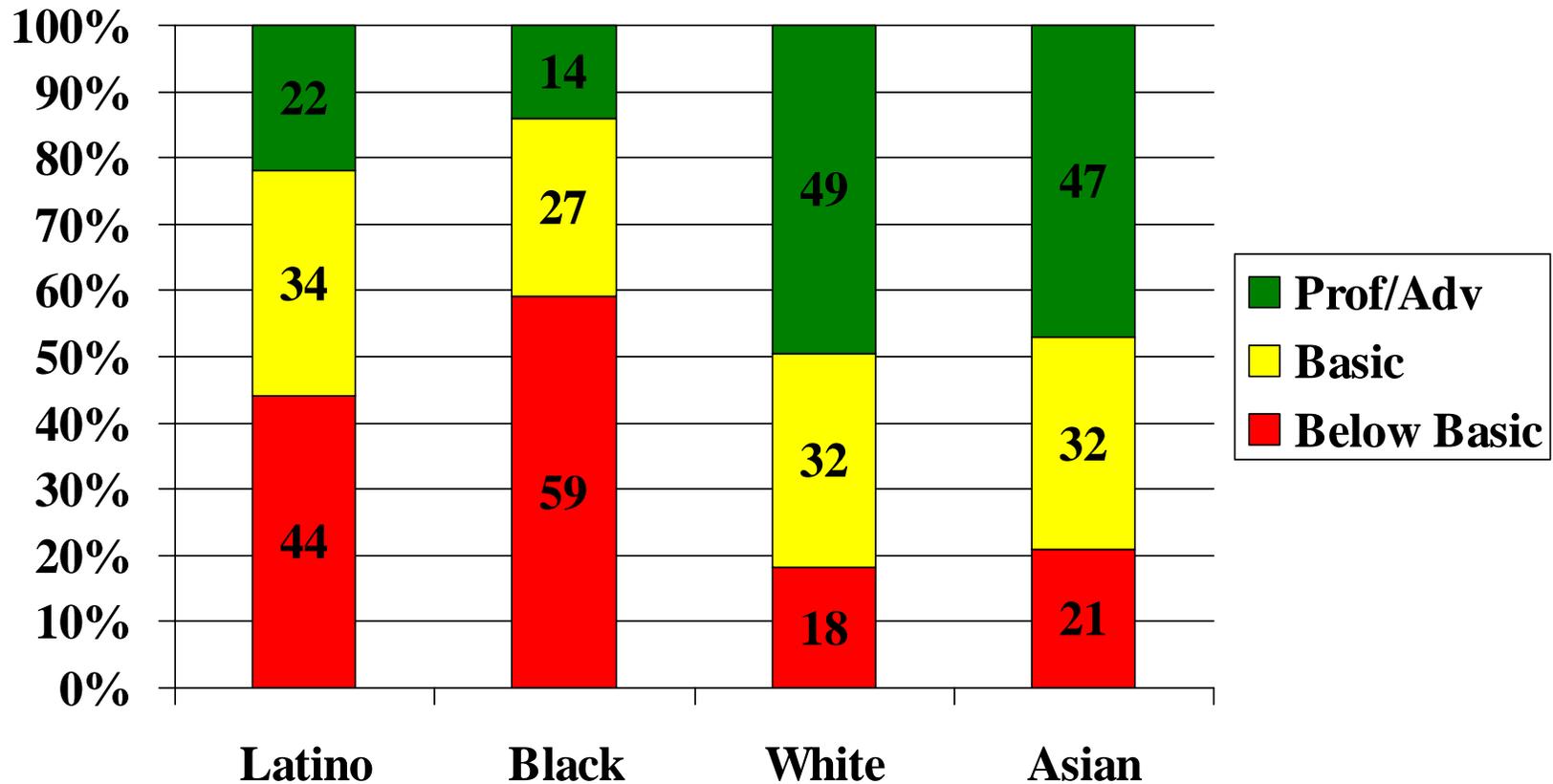
Achievement Gap



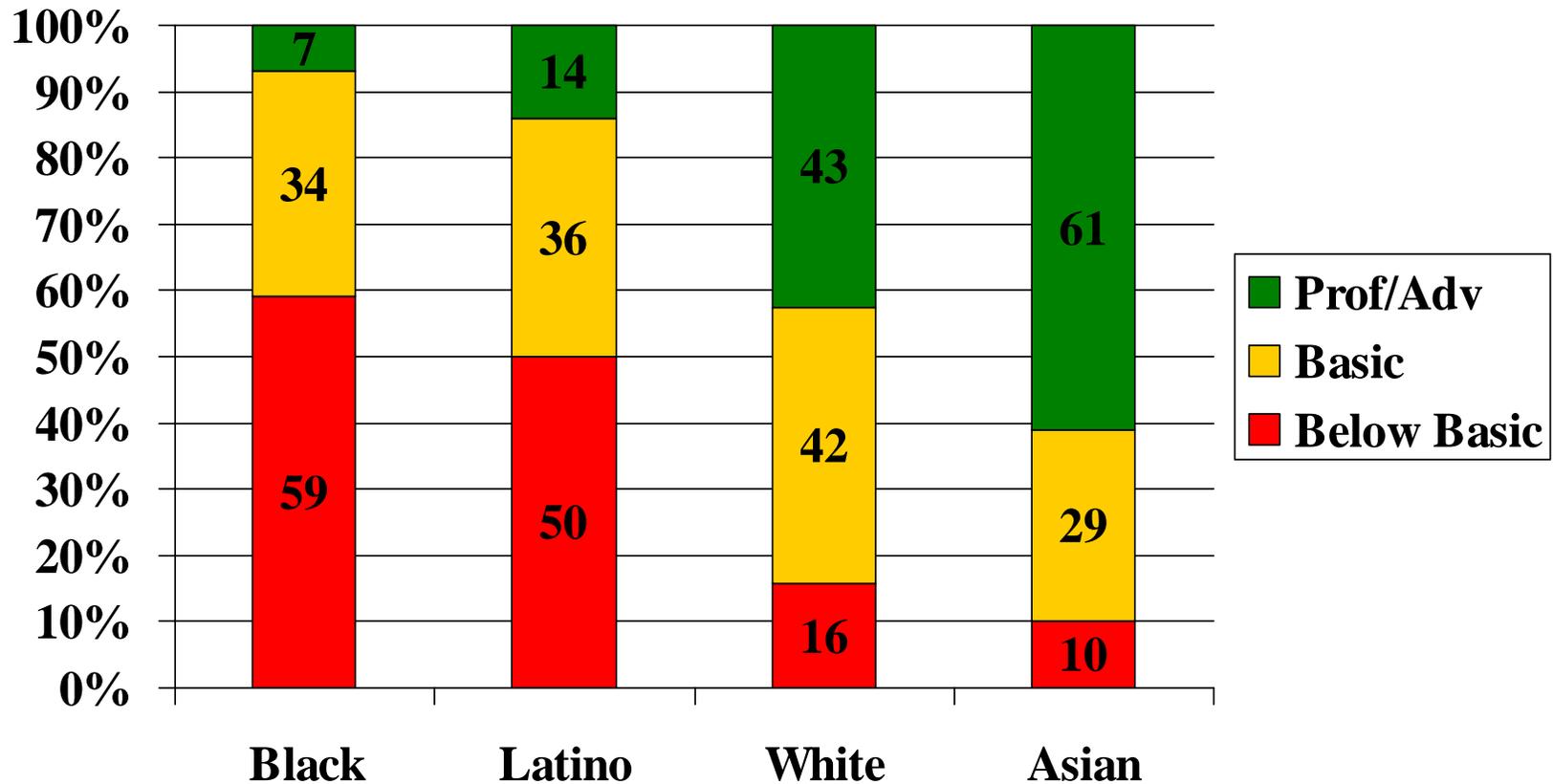
- All U.S. students are performing better on tests than 30 years ago.
- Every racial/ethnic subgroup has made gains in achievement during the past 25 to 30 year.
- **African-American** and **Hispanic** students are still academically behind their white and Asian counterparts.

By Race, Ethnicity

4th Grade Reading 2003



NJ NAEP 8th Grade Mathematics Race, Ethnicity 2003





Of Every 100 White Kindergartners:

- 93** Graduate from High School
- 65** Complete at Least Some College
- 32** Obtain at Least a Bachelor's Degree

(24 Year-Olds)

Of Every 100 African American Kindergartners:



87 Graduate from High School

51 Complete at Least Some College

17 Obtain at Least a Bachelor's Degree

(24 Year-Olds)



Of Every 100 Latino Kindergartners:

63 Graduate from High School

32 Complete at Least Some College

11 Obtain at Least a Bachelor's Degree

(24 Year-Olds)

Of Every 100 American Indian/Alaskan Native Kindergartners



58 Graduate from High School

7 Obtain at least a Bachelor's Degree

(24 Year Olds)

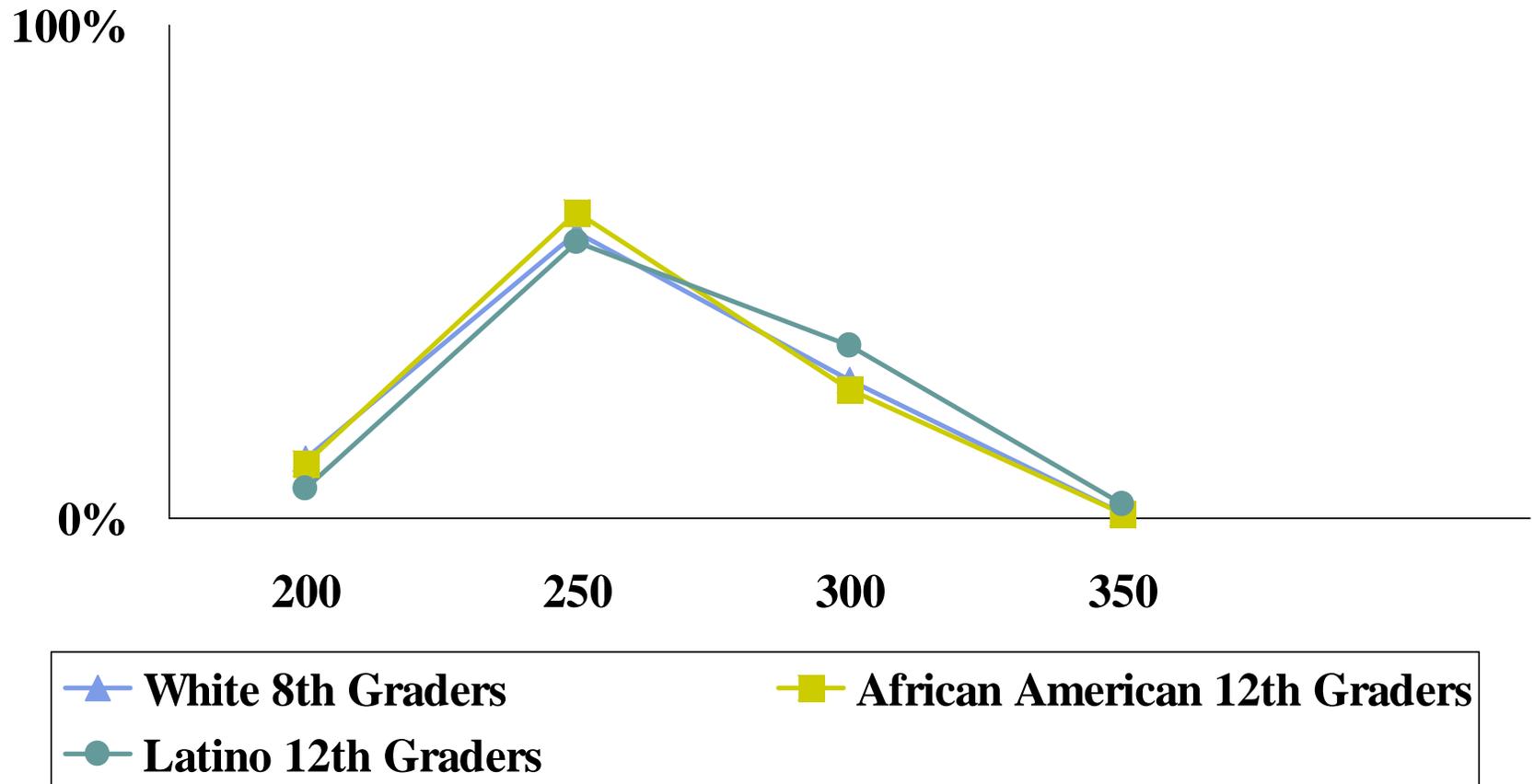
Achievement Gap



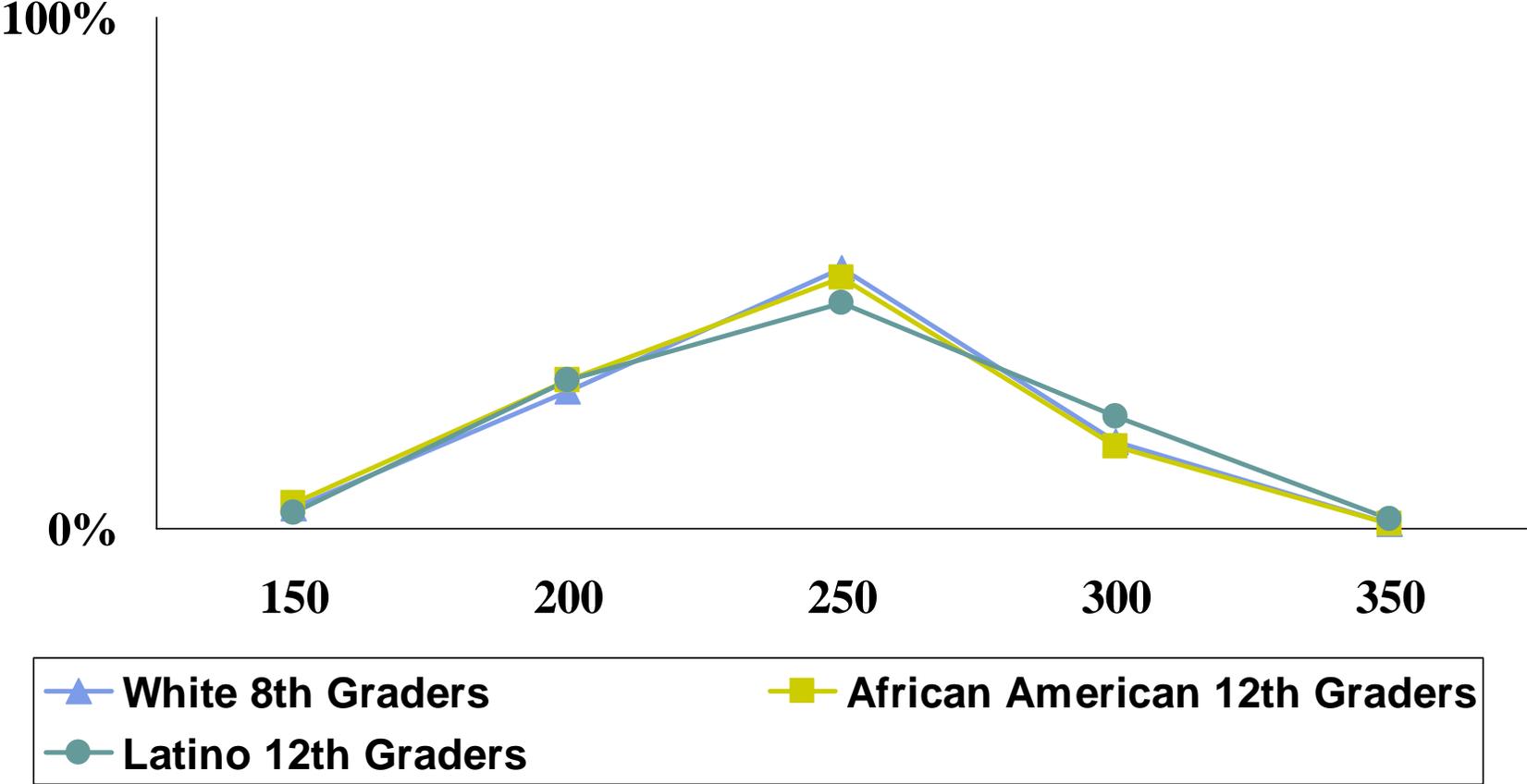
According to the 1999 National Assessment of Educational Progress (NAEP)

- The average reading score of black students at age 17 was the same as that of white students at age of 13.
- African American and Latino 17 year olds read at same levels as white 13 year olds.
- The average science scores of black and Hispanic students at age 13 was lower than white students at age 9.
- The average math score for black students at the age of 13 was more than 30 points below white 13 year-old students.
- The average science score for Hispanic students at age 9 was equivalent to more than three grade levels behind that of whites at age 9.

African American and Latino 17 year olds do math at same levels as white 13 year olds



African American and Latino 17 year olds read at same levels as white 13 year olds



Source: Source: NAEP 1999 Long Term Trends Summary Tables (online)

Achievement Gap

What Do We Know



- The gap shrank during the 1970's and 1980's as African-American and Hispanic students made substantial gains in achievement, while the achievement of white students changed little.
- This gains occurred when Head Start, Title I and other federal programs sought to improve educational opportunities and reduce poverty.
- These policy interventions appear to have made a difference.

NAEP: State Comparisons



- New Jersey's 4th grade reading students achieved the **3rd highest ranked** average scale score in the U.S. in 2003.
 - 228 = CT, MA, NH
 - 226 = VT
 - **225 = NJ**



NAEP vs. NJ Assessments

NAEP

- Grades 4, 8, & 12
- Different combination of item blocks
- Results at the state/national levels only
- Research-based focus/procedures.

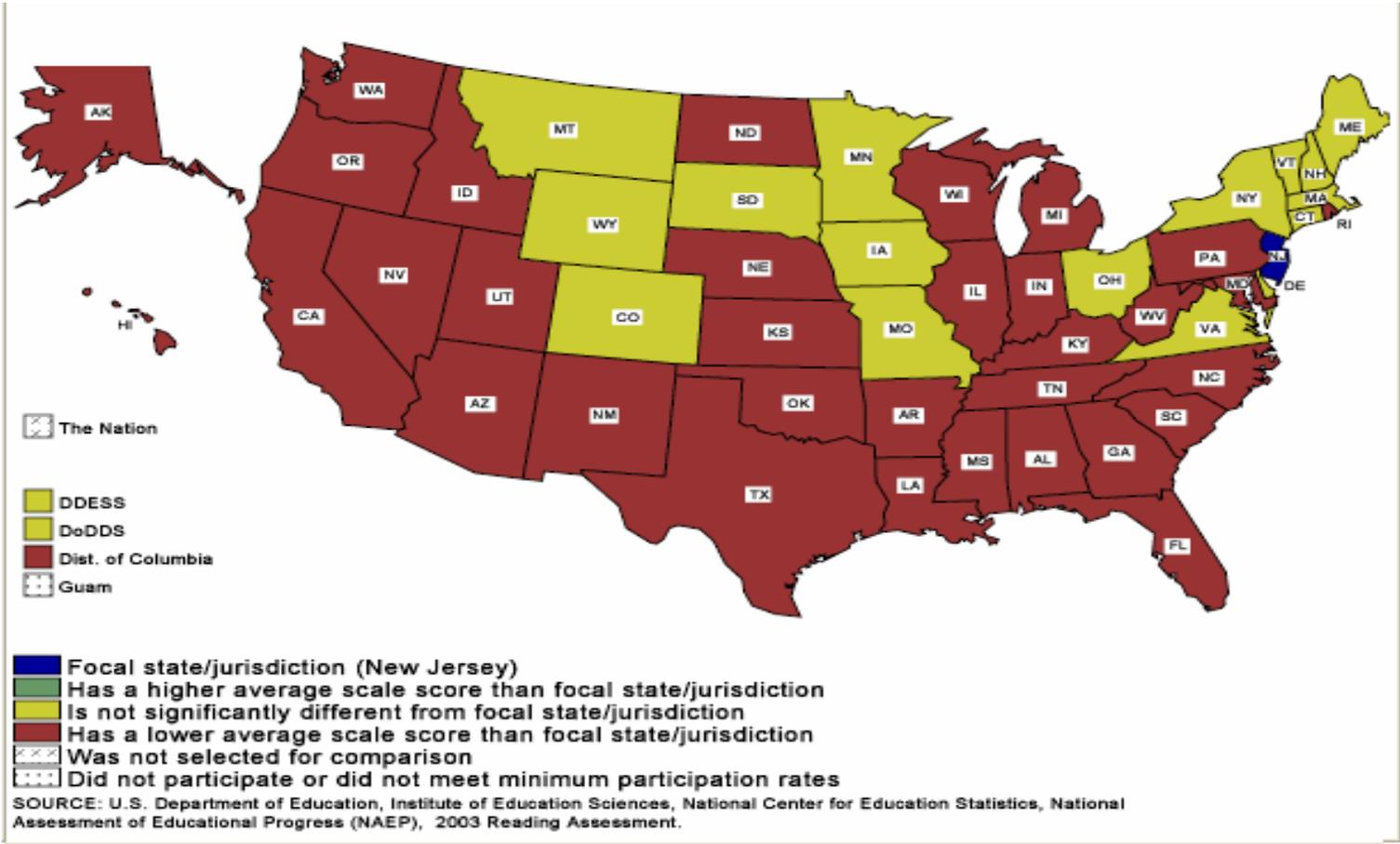
NJ Assessments

- Grades 3, 4, 8, & 11
- Same test booklets
- Results for the student, school, and district
- Feedback to students, parents, teachers, administrators, etc.

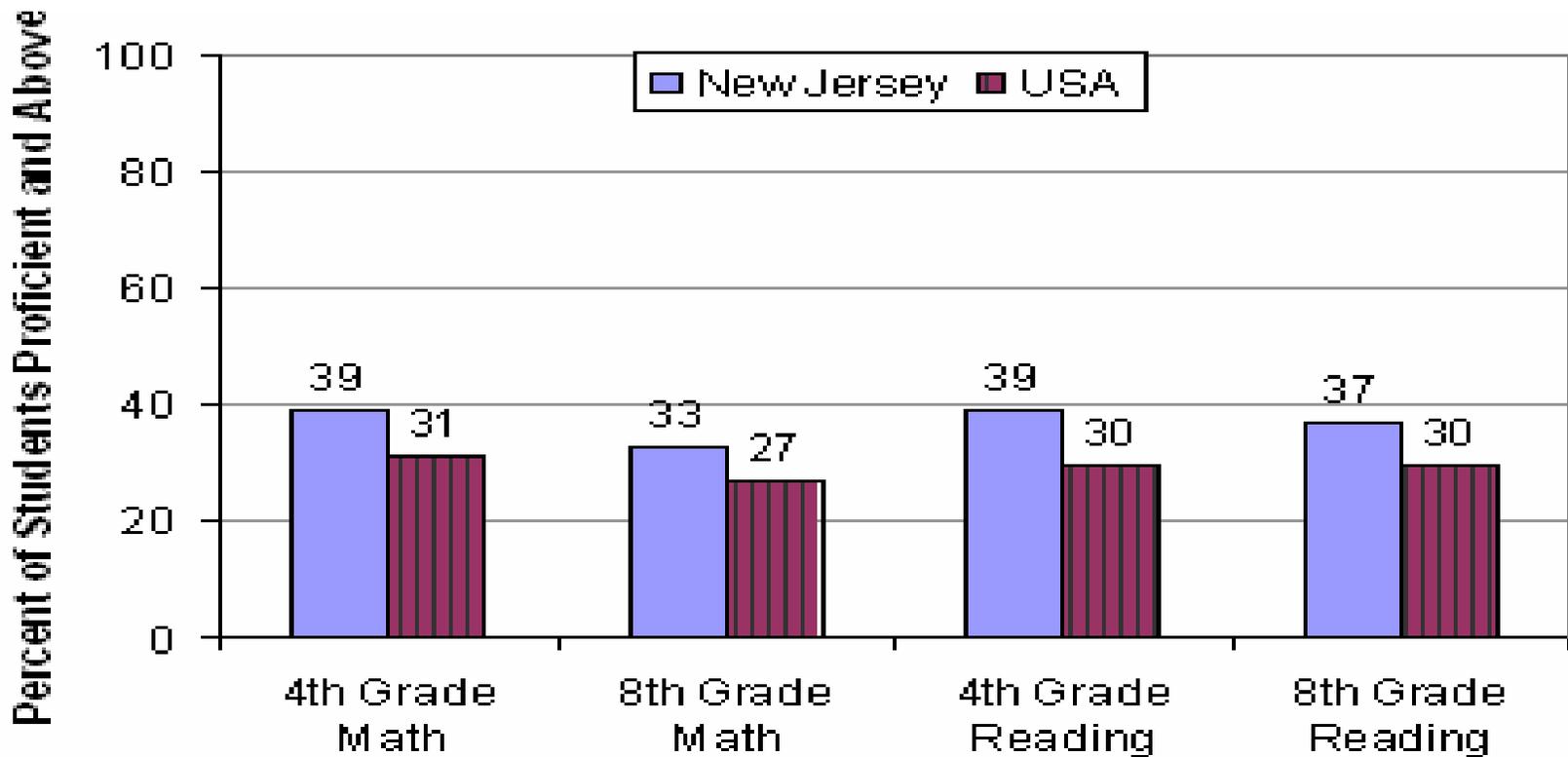


NAEP Data

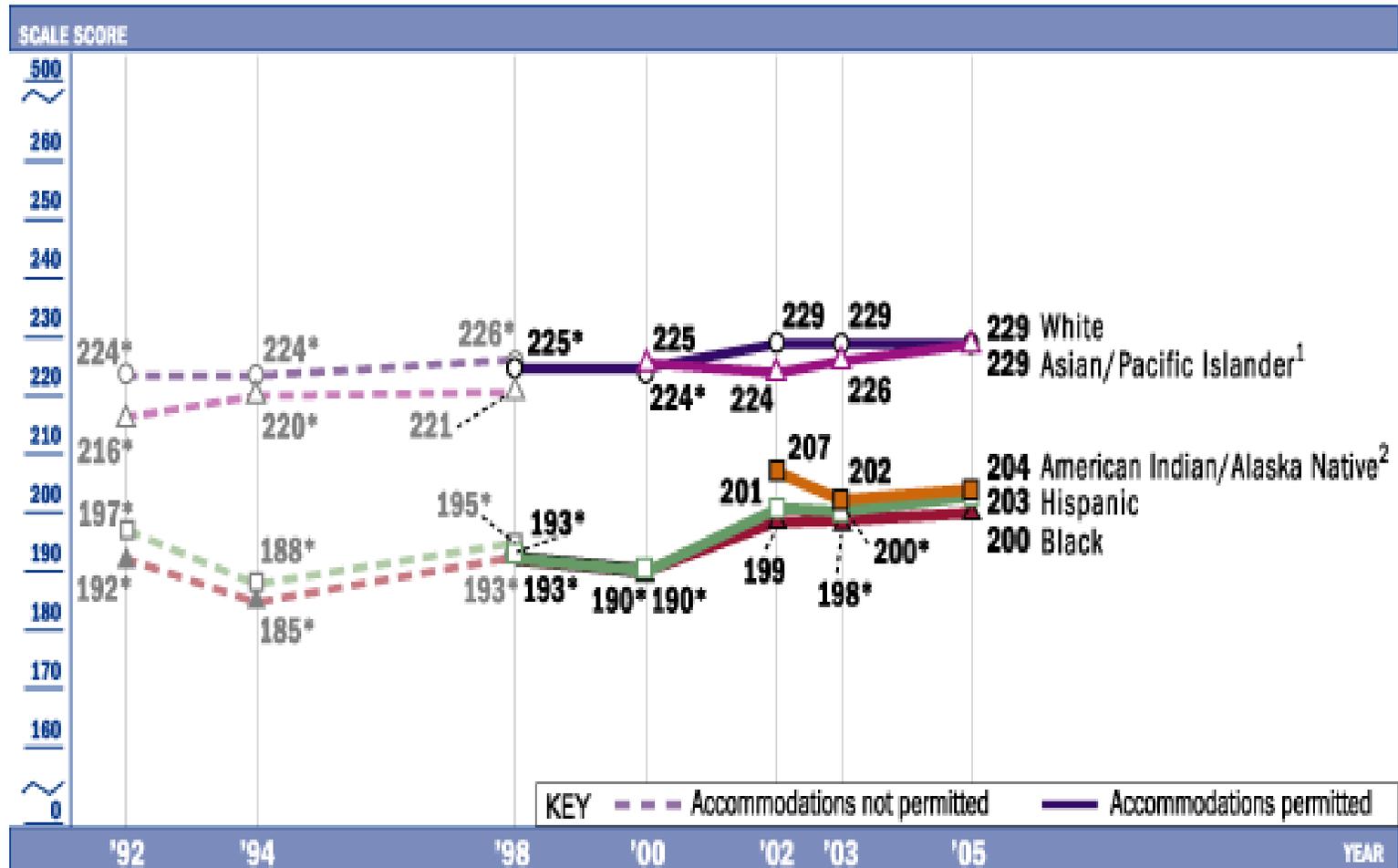
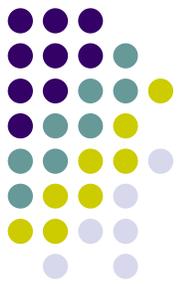
NAEP 2003: Comparison of 4th-grade Reading Scale Scores



NAEP 2003: Percent of NJ and the Nation's Students At or Above Proficient

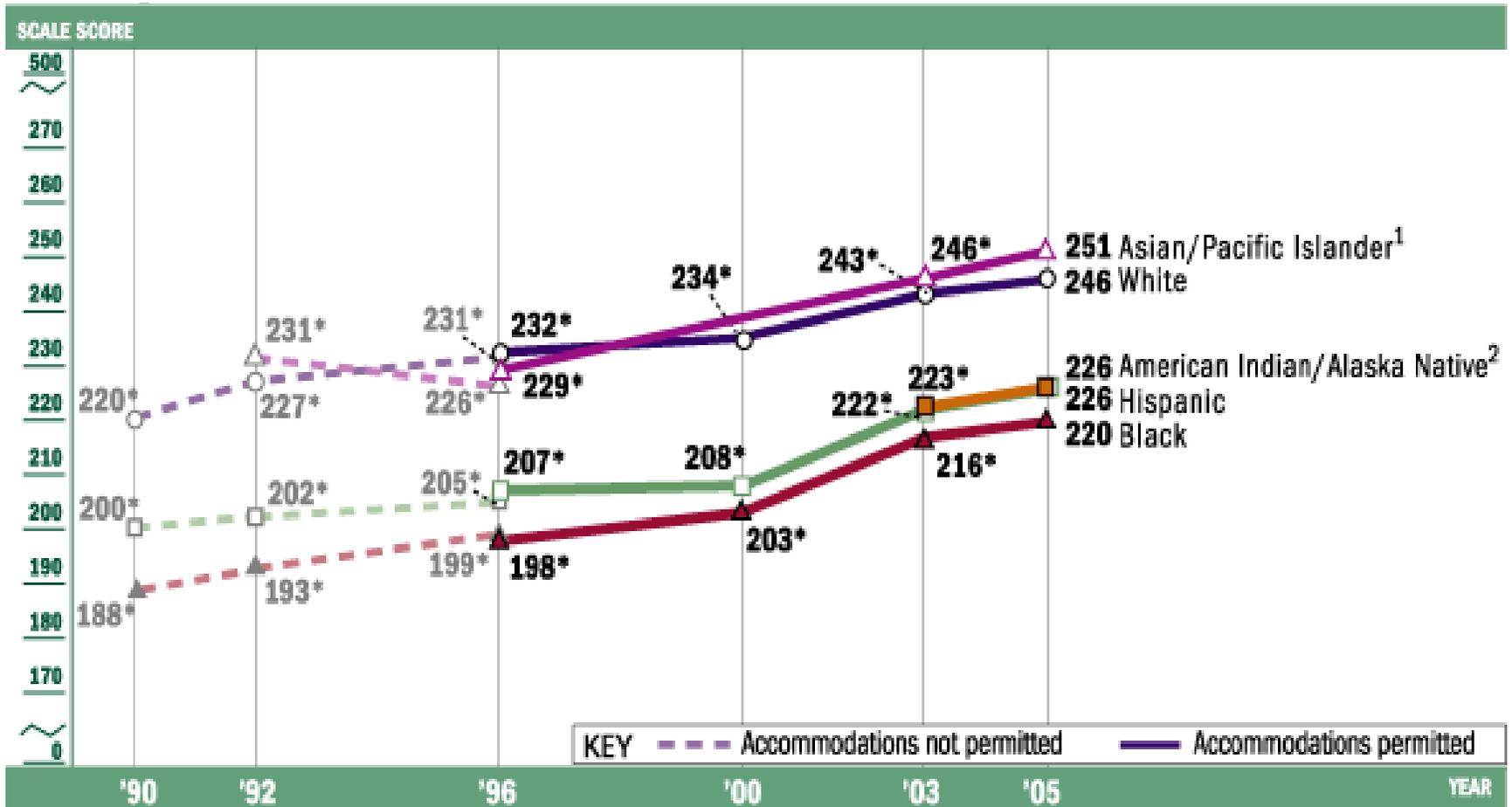
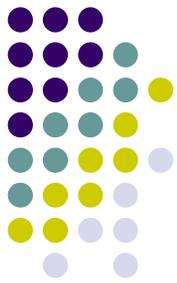


National Data (1992-2005)



Source: NAEP 2005 Long Term Trends Summary Table

National Data (1992-2005)



Source: NAEP 2005 Long Term Trends Summary Tables

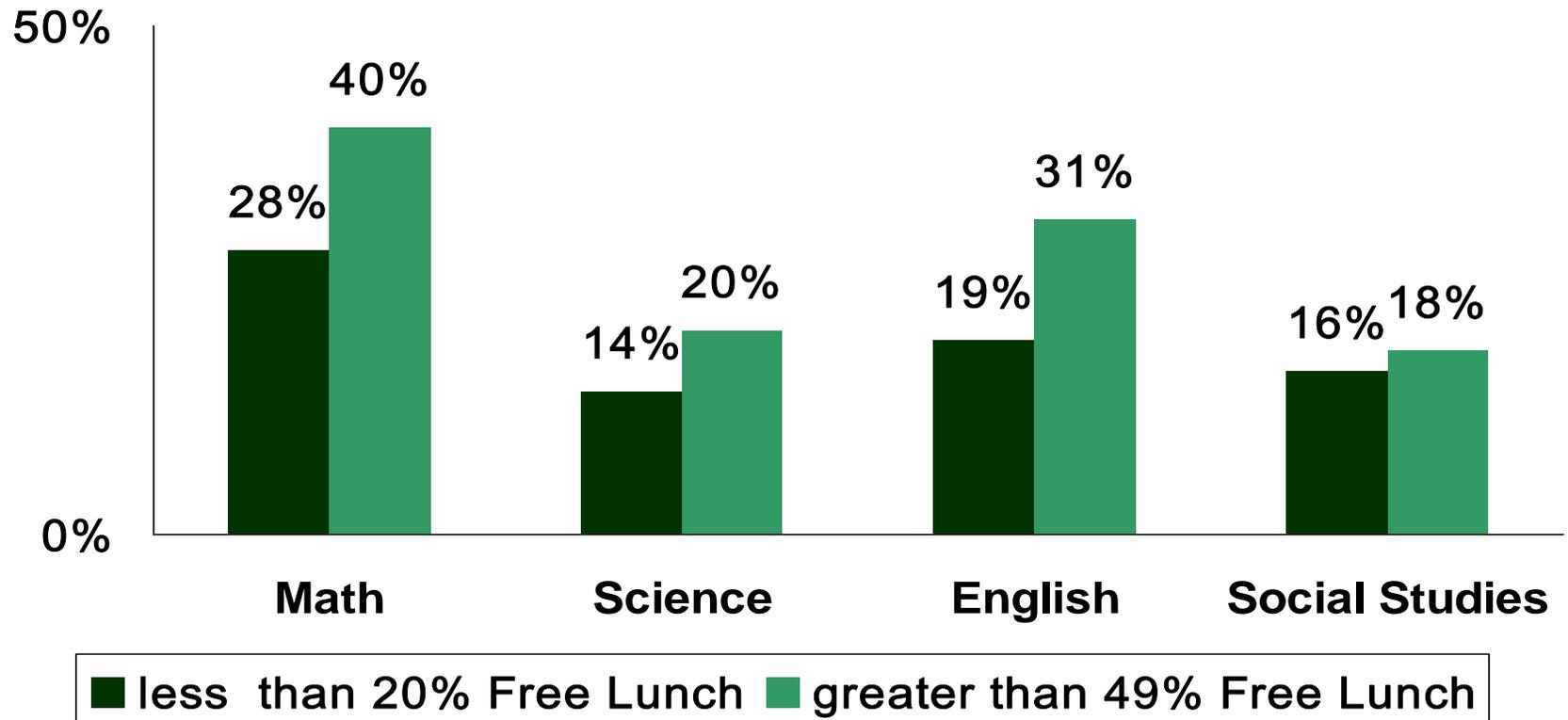
Education Reform through Accountability



Why is education reform important?



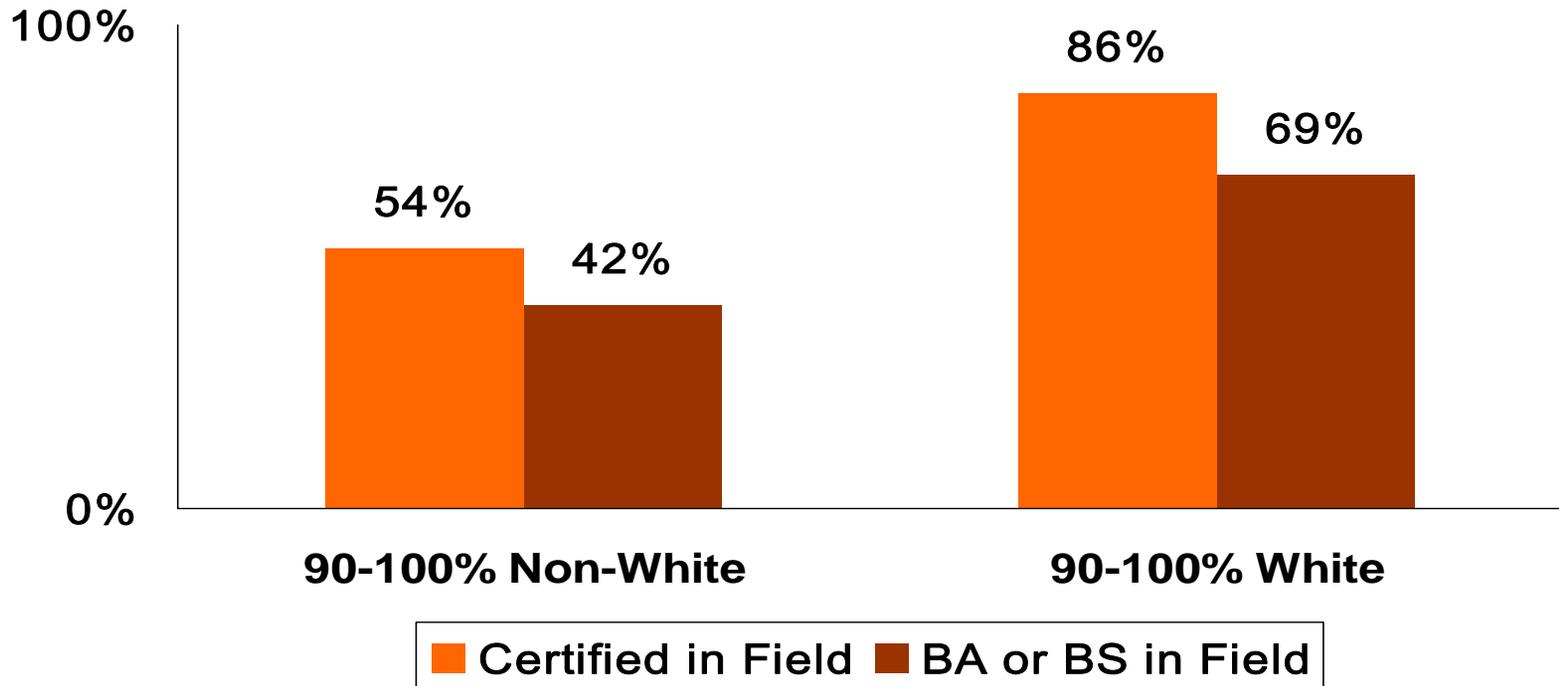
Classes in high poverty high schools more often taught by misassigned* teachers



*Teachers who lack a major or minor in the field

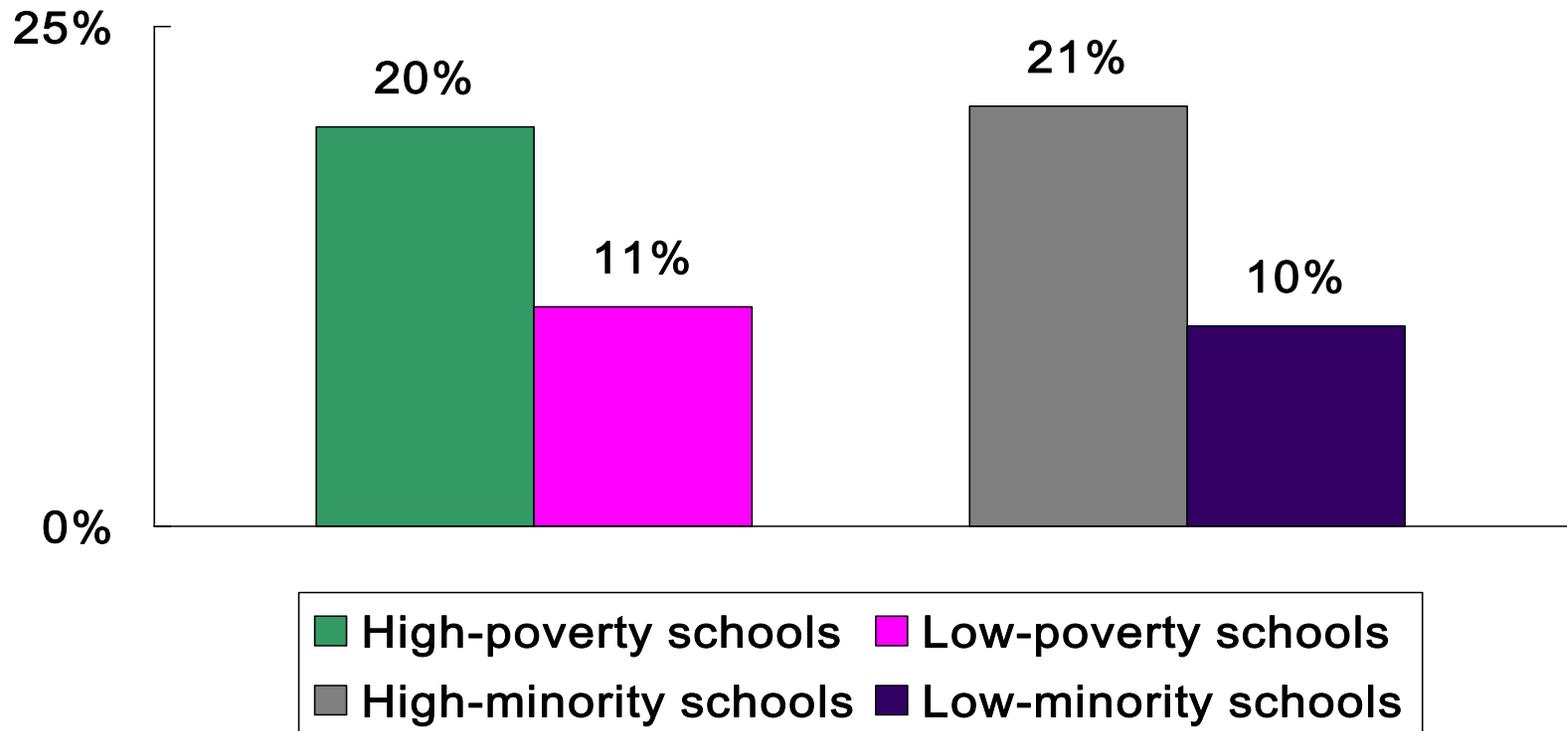
Source: National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* (p.16) 1996.

Math and science classes of mostly minority students are more often taught by misassigned teachers



Source: Jeannie Oakes. *Multiplying Inequalities: The Effects of Race, Social Class, and Tracking on Opportunities to Learn Mathematics and Science* (Rand: 1990)

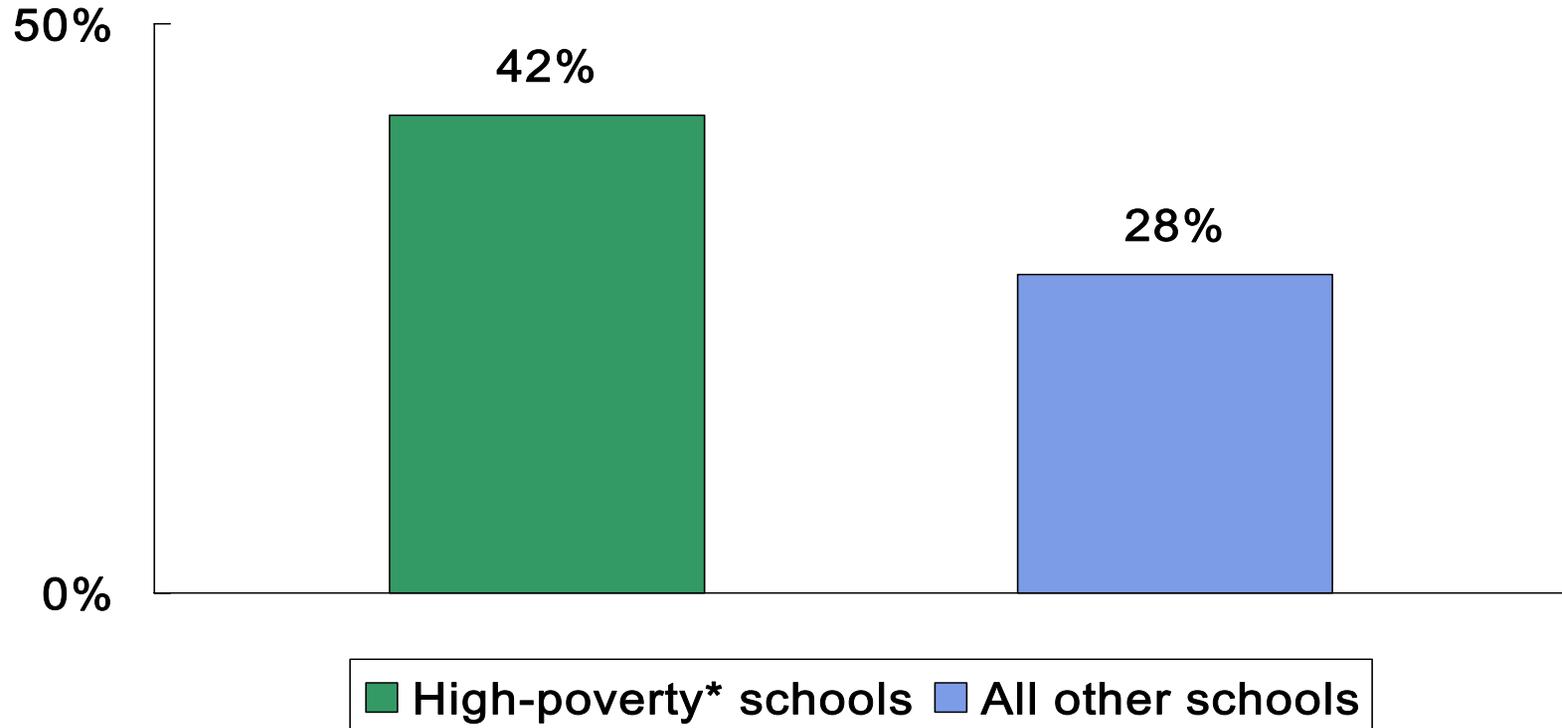
Poor and minority students get more inexperienced* teachers



*Teachers with 3 or fewer years of experience. “High” and “low” refer to top and bottom quartiles.

Source: National Center for Education Statistics, “Monitoring Quality: An Indicators Report,” December 2000.

High-poverty schools get more low-scoring* teachers



*Teachers scoring in the bottom quartile on on SAT/ACT. “High-poverty” schools have 2/3 or more students eligible for reduced-price lunch.

Source: *Education Week*, “Quality Counts 2001,” January 2001.

Education Reform through Accountability



Let's take a look at what states are trying to accomplish to close the gaps through accountability



Accountability

NCLB State Report Card



- ✓ **States and districts are required to prepare and disseminate school report cards.**
- ✓ **NCLB Report Cards are a strong tool for determining school improvement for accountability**
- ✓ **NCLB reports by student subgroups to provide information on testing in certain grades and subject areas and provide information on closing the achievement gap.**

Assessment Data

NCLB State Report Cards



States are required to report the following about assessment data:

- **Information on student achievement disaggregated in seven categories.** [Total population, race and ethnicity, gender, disability status, migrant status, limited English proficiency, and economic status.]
- **Information on student achievement at each proficiency level**
- **2-year trends in student achievement (all subject areas & grade level)**

Accountability Data NCLB State Report Cards



**States are required to report the following
on accountability data:**

- **Comparative information**
- **Information on indicators used to determine AYP**
- **Information on number and the performance of districts making AYP**

Teacher Quality Data

NCLB State Report Cards



State are required to report the following on teacher quality data:

- **Professional qualifications of all public elementary and secondary school teachers.**
- **Percentage of all public elementary and secondary school teachers with emergency or provisional credentials**
- **Percentage of classes not taught by highly qualified teachers.**

District Level Accountability NCLB District Report Card



Let's Take A Look at District Report Cards



State and District Report Cards

Annual Report Cards- Section 1111



All states (SEAs) and local education agencies (LEAs) receiving Title I funds must prepare and disseminate annual report cards.

● State

Report Cards

Beginning the 2002-2003 school year, unless the State has received a 1 year extension, the State is required to prepare and disseminate an annual State report card. The report card should be presented in an understandable and uniform format, and in a language that parents can understand.

● District

School Report Cards

Beginning the 2002-2003 school year, a LEA receiving funds is required to prepare and disseminate an annual local educational agency report, except the State may provide the LEA with a one year extension due to exceptional or unforeseen circumstances.

Assessment Data

NCLB District School Report Card



Districts are required to report the following components of assessment data:

- **The percentage of students tested**
- **Student achievement at each proficiency level (i.e., advanced, proficient, partially proficient) disaggregated by the seven subgroups**
- **Performance of students in the district on State academic assessments compared to students in the State as a whole**
- **The most recent 2-year trend data in student achievement for each subject and for each grade**

Accountability Data NCLB District Report Card



Districts are required to report the following on accountability data:

- **A comparison between the actual achievement levels of students in the LEA as a whole and for each school within the LEA.**
- **Secondary indicators used to determine AYP (i.e., attendance rate and graduation rate)**
- **Additional information that must be included on the district report card includes: total number of schools identified for school improvement, corrective action, or restructuring)**

Teacher Quality Data

NCLB District Report Cards



Districts are required to report the following about teacher quality data:

- **The professional qualifications of all public elementary and secondary school teachers, as defined by the State (e.g., bachelors and advanced degrees, licensure)**
- **The percentage of all public elementary and public school teachers teaching with emergency or provisional credentials**
- **The percentage of classes not taught by highly qualified teachers**

Stronger Accountability Standards and Assessments



- Beginning in the 2002-03 school year, schools must administer tests in each of three grade spans: 3-5, 6-9, and 10-12 in all schools.
- By the 2005-06 school year, schools must administer tests every year in grades 3 through 8 and once in grades 10-12.
- By the 2005-06 school year, states must develop standards in science
- Beginning in the 2007-08 school year, states must administer tests in science.

Assessment Guidelines



NCLB requirements for assessing students

- At least 95 percent of each student group must participate in the assessment process.
- Students who have been enrolled for less than one academic year will not be included in the accountability process.
- Students with disabilities may be assessed with accommodations or an Alternative Proficiency Assessment (A.P.A.).

AYP Sample Chart



SCHOOL NAME
 SCHOOL CODE:
 DISTRICT NAME:
 DISTRICT CODE:
 COUNTY NAME:
 COUNTY CODE:

School Made AYP	YES
Number of Indicators Met	40 of 40

2005 STATE ASSESSMENT: NJASK

Groups	Made 95% Participation Rate		Made AYP Benchmark Target		Made Safe Harbor	
	A (-) denotes less than 40 students in a group		A (-) denotes less than 20 students in a group; 35 for students with disabilities			
	LAL	Math	LAL	Math	LAL	Math
Total Population	YES	YES	YES	YES		
Students with Disabilities	-	-	-	-		
Limited English Proficient Students	-	-	-	-		
White	-	-	-	-		
African-American	YES	YES	YES	YES		
Asian/Pacific Islander	-	-	-	-		
American Indian/Native American	-	-	-	-		
Hispanic	-	-	-	-		
Other	-	-	-	-		
Economically Disadvantaged	YES	YES	YES	YES		
School Attendance Rate: Met Target (For elementary and middle schools)			Drop-Out Rate: Met Target (For high schools)			

Accountability Guidelines



- Students with disabilities and LEP students who are moved from their neighborhood school to receive services at another school are included in their home school's accountability process.
- Students with limited English proficiency must be assessed. Accommodations are permissible.

Adequate Yearly Progress



- Each state must establish a definition of Adequate Yearly Progress (AYP) to measure the yearly incremental progress of schools in reaching **100 percent proficiency** by the 2013-14 school year.
- Each state must establish a minimum standard for percentage of students proficient for each year during that period.
- Under NCLB, states are required to calculate the **participation rates** and **student performance** of all students on the state assessments.

Preliminary Starting Points for AYP in New Jersey



	ESPA	GEPA	HSPA
Language Arts/Literacy	68	58	73
Mathematics	53	39	55

Establishing Adequate Yearly Progress



- States are required to raise the standard once in the first two years, then at least every three years afterward. Standards will be raised 2005, 2008, 2011 and 2014.
- In 2014 all groups must attain 100% proficiency in language arts/literacy and math.

Incremental Increases in Expectations



		2003	Starting Point 2005	2008	2011	2014
Language Arts/Literacy	Elementary Grades 3& 4	68	75	82	91	100
	Middle Grades 6,7, & 8	58	66	76	87	100
	Grade 11	73	79	85	92	100
Math	Elementary Grades 3, 4, & 5	53	62	73	85	100
	Middle Grades 6, 7, & 8	39	49	62	79	100
	Grade 11	55	64	74	86	100

School-level Accountability



- Each school's proficiency data in reading and math for each student subgroup will be compared to the statewide benchmark.
- Results for subgroups with fewer than **20** students will be suppressed or excluded from the analysis.
- Results for 35 or less students with disabilities are excluded.
- Results for 40 students or less are excluded for participation.
- A misclassification rate of 5% is applied.
- "Safe harbor" may be reached if the percentage of students not meeting AYP has decreased by 10% from the previous school year.

“Safe-Harbor”-Students Meeting Adequate Yearly Progress



2002 Results Show	30% LEP students are proficient and 70% are not proficient (failure rate)
Then 10% of 70% =	7% increase in proficient rate
Then 30% pass + 7% proficiency increase =	37% proficient rate needed for LEP students to make safe harbor

Presentation Overview

Section Two



School Improvement and Accountability in New Jersey

School Improvement Identification



- There is a direct correlation between **school improvement** and **accountability**.
- The State and district the annual review of school progress primarily to determine (1) if a school has made **adequate yearly progress** toward all students meeting or exceeding the State's student academic achievement standards by 2013-14, and (2) if a school has narrowed the **achievement gap**.
- Schools that have not made **adequate yearly progress** for **two** consecutive school years in the same content area will be identified as in need of improvement.

The Process of Schools Identified in Need of Improvement



Year of Improvement	Status	Sanctions
Year 1	Does not make AYP	Early warning; no sanctions
Year 2	Does not make AYP School in need of improvement	Public school choice, technical assistance
Year 3	Does not make AYP School in need of improvement	Public school choice, supplemental educational services, technical assistance
Year 4	Does not make AYP School in need of improvement – corrective action	Public school choice, supplemental educational services, corrective action, technical assistance
Year 5	Does not make AYP- Restructuring 1- Planning	Public school choice Supplemental educational services, corrective action, technical assistance and planning phase for restructuring of schools
Year 6	Does not make AYP- Restructuring 2 - Implementation	Public school choice Supplemental educational services, corrective action, technical assistance. School staff may be reassigned, school may use options to become private charters or use other educational entities.

The School Improvement Process

Sanctions



Schools Identified in Need of Improvement

Schools must receive **technical assistance** from the district to address the academic achievement problem that caused the school to be identified for improvement.

Each school identified for improvement must **develop a two year school improvement plan** in consultation with parents, school staff, the district, and other experts. The plan must incorporate scientifically based strategies, professional development, extended learning time, strategies to promote effective parental involvement and mentoring of new teachers.

Accountability for School Improvement



Collaborative Assessment & Planning for Achievement (CAPA)

CAPA is a collaborative effort between the New Jersey Department of Education 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 Standards



Focus Area 1: *Academic Performance*

1. Curriculum
2. Classroom Assessment and Evaluation
3. Instruction

Focus Area 2: *Learning Environment*

4. School Culture
5. Student, Family and Community Support
6. Professional Growth, Development and Evaluation

Focus Area 3: *Efficiency*

7. Leadership
8. Organizational Structure and Resources
9. Comprehensive and Effective Planning

Presentation Overview

Section Three



New Jersey Quality Single Accountability Continuum (QSAC)

New Jersey Quality Single Accountability Continuum



Major Purpose

To measure students, school districts and school's performance in meeting State and Federal standards with its primary focus to improve overall student achievement.

New Jersey Single Accountability Continuum (QSAC)



Major Goal

To implement a quality single accountability continuum through the current education structure in New Jersey that would ensure that all students achieve proficiency in the Core Curriculum Content Standards and ensure that all school districts and schools have support for quality teaching and learning.

New Jersey Single Accountability Continuum (QSAC)



Principles: The QSAC rests on the following key principles:

- Standards
- Simplicity
- Effectiveness
- Efficiency
- Prevention

New Jersey Single Accountability Continuum (QSAC)



QSAC Implementation

- To measure students, school districts and schools' performance in meeting state standards.
- To streamline requirements to lessen administrative burden.
- To implement a comprehensive approach to assessing, evaluating, and monitoring school district performance.
- The NJQSAC system focuses on early identification of problems in critical areas and flexibility in making mid-course correction.

New Jersey Single Accountability Continuum (QSAC)



- QSAC Implementation
 - The NJQSAC system focuses on early identification of problems in critical areas and flexibility in making mid-course correction.
- Approach for Evaluation of Districts
 - **5 components governing school district effectiveness**
 - Instruction and Program;
 - Personnel;
 - Fiscal Management;
 - Operations; and
 - Governance

Presentation Overview

Section Four



Title I Program Accountability

- Comparability
- Consolidated State Performance Report
- Monitoring of Districts
- Title I Audit
- Consolidated NCLB application

Comparability



LEAs receiving Title I, Part A funds are required to assure compliance with comparability requirements and to maintain documentation that is available for audit or monitoring purposes. [NCLB §1120A(c)]

- An LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Part A schools that are at least comparable to the services provided in schools that are not receiving Part A funds.

Title I Consolidated State Performance Report



The purpose of the Title I Performance Report is to determine the impact of Title I funds on student performance and to report how Title I funds were used. The New Jersey Department of Education provides the assessment data for those schools and students that received Title I services. However, the school district must provide the demographic and service data using EWEG. This information contributes to the State Performance Report that is submitted to the USDE.

Title I Monitoring of LEAs



- Circular A-133
 - A financial and compliance audit must be performed per Federal Office of Management and Budget (USOMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, issued pursuant to the Single Audit Act of 1984, P.L. 98-502 and as amended by The Single Audit Act Amendments of 1996, P.L. 104-156.

Title I Monitoring of LEAs



- Evaluation of the Performance of School Districts
 - Presently, the evaluation of the performance of school districts is prescribed by State law (N.J.S.A. 18A:7A-10) and rules in N.J.A.C. 6:8. The enactment of the Comprehensive Education Improvement and Funding Act reinforces the mandate that the Commissioner of Education develop a process to determine each school district's performance against standards set by the Department. The law also requires school districts to report annually to the Commissioner their progress toward meeting these standards and to share this report with the public at a regularly scheduled board meeting. This law also establishes incremental steps of intervention that the Commissioner may invoke when individual schools experience three consecutive years of not meeting State standards.
 - QSAC will replace the current evaluation system

Title I Monitoring of LEAs



- NCLB Consolidated Application
 - Program
 - Annual Comprehensive Needs Assessment
 - Analysis of targets achieved
 - Fiscal
 - Final Report

Resources



- Title I Laws
No Child Left Behind
www.ed.gov/legislation/ESEA02/index.html
- OMB Circular A-87, Attachment B
www.whitehouse.gov/omb/circulars/a087/a087_2004.html
- EDGAR
<http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html>
- Compliance Supplement (A-133)
http://www.whitehouse.gov/omb/circulars/a133_compliance/04/04toc.html



New Jersey State Resources

- New Jersey Title I web site
<http://www.nj.gov/njded/title1/>

CAPA -<http://www.nj.gov/njded/abbotts/capa/>
QSAC -<http://www.state.nj.us/njded/genfo/qsac/>
- NCLB web site
<http://www.nj.gov/njded/grants/nclb/>
- Office of Grants Management
<http://www.nj.gov/njded/grants/>

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